

Pennsbury School District

School Board Policy

Effective Date	Supercedes Index No.	Index No.
9/23/10	2802 of 12/10/02	138.1

Title: Limited English Proficiency Program

Purpose: In accordance with the School Board's philosophy to provide a quality educational program to all students, the School District will provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of this policy is to outline requirements for this program, which is intended to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the School Board and achieve academic success.

Authority: Students who have limited English proficiency (LEP) will be identified, assessed and provided an appropriate program of educational services. The program shall include English As a Second Language (ESL) instruction. The program will be based on effective research-based theory, be implemented with sufficient resources and by appropriately trained staff, and be evaluated periodically.

The School Board will include the provisions for the LEP program in its Strategic Plan and appropriate training for professional staff in its Professional Education Plan.

Attachment: Home Language Survey

References: Title 22, § 4.13, 4.26, 11.11
School Codes 1205.1, 1205.2
42 U.S. Code, § 2000d
20 U.S. Code, § 1703, 6801 et seq
Board Policies 100, 200, 333, 404, 433

Policy:

The Chief Executive Officer, Superintendent or designee shall create, implement, supervise, and evaluate an LEP program that ensures appropriate LEP instruction in each school and complies with federal and state laws and regulations.

The Chief Executive Officer, Superintendent or designee, in conjunction with appropriate staff, will develop and disseminate written procedures regarding the LEP program, including:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for program entrance, measurement of progress, and program exit.
4. Classroom accommodations.
5. Grading policies.
6. List of resources, including support agencies and interpreters.

The School District will establish procedures for identifying students whose dominant language is not English. The Home Language Survey will be completed for each student in the School District and be 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 ESL instruction.

Students whose dominant language is not English will be enrolled in the School District upon presentation of a local address and proof of immunization. Students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the School District.

Students participating in LEP programs will be required, with accommodations, to meet established academic standards and graduation requirements adopted by the School Board.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on the assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards.

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.

Certified professional employees and appropriate support staff, when necessary, shall provide the LEP program.

At the beginning of each school year, the School District shall notify parents or guardians of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents or guardians will be regularly apprised of their student's progress. Communications with parents or guardians shall be in the language understood by the parents or guardians whenever possible.

The School District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.

Responsible

Administrator: Assistant Superintendent of Curriculum & Instruction



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HOME LANGUAGE SURVEY - ENGLISH AS A SECOND LANGUAGE (ESL)

Student's Name: _____ DOB: _____ Grade: _____

Date: _____ Pennsbury School Attending: _____

Previous School Attended: _____

Did the student attend ESL at his/her Previous School: YES NO

If yes, how many years of ESL has the student received? _____

1. What language did the student learn first?

English Spanish Other (Please specify): _____

2. What language is spoken in your home most of the time?

English Spanish Other (Please specify): _____

3. What language does the student speak most of the time?

English Spanish Other (Please specify): _____

4. Which language does the student use most often when he/she speaks to his/her friends?

English Spanish Other (Please specify): _____

5. Which language does the student use most often when he/she speaks to his/her parents?

English Spanish Other (Please specify): _____

Parent or Guardian Signature

Date