

	<p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESL program.</p> <ol style="list-style-type: none"> 1. Program goals. 2. Student enrollment procedures (i.e. Home Language Survey). 3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting. 4. Accommodations for English Language Learners (ELL) in the classroom. 5. Grading policies. 6. List of resources including support agencies and interpreters.
<p>4. Guidelines</p>	<p><u>Guidelines for the ESL/Bilingual Program</u></p>
	<p>LEP students shall be enrolled upon presentation of a local address and proof of immunization.</p>
	<p>The ESL/Bilingual Program shall be designed to provide instruction to meet 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 ensure achievement of academic standards.</p>
<p>Pol. 404, 433</p>	<p>A PA certified teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ESL program.</p>
	<p>Instructional resources shall be comparable to the resources provided other core academic subjects.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELL’s are not learning English, the program shall be changed to ensure greater success.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The ELL shall be required to meet established academic standards and graduation requirements with accommodations as adopted by the Board.</p>
<p>20 U.S.C. Sec. 1703</p>	<p>Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.</p>

Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.

References:

Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d

Equal Education Opportunity Act, amending Education Amendments of 1974 – 20 U.S.C. Sec. 1703

No Child Left Behind Act of 2001, P.L. 107-334, 115 Stat., Title III, Language Instruction For Limited English Proficient And Immigrant Students, amends Title III U.S.C. Sec. 6801 et seq

School Code 24 P.S. Section 1205.1, 1205.2

State Board of Education Regulations 22 PA Code Sec. 4.13, 4.26

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Lau v. Nichols – 1974

Plyler v. Doe – 1982

Castaneda v. Pickard – 1981