

REVISED: April 24, 2006

BETHLEHEM AREA SCHOOL DISTRICT

	138. ENGLISH FOR SPEAKERS OF OTHER LANGUAGES PROGRAM (ESOL)
1. Purpose	The district shall provide an appropriate instructional program for identified students whose primary 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 ESOL instruction. The program shall be based on effective research-based theory, be implemented with sufficient resources and appropriately trained staff, and be evaluated periodically.
Title 22 Sec. 4.13 SC 1205.1, 1205.2 Pol. 100, 333, 433	The Board shall include provisions for the ESOL program in its Strategic Plan. The Board shall include provisions for ESOL professional education for ESOL teachers, classroom teachers of English Language Learners (ELL), and new teachers in its Professional Development Plan.
3. Delegation of Responsibility	The Superintendent or designee shall implement and supervise an ESOL program that ensures appropriate ESOL instruction and complies with federal and state laws and regulations. The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESOL program including: 1. Program Goals: a. To provide an academic setting that accelerates the acquisition of English with the use of effective standards-based instruction.

20 U.S.C. Sec. 6801 et seq Title 22 Sec. 11.11	b. To integrate ELL students into mainstream classes. c. To increase all students' oral language proficiency, reading comprehension, and writing. d. To coordinate the child's educational program to ensure continuity and reduce fragmentation. e. To enhance concept clarification with native language support, when possible. f. To facilitate communication between the home and school. 2. Student Enrollment Procedures: 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 those students whose primary language is other than English, formal language assessments will be administered to determine the student's English proficiency level. 3. Assessment Procedures: The Center for Language Assessment (CLA) registers and tests all entering students whose home language is other than English. An evaluator, bilingual in Spanish and English, assesses students to determine language proficiency and reading level. Writing and math proficiency tests are also administered. These test results determine entry level at the beginner, intermediate, advanced, or regular levels. ESOL teachers monitor the performance of students twice a year as they move through the stages of oral language, reading and writing. Multiple assessment measures are utilized to exit students when competency is demonstrated in oral language, reading and writing. 4. Classroom Accommodations: ESOL instruction must be aligned with corresponding standards and adapted to meet the needs of the students. Teachers must adapt courses of study to meet student needs.
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4. Guidelines 20 U.S.C. Sec. 6801 et seq 20 U.S.C. Sec. 1703 Pol. 203 20 U.S.C. Sec. 6801 et seq 20 U.S.C. Sec. 6801 et seq	5. Grading Policies: Grades reflect student progress in the acquisition of the English language and performance on standards-based curriculum with appropriate accommodations as needed. 6. List of Resources: Instructional resources shall be comparable to the resources provided other core academic subjects. Personnel resources may include: Center for Language Assessment, ESOL coordinator, bilingual secretaries, bilingual evaluators, K-12 staff of ESOL teachers, language guides/instructional aides, interpreters/translators available upon request, family centers, Administrator for Minority Affairs. The district shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for each student 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. Students whose dominant language is not English should be enrolled in the 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 district. Students participating in ESOL programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board. The ESOL 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. Limited English Proficient (LEP) students who are eligible for special education services (SPEDLEP) will continue to receive ESOL services deemed necessary by the student's Individual Education Plan (IEP). A team of professional employees knowledgeable in second language acquisition will determine the duration and frequency of ESOL support. The ESOL program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.
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Pol. 404, 433	Certified professional employees and appropriate support staff, when necessary, shall provide the ESOL program.
20 U.S.C. Sec. 6801 et seq	At the beginning of each school year, the district shall notify parents/guardians of students qualifying for ESOL programs regarding the instructional program and parental options, as required by law. Parents/Guardians will be regularly apprised of their child's progress. Communications with parents/guardians shall be in the language understood by the parents/guardians.
20 U.S.C. Sec. 6801 et seq	The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children. 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, 11.11 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