

# SENECA VALLEY SCHOOL DISTRICT

SECTION: PROGRAMS

TITLE: LIMITED ENGLISH  
PROFICIENCY PROGRAM

ADOPTED: April 14, 2003

REVISED:

138. LIMITED ENGLISH PROFICIENCY PROGRAM	
<p>1. Purpose</p>	<p>In accordance with the Board's philosophy to provide a quality educational program to all students, the Seneca Valley 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. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services.</p>
<p>2. Authority</p> <p>Title 22 Sec. 4.26 42 U.S.C. Sec. 2000d 20 U.S.C. Sec. 6801 et seq</p> <p>Title 22 Sec. 4.13 SC 1205.1, 1205.2 Pol. 101, 333, 433</p>	<p>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 the three-pronged test of program compliance:</p> <ol style="list-style-type: none"> <li>1. Effective research-based theory.</li> <li>2. Implementation with sufficient resources and appropriately trained staff.</li> <li>3. Periodic evaluation.</li> </ol> <p>The Board shall include the provisions for the LEP program in its Strategic Plan and appropriate training for professional staff in its Professional Education Plan.</p>
<p>3. Delegation of Responsibility</p>	<p>The Superintendent or designee shall implement and supervise an LEP program that ensures appropriate LEP instruction in each school and complies with federal and state laws and regulations.</p>

	<p>The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:</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, measurement of progress, and program exit.</li> <li>4. Classroom accommodations.</li> <li>5. Grading policies.</li> <li>6. List of resources, including support agencies and interpreters.</li> </ol>
<p>4. Guidelines 20 U.S.C. Sec. 6801 et seq</p>	<p>The district shall establish procedures for identifying 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. 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.</p>
<p>20 U.S.C. Sec. 1703</p>	<p>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.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.</p>
	<p>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.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The LEP program shall be evaluated for effectiveness as required, based on the attainment of English proficiency, and shall be revised when necessary.</p>
<p>Pol. 404, 433</p>	<p>Certified professional employees and appropriate support staff, when necessary, shall provide the LEP program.</p>

<p>20 U.S.C. Sec. 6801 et seq</p>	<p>At the beginning of each school year, the district shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</p> <p>References:</p> <p>Title VI, Civil Rights Act of 1964 – 42 U.S.C. Sec. 2000d</p> <p>Equal Education Opportunity Act, amending Education Amendments of 1974 – 20 U.S.C. Sec. 1703</p> <p>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</p> <p>School Code 24 P.S. Section 1205.1, 1205.2</p> <p>State Board of Education Regulations 22 PA Code Sec. 4.13, 4.26</p> <p>Basic Education Circular July 1, 2001: Educating Students With Limited English Proficiency (LEP) and English Language Learner (ELL)</p> <p>Lau v. Nichols – 1974  Plyler v. Doe – 1982  Castaneda v. Pickard – 1981</p>