# MORRISVILLE BOROUGH SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: ENGLISH AS A SECOND

LANGUAGE/BILINGUAL

**PROGRAM** 

ADOPTED: April 25, 2007

**REVISED:** 

#### 138. ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM

#### 1. Purpose

It is the policy of the School District of Borough of Morrisville to provide a quality educational program for all students, and, accordingly, the School District of Borough of Morrisville shall provide an appropriate planned instructional program for identified students whose dominant language is not English.

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.

2. Authority
Title 22
Sec. 4.26
42 U.S.C.
Sec. 2000d
20 U.S.C.
Sec. 6801 et seq

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 bilingual-bicultural or English as a Second Language (ESL) 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, 3) periodic program evaluation.

Title 22 Sec. 4.13 SC 1205.1, 1205.2 Pol. 100, 333, 433 The Board shall include provisions for the Limited English Proficiency (LEP) programs in its Strategic Plan. The Board shall include provisions for professional education for ESL teachers, classroom teachers of LEP students and new teachers in its professional development plan.

20 U.S.C. Sec. 6801 et seq Title 22 Sec. 11.11 Pol. 200 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.

3. Delegation of Responsibility

The Superintendent or designee shall implement and supervise an ESL/Bilingual Program that meets the legal requirements for ESL/Bilingual program compliance.

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	The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures to implement the ESL or Bilingual education program. These procedures will include:
	1. Programs 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.
4. Guidelines	Guidelines For The ESL/Bilingual Program
	LEP students shall be enrolled upon presentation of a local address and proof of immunization.
	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.
	In order to achieve academic standards, students must be scheduled in content area classes. Content area instruction must be aligned with the corresponding academic standards and adapted to meet the needs of students.
Pol. 404, 433	Appropriate staff shall be utilized to provide the ESL program.
20 U.S.C Sec. 6801 et seq	The program shall be evaluated for effectiveness based on the attainment of English proficiency. If ELLs are not learning English, the program shall be changed to ensure greater success.
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.
20 U.S.C. Sec. 1703	Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.

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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. 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. Sec. 1205.1, 1205.2 State Board of Education Regulations – 22 PA Code Sec. 4.13, 4.26 Basic Education Circular July 1, 2001: Educating Students With Limited English Proficiency (LEP) and English Language Learner (ELL) Lau v. Nichols – 1974 Plyler v. Doe – 1982 Castaneda v. Pickard – 1981