

**LUZERNE
INTERMEDIATE
UNIT #18**

**SECTION: PROGRAMS
TITLE: LIMITED ENGLISH PROFICIENCY
PROGRAM
ADOPTED: MAY 27, 2015
REVISED:**

	138. Limited English Proficiency Program
1. Purpose	<p>In accordance with the Board’s philosophy to provide a quality educational program to all students, the Intermediate Unit shall provide, in conjunction with member school districts, 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 established for their specific program and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services at the request of the school district in which the student resides.</p>
2. Authority Title 22 Sec. 4.26	<p>The Board shall adopt a program of educational service for each student whose dominant language is not English that is coordinated with the requesting member district’s program. The program shall include 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.</p> <p>The Board shall include the provisions for the LEP program in its description of programs and services available to member districts.</p>
3. Delegation of Responsibility	<p>The program supervisor shall implement and supervise an LEP program that ensures appropriate LEP instruction in the Intermediate Unit’s educational programs and complies with federal and state laws and regulations.</p> <p>The program supervisor, in conjunction with appropriate stakeholders, shall develop and disseminate written procedures regarding the LEP program, including:</p> <ol style="list-style-type: none">1. Program goals.2. Student enrollment procedures.3. Assessment procedures for program entrance, measurement of progress and program exit.4. Classroom accommodations.5. Grading policies.6. List of resources, including support agencies and interpreters.

<p>4. Guidelines 20 U.S.C. Sec. 6801 et seq</p>	<p>The home school 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 home school district upon presentation of a local address and proof of immunization. Students shall have access to and be encouraged to participate in all educational programs and services available.</p> <p>Intermediate Unit students participating in LEP programs shall be required, with accommodations, to meet academic standards established by the Intermediate Unit and graduation requirements adopted by the home school district.</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>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 home school 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.</p>
<p>20 U.S.C. Sec. 6801 et seq</p>	<p>The member school district and Intermediate Unit shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</p>

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. 17093

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

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