

Palmyra Area School District

Section: Programs

Title: English Language Learners/
Bilingual Program

Adopted: 11/13/03

Revised:

1. Purpose

141. ENGLISH LANGUAGE LEARNERS/ BILINGUAL PROGRAM

In accordance with the Board's philosophy to provide a quality educational program for all students, the Palmyra Area School District 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

Castaneda V.
Pickard, 1981

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 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

The Board shall include provisions for the ELL programs in its Strategic Plan.

Title 22 Sec. 4.13
(c) (7) 24 P.S.
12-1205.1 and
49.16-17

The Board shall include provisions for the LEP professional education for English as a Second Language (ESL) teachers, classroom teachers of LEP students and new teachers in its professional development plan.

Civil Rights Act
Of 1964 Title VI
P.L 103-382

Basic Education
Circular July 1,
2001: Educating
Students with
Limited English
Proficiency (LEP)
And English
Language Learners
(ELL)

Delegation of
Responsibility

Fourteenth
Amendment
Plyler v. Doe,
1982
Lau v. Nichols,
1974

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.

The Superintendent or designee shall implement and supervise a ELL/Bilingual program that meets the legal requirements for ELL/Bilingual program compliance.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ELL program.

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.

Guidelines for the ELL/Bilingual Program

LEP students shall be enrolled upon presentation of a local address and proof of immunization.

The ELL/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.

Castaneda v.
Pickard, 1974

A PA certified teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ELL program.

Instructional resources shall be comparable to the resources provided other core academic subjects.

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.

The ELL shall be required to meet established academic standards and graduation requirements with accommodations as adopted by the Board.

Equal Education
Act of 1974

Students shall have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.

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