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**STATE COLLEGE  
Area School District**

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**LEARNING ENRICHMENT/GIFTED SUPPORT PROGRAM AND STUDENT SERVICES**  
154 WEST NITTANY AVENUE • STATE COLLEGE, PENNSYLVANIA • 16801-4899  
TELEPHONE: 814-231-1054 • FAX: 814-231-4103

To: Dr. Robert O'Donnell V-C

From: Jeanne Knouse

Date: December 1, 2015

Re: Policy Revisions and Adoptions

The second reading of the following policy will be presented at the January 25, 2016 State College Area School District School Board meeting as an action item:

- **Revised** Policy 138 – English As a Second Language. This policy revision is a routine review and update. Recommended revisions made following the December 7, 2015 Board meeting include all items in red. Attached please find two documents related to this policy
  - Policy 138 as seen on December 7, 2015 with additional suggested Board revisions in red
  - Policy 138 with no mark ups.



Title 22 Section 4.13 (c) (7)  
24 P.S. § 12-1205.1 and §  
49.16-17

Civil Rights Act of 1964  
Title VI  
P.L. 103-328  
Basic Education Circular April  
14, 2009: Educating Students  
with Limited English  
Proficiency (LEP) and English  
Language Learners (ELL)

*ESL is a basic core curricular area (i.e., content area subject) that will be available to all identified students as determined by appropriate assessments and consideration of multiple criteria. It will be provided to all identified students until English proficiency is achieved. Sufficient daily instructional time based on level of English proficiency and supporting the chosen instructional model will be allotted to enable students' development of English at the proficient level.*

The Board will direct administration to include provisions for the ESL program in its Strategic Plan and for staff development in the field of ESL for ESL teachers, classroom teachers of English Language Learners (ELL), and new teachers in its professional development plan.

The Board will direct administration to 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 *by his or her caregiver(s)* and filed in the student's permanent record folder through graduation. For students whose ~~dominant~~ *native* language (*first 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~~ *and for whom background and/or additional evidence warrants formal assessment of the student's English proficiency level, the District will administer the required proficiency assessment and consider multiple criteria to determine the need for English as a Second Language instruction.*

Fourteenth Amendment  
Plyler v. Doe, 1882

LEP students shall be enrolled upon presentation of a local address and proof of immunization.

Foreign exchange student applicants should be capable of communicating in English so classroom instruction may be meaningful. The parent/guardian and sending organization must provide an affidavit verifying their knowledge that no ESL services be provided.

Lau v. Nichols, 1974

The ESL Program will be designed to provide instruction to meet each student's individual needs based on an assessment of English proficiency in listening, speaking, reading, and writing. Adequate content area support will be provided while the student is learning English to ensure achievement of academic standards. ***with a focus on both English Language Proficiency Standards and Academic Standards to ensure student achievement in both language and content. ESL curriculum will be aligned to Pennsylvania's English Language Arts Standards and the PA English Language Proficiency Standards. Content area instruction will incorporate the PA English Language Proficiency Standards as an overlay to Pennsylvania Academic Standards.***

Castañeda v. Pickard, 1974  
Certification and Staffing  
Policies and Guidelines (CSPG)  
No.68

***A highly qualified PA certified teacher holding a Program Specialist ESL Certificate shall provide the ESL instruction.***

NCLB Title III 20 U.S.C.§6801  
et seq.

***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.). Instructional resources shall be comparable to the resources provided for other core academic subjects. The disbursement of Title III funds, as allocated within the LEA's budget, must be used to supplement the ESL/Bilingual Education Program.***

*Periodic ESL program evaluations will be conducted for the purpose of program improvement. Evaluations will be based on students making progress and attaining proficient levels of English as collected in PIMS. The program shall be evaluated for its effectiveness and compliance based on the attainment of Annual Measurable Achievement Objectives (AMAOs). If **students identified as an ELLs** are not progressing and/or achieving English language proficiency, the program must be revised to ensure greater achievement.*

*For program exit, both quantitative data (e.g., assessment results, report card grades, attendance, portfolios, etc.) and qualitative data (e.g., teachers' anecdotal records, informal classroom observations, parent interviews, etc.) will be collected throughout the student's participation in the program. Summative evaluations to determine continued placement in the program or exit from the program will be made, at minimum, on an annual basis. Upon exit from the ESL program, a student's progress will be monitored quarterly for two years.*

NCLB Title I 20 U.S.C. §6301 et seq.

*LEP students will participate in the PSSA/Keystone assessments and other large-scale assessments with appropriate accommodations. Formative assessments will align to the academic standards and English language proficiency standards and ELLs will be graded with the same grading system used for all students. **Students identified as an ELL** students will not be retained in a grade based solely on a lack of English proficiency.*

Equal Education Act of 1974

Students **identified as an ELL** will have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.

NCLB Title III 20 U.S.C. §6801 et seq.  
Basic Education Circular April 14, 2009: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)

Communication with parents **of students identified as an ELL** will include information about assessment, academic achievement, and other related educational issues in the language understood by the parent whenever possible.

# STATE COLLEGE AREA SCHOOL DISTRICT

SECTION: OPERATIONS

TITLE: ENGLISH AS A SECOND LANGUAGE

ADOPTED: December 15, 2003

REVISED:

<p>1. Purpose</p>	<p style="text-align: center;">138: ENGLISH AS A SECOND LANGAUGE</p> <p>The philosophy of the State College Area School District Board of Directors is to provide a quality educational program for all students in the district including those whose dominant language (most common) is not English and who are learning English as a second language (ESL). The district will provide assistance through an appropriately planned instructional program that enables students with limited English proficiency (LEP) 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. Definition</p>	<p>For purposes of this policy, English language proficiency shall be defined as the individual's competency level in the skill areas of listening, speaking, reading, and writing as determined by English language proficiency instruments. Levels will consist of beginning, intermediate, and advanced levels.</p>
<p>3. Authority Title 22 Sec. 4.26 42 U.S.C. Sec. 2000d 20 U.S.C. Sec. 6801 et seq</p>	<p>The district will 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 will include English as a Second Language (ESL) instruction. The program will meet the three-prong test of program compliance. The program must include:</p> <ol style="list-style-type: none"> <li>1. Based on sound educational and language learning theory.</li> <li>2. Implemented with sufficient resources and staffed by appropriately prepared personnel.</li> <li>3. Periodically evaluated.</li> </ol>

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	<p>Periodic ESL program evaluations will be conducted for the purpose of program improvement. Evaluations will be based on students making progress and attaining proficient levels of English as collected in PIMS. The program shall be evaluated for its effectiveness and compliance based on the attainment of Annual Measurable Achievement Objectives (AMAOs). If students identified as an ELLs are not progressing and/or achieving English language proficiency, the program must be revised to ensure greater achievement.</p> <p>For program exit, both quantitative data (e.g., assessment results, report card grades, attendance, portfolios, etc.) and qualitative data (e.g., teachers' anecdotal records, informal classroom observations, parent interviews, etc.) will be collected throughout the student's participation in the program. Summative evaluations to determine continued placement in the program or exit from the program will be made, at minimum, on an annual basis. Upon exit from the ESL program, a student's progress will be monitored quarterly for two years.</p>
<p>NCLB Title I 20 U.S.C. §6301 et seq.</p>	<p>LEP students will participate in the PSSA/Keystone assessments and other large-scale assessments with appropriate accommodations. Formative assessments will align to the academic standards and English language proficiency standards and ELLs will be graded with the same grading system used for all students. Students identified as an ELL will not be retained in a grade based solely on a lack of English proficiency.</p>
<p>Equal Education Act of 1974</p>	<p>Students identified as an ELL will have access to and should be encouraged to participate in all academic and extracurricular activities available in the district.</p>
<p>NCLB Title III 20 U.S.C. §6801 et seq. Basic Education Circular April 14, 2009: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)</p>	<p>Communication with parents of students identified as an ELL will include information about assessment, academic achievement, and other related educational issues in the language understood by the parent whenever possible.</p>