

DELAWARE VALLEY SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ENGLISH AS A SECOND
LANGUAGE PROGRAM

ADOPTED: MAY 12, 2011

REVISED: APRIL 14, 2011

<p>138. ENGLISH AS A SECOND LANGUAGE PROGRAM</p>	
<p>1. Purpose</p>	<p>In accordance with the Board's philosophy to provide a quality educational program for all students, the Delaware Valley School District shall provide an appropriate planned instructional program for identified students whose dominant language is not English.</p> <p>The purpose of the program is 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.</p>
<p>2. Authority</p> <p>Title 22 Sec. 4.26 42 U.S.C. Sec. 2000d 20 U.S.C. Sec. 6801 et seq</p> <p>Title 22 Sec. 4.13</p> <p>Title 22 Sec. 49.16, 49.17 SC 1205.1, 1205.2 Pol. 101, 333, 433</p> <p>20 U.S.C. Sec. 6801 et seq</p>	<p>The school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards. The program shall include English as a Second Language instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriate prepared personnel, and (3) periodic program evaluation.</p> <p>The Board shall include provisions for the ESL programs in its Strategic Plan.</p> <p>The Board shall include provisions for the ESL professional education for ESL teachers, classroom teachers of ESL students and new teachers in its professional development plan.</p> <p>The Board shall establish procedures for identification of students whose dominant language is not English. The Home Language Survey shall be completed for every student in the district and filed in the student's permanent record folder through graduation. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for English as a Second Language instruction.</p>

<p>3. Delegation of Responsibility</p>	<p>The Superintendent or designee shall implement and supervise an ESL Program that meets the legal requirements for ESL Program compliance.</p> <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 Program</u></p> <p>ESL students shall be enrolled upon presentation of a local address and proof of immunization.</p> <p>The ESL 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 A PA certified 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 The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELL are not learning English, the program shall be changed to ensure greater success.</p> <p>20 U.S.C. Sec. 6801 et seq The ELL shall be required to meet established academic standards and graduation requirements, with accommodations, as adopted by the Board.</p>

20 U.S.C. Sec. 1703	<p>Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.</p> <p>Communication with parents/guardians shall include information about assessment, academic achievement and other related education issues in the language understood by the parent/guardian whenever possible.</p> <p>References:</p> <p>Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d</p> <p>Equal Education Opportunity Act, amending Education Amendments of 1974 – 20 U.S.C. Sec. 1703</p> <p>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</p> <p>School Code 24 P.S. Sec. 1205.1, 1205.2</p> <p>State Board of Education Regulations 22 PA Code Sec. 4.13, 4.26</p> <p>Basic Education Circular July 1, 2001: Educating Students With Limited English Proficiency (LEP) and English Language Learner (ELL)</p> <p>Lau v. Nichols – 1974 Plyler v. Doe – 1982 Castaneda v. Pickard – 1981</p>
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