

Book	Policy Manual
Section	100 Programs
Title	Limited English Proficiency Program
Code	138
Status	Active
Adopted	September 16, 2002
Last Revised	September 21, 2009

Purpose

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 goal 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. Students who have Limited English Proficiency (LEP) will be identified, assessed and provided appropriate services.

Authority

The Board shall adopt a program of educational services for each student whose dominant language is not English. The program shall include bilingual/bicultural or English as a Second Language instruction. The program shall be based on effective research-based theory, be implemented with sufficient resources and appropriately trained staff, and be evaluated periodically. [\[1\]](#)[\[2\]](#)[\[3\]](#)

The Board shall include a description of the LEP program in its Strategic Plan and appropriate training for professional staff in its Professional Education Plan. [\[4\]](#)[\[5\]](#)[\[6\]](#)[\[7\]](#)[\[8\]](#)

Delegation of Responsibility

The Director of Curriculum and Instruction shall implement and supervise an LEP program that ensures appropriate LEP instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LEP program.

Guidelines

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for each student enrolled in the district and be filed in the student's permanent record folder through graduation. [\[9\]](#)[\[2\]](#)
[\[10\]](#)

Written program procedures will be developed and disseminated to include the following:

1. Program goals.
2. Student enrollment procedures.
3. Assessment procedures for entrances, progress monitoring, and exit of program.

4. Classroom accommodations.
5. Grading policies.
6. List of resources including support agencies and interpreters.

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.

Students who are English language learners may be eligible for special education services once it has been determined that the disability exists and this disability is not solely due to lack of instruction or proficiency in the English language. Students participating in LEP programs who are eligible for special education services shall continue receiving LEP instruction at the appropriate proficiency and developmental level.[11]

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.[12][13][14][15][16]

Students shall have access to and be encouraged to participate in all academic and extracurricular activities available in the district.[17][18][19]

The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.[12][13][20]

Certified professional employees and appropriate support staff, when necessary, shall provide the LEP program.[21][8]

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. Communications with parents/guardians shall be in the language understood by the parents/guardians, whenever possible. [22]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[12][13][22]

Legal

1. [22 PA Code 4.26](#)
2. [20 U.S.C. 6801 et seq](#)
3. Pol. 103
4. [24 P.S. 1205.1](#)
5. [24 P.S. 1205.2](#)
6. [22 PA Code 4.13](#)
7. Pol. 100
8. Pol. 333
9. [22 PA Code 11.11](#)
10. Pol. 200
11. Pol. 113
12. [20 U.S.C. 6812](#)
13. [20 U.S.C. 6826](#)
14. [20 U.S.C. 6842](#)
15. Pol. 102
16. Pol. 217
17. [20 U.S.C. 1703](#)
18. Pol. 122
19. Pol. 123
20. [20 U.S.C. 6841](#)
21. Pol. 304
22. [20 U.S.C. 7012](#)
- [34 CFR Part 200](#)
- Pol. 000