

# FERNDALE AREA SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LIMITED ENGLISH  
PROFICIENCY PROGRAM

ADOPTED: AUGUST 21, 2002

REVISED: JUNE 13, 2007

<p>1. Purpose</p> <p>2. Authority 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 SC 1205.1, 1205.2 Pol. 100, 333, 433</p> <p>3. Delegation of Responsibility</p>	<p style="text-align: center;">138. LIMITED ENGLISH PROFICIENCY PROGRAM</p> <p>In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose 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. <b>Students who have Limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.</b></p> <p><b>The Board shall adopt a program of educational services for each student whose dominant language is not English.</b> The program shall include bilingual/bicultural or English as a Second Language instruction. The program <b>shall be based on effective</b> research-based theory, <b>be implemented with</b> sufficient resources and appropriately <b>trained staff</b>, and be evaluated periodically.</p> <p>The Board shall include the provisions for the LEP program in its Strategic Plan <b>and appropriate training for professional staff in its Professional Education Plan.</b></p> <p><b>The Board may contract with Appalachia Intermediate Unit # 8 for Limited English Proficiency services and programs.</b></p> <p>The Superintendent or designee shall implement and supervise an <b>LEP program that ensures appropriate LEP instruction in each school and complies with federal and state laws and regulations.</b></p> <p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, <b>including:</b></p> <ol style="list-style-type: none"> <li>1. Program goals.</li> <li>2. Student enrollment procedures.</li> </ol>
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<p>4. Guidelines                  20 U.S.C.                  Sec. 6801 et seq                  Title 22                  Sec. 11.11                  Pol. 200</p> <p>20 U.S.C.                  Sec. 1703</p> <p>20 U.S.C.                  Sec. 6801 et seq</p> <p>20 U.S.C.                  Sec. 6801 et seq</p> <p>Pol. 404, 433</p> <p>20 U.S.C.                  Sec. 6801 et seq</p>	<p>3. Assessment procedures for program entrance, measurement of progress, and program exit.</p> <p>4. Classroom accommodations.</p> <p>5. Grading policies.</p> <p>6. List of resources, including support agencies and interpreters.</p> <p>The <b>district</b> shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for each student <b>enrolled</b> in the 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 English as a Second Language instruction.</p> <p>Students <b>whose dominant language is not English</b> should be enrolled <b>in the district</b> 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 <b>available</b> in the district.</p> <p><b>Students participating in LEP programs</b> shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.</p> <p>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.</p> <p>The LEP program shall be evaluated for effectiveness <b>as required</b>, based on the attainment of English proficiency, and <b>shall be revised when necessary</b>.</p> <p>Certified <b>professional employees</b> and appropriate support staff, when necessary, shall provide the LEP program.</p> <p><b>At the beginning of each school year, the district shall notify parents/guardians of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents/Guardians will be regularly apprised of their student’s progress.</b> Communications with parents/guardians shall be in the language understood by the parents/guardians, whenever possible.</p>
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<p>20 U.S.C. Sec. 6801 et seq</p>	<p><b>The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</b></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, 11.11</p> <p>Board Policy – 100, 200, 333, 404, 433</p>
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