

# SOUTHERN LEHIGH SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ENGLISH AS A SECOND  
LANGUAGE PROGRAM

ADOPTED: November 11, 2002

REVISED: October 12, 2015

128. ENGLISH AS A SECOND LANGUAGE PROGRAM	
1. Purpose	In accordance with the Board’s philosophy to provide a quality educational program for all students, the Southern Lehigh School District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The goal of the program shall be to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have Limited English Proficiency (LEP) shall be identified, assessed and provided instruction, and shall be provided an equal opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.
2. Authority Title 22 Sec. 4.26 20 U.S.C. Sec. 6801 et seq Pol. 103, 103.1	The Board shall approve a written program plan of educational services for students whose dominant language is not English. The program plan shall include English as a Second Language (ESL) instruction. The ESL program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically.
Pol. 100, 333	The Board may address LEP students and programs in the district’s comprehensive planning process, and shall include appropriate training for professional staff in the Professional Development Plan as necessary to provide an appropriate ESL program in compliance with law and regulations.
3. Delegation of Responsibility	The Superintendent or designee shall implement and supervise an ESL program that ensures appropriate instruction in each school and complies with federal and state laws and regulations.  The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the ESL program.
	1. Program goals

<p>4. Guidelines Title 22 Sec. 11.11 20 U.S.C. Sec. 6801 et seq Pol. 200</p> <p>Pol. 102</p> <p>Pol. 304</p> <p>20 U.S.C. Sec. 6812, 6826, 6841</p> <p>Pol. 103.1, 113</p> <p>Pol. 114</p>	<ol style="list-style-type: none"> <li>2. Student enrollment procedures (i.e., Home Language Survey)</li> <li>3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting.</li> <li>4. Accommodations for English Language Learners (ELL) in the classroom</li> <li>5. Grading policies</li> <li>6. List of resources including support agencies and interpreters</li> </ol> <p>The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student upon enrollment in the district, and shall be filed in the student's permanent record folder through graduation.</p> <p>The ESL program shall be designed to provide instruction that meets each student's individual needs based on the assessment of English proficiency in reading, writing, listening and speaking. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.</p> <p>Certified employees and appropriate support staff, when necessary, shall provide the ESL program. The district shall ensure that all teachers in the ESL program hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom.</p> <p>The ESL program shall be evaluated periodically to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement.</p> <p>Students who are English Language Learners (ELL) may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.</p> <p>Students who are ELL may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The district shall ensure that assessment of a student for gifted education services screens for intervening factors, such as LEP (Limited English Proficiency), that may be masking gifted abilities.</p>
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<p>Pol. 103.1, 113, 114</p>	<p>Students participating in ESL programs who are eligible for special education services shall continue receiving ESL instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.</p>
<p>Title 22 Sec. 4.51, 4.51A, 4.51B, 4.51C, 4.52 20 U.S.C.</p>	<p>Students participating in ESL programs shall be required, with accommodations, to participate in assessments and meet established academic standards and graduation requirements adopted by the Board.</p>
<p>Sec. 6812, 6826, 6841, 6842 Pol. 102, 127, 217</p>	<p>Students shall have access to and be encouraged to participate in all academic and extracurricular activities available to district students.</p>
<p>20 U.S.C. Sec. 1703 Pol. 115, 122, 123</p>	<p>Students shall exit from the ESL program in accordance with state required exit criteria.</p>
<p>20 U.S.C. Sec. 6826</p>	<p>The district shall monitor ELL who exit from the ESL program.</p>
<p>20 U.S.C. Sec. 6841</p>	<p><u>Family Engagement and Communication</u></p>
<p>20 U.S.C. Sec. 7012 42 U.S.C. Sec. 2000d et seq</p>	<p>Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.</p>
<p>20 U.S.C. etc. 7012</p>	<p>At the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the district shall notify parents/guardians of students enrolled in ESL programs regarding the instructional program provided to their student.</p>
<p>Pol. 127, 212</p>	<p>Parents/guardians shall be regularly apprised of their student’s progress, including achievement of academic standards and assessment results.</p>
<p>20 U.S.C. Sec. 7012</p>	<p>Parents/guardians shall be notified of their right to opt the student out of supplemental ESL program opportunities provided through federal funding, in accordance with applicable law.</p> <p>The district shall notify parents/guardians of students in ESL program within thirty (30) days, or within fourteen (14) days of enrollment, if the district fails to meet annual measurable performance objectives, as required by law.</p>

<p>20 U.S.C. Sec. 6812, 6826, 7012</p>	<p>The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</p> <p>References:</p> <p>State Board of Education Regulations – 22 PA Code Sec. 4.26, 4.51, 4.51A, 4.51B, 4.51C, 4.52, 11.11</p> <p>Equal Education Opportunity Act, amending Educational Amendments of 1974 – 20 U.S.C. Sec. 1703</p> <p>No Child Left Behind Act – 20 U.S.C. Sec. 6801 et seq.</p> <p>Title VI of the Civil Rights Act – 42 U.S.C. Sec. 2000d et seq.</p> <p>Improving Academic Achievement, Title 34, Code of Federal Regulations – 34 CFR Part 200</p> <p>Board Policy – 000, 100, 102, 103, 105.1, 113, 114, 115, 122, 123, 127, 200, 212, 217, 304, 333</p>
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