

# Tyrone Area School District

SECTION: PROGRAMS

TITLE: ENGLISH AS A SECOND  
LANGUAGE/BILINGUAL  
PROGRAM

ADOPTED: JANUARY 11, 2011

<b>145. ENGLISH AS A SECOND LANGUAGE/BILINGUAL PROGRAM</b>	
<p>1. Purpose</p>	<p>In accordance with the Board’s philosophy to provide an equal and quality educational program for all students, the Tyrone Area School District shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The program will enable Limited English Proficient (LEP) students to progress academically while they are learning English.</p> <p>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.</p>
<p>2. Authority</p> <p>Title 22, § 4.26</p> <p>Castaneda v. Pickard, 1981</p> <p>Title 22, § 4.13</p> <p>Title 22, § 4.13 (c)(7) 24 P.S., § 12-1205.1 and § 49.16-17</p>	<p>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 the Pennsylvania English Language Proficiency Standards (PA ELPS) and the Pennsylvania 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 appropriately prepared personnel, and (3) periodic program evaluation.</p> <p>The Board shall include provisions for the LEP programs in its Strategic Plan.</p> <p>The Board shall include provisions for appropriate professional development for ESL teachers, classroom teachers of LEP students and new teachers in its professional development plan.</p> <p>ESL is a basic core curricular area (i.e., content area subject) that will be available to all identified students as determined by the WIDA-ACCESS Placement Test (W-APT). ESL will be offered to all identified students until English proficiency is demonstrated and will replace the traditional English class for grading purposes. Sufficient instructional time will be allotted to enable student development of the English language.</p>

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<p>Civil Rights Act of 1964 Title VI, P.L. 103-382</p> <p>Basic Education Circular July 1, 2001: Educating Students With Limited English Proficiency (LEP) and English Language Learners (ELL) Reviewed April 14, 2009</p>	<p>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 ESL instruction.</p>
<p>3. Delegation of Responsibility</p>	<p>The superintendent or designee shall implement and supervise an ESL/Bilingual Program that meets the legal requirements for ESL/Bilingual Program compliance.</p> <p>The superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the ESL Program.</p> <ol style="list-style-type: none"> <li>1. Program goals.</li> <li>2. Student enrollment procedures (i.e., Home Language Survey).</li> <li>3. Assessment procedures for program entrance, measuring progress in gaining English proficiency, and program exiting and monitoring.</li> <li>4. Accommodations for English Language Learners (ELL) in the classroom.</li> <li>5.</li> <li>6. List of resources including support agencies and interpreters.</li> </ol> <p><u>Guidelines</u></p>
<p>4. Guidelines</p> <p>14<sup>th</sup> Amendment Plyer v. Does, 1982 Lau v. Nichols, 1974</p>	<p>LEP students shall be enrolled upon presentation of a local address and proof of immunization.</p> <p>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. The ELL's instructional placement must be age and grade appropriate.</p>

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<p>Castaneda v. Pickard, 1974</p>	<p>A Pennsylvania certified teacher hired as a teacher and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the ESL Program.</p> <p>Instructional resources shall be comparable to the resources provided other core academic subjects. Adequate resources and funds, including a specific line item in the appropriate program budget, will be provided for an ESL program (e.g., staffing, professional development, assessments, etc).</p> <p>The program shall be evaluated for effectiveness based on attainment of English proficiency. If ELLs are not learning English, the program shall be changed to ensure greater success.</p> <p>LEP students will participate in the Pennsylvania System of School Assessment (PSSA), Keystone Exams, and other large-scale assessments (with appropriate accommodations), according to state and federal law.</p> <p>The ELL shall be required to meet established academic standards, graduation requirements, and assessment guidelines with accommodations as adopted by the Board.</p>
<p>Equal Education Act of 1974</p>	<p>Students shall have access to and should be encouraged to participate in all academic and extra-curricular activities available in the district.</p> <p>Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent.</p>