LENAPE TECHNICAL SCHOOL

SECTION: PROGRAMS

TITLE: LIMITED ENGLISH PROFICIENCY PROGRAM

ADOPTED: April 17, 2014

REVISED:

131. LIMITED ENGLISH PROFICIENCY PROGRAM

1. Purpose

The Lenape Technical School Joint Operating Committee (JOC) adopts this policy, consistent with its philosophy of providing a quality educational program for all students, for the purpose of assisting member districts in offering an appropriate planned instructional program for identified students whose dominant language is not English.

The JOC recognizes that programs for English Language Learners (ELL) and Limited English Proficiency (LEP) are ultimately the educational and financial responsibility of the student's home district. The purpose of this policy is to assist a member district, on a nonfinancial basis, to implement its program for its English Language Learner enrolled at Lenape Technical School.

The purpose of this policy is to increase the English language proficiency of eligible students so that they can attain the academic standards and career/technical competencies adopted by the JOC, achieve academic success, and attain skills. This policy is reviewed on a regular basis.

2. Authority
Title 22
Sec. 4.26

SC 1205.1,
1205.2
Title 22
Sec. 4.13

The program for each full time student whose dominant language is not English shall be provided by the student's home district and delivered at Lenape Technical School for each full time student. The School shall cooperate with the ELL student's home district for the purpose of facilitating the student's achievement of English proficiency and the academic and career/technical standards.

The program shall include bilingual – bicultural or English as a Second Language instruction. The program shall meet the three-pronged test of program compliance: (1) sound research-based education theory, (2) sufficient resources and staffed by appropriate prepared personnel, and (3) periodic program evaluation.

The JOC shall include provisions for the Limited English Proficiency (LEP) programs in any Strategic Plan adopted for Lenape Technical School.

The JOC shall cooperate with member districts in the appropriate training of its professional staff as it may relate to the education of ELL students and LEP Programs.

	The JOC shall cooperate with a member district's procedures for identifying students whose dominant language is not English.
3. Delegation of Responsibility	Should a student whose dominant language is not English enroll in the School, the School's Administration shall request the student's home district to provide a copy of the student's Home Language Survey and its assessment of the student's English proficiency level. The Administrative Director or designee shall assist the home district with its English as a Second Language / Bilingual Program that meets the legal requirements for English as a Second Language / Bilingual program compliance. The school shall cooperate with the sending school district to provide an LEP program for an identified student. The Administrative Director or designee shall disseminate a member district's written procedures regarding its English as a Second Language program to relevant stakeholders in regard to the member district's: program goals; Student enrollment procedures (i.e., Home Language Survey); assessment procedures for program entrance, measuring progress in gaining English proficiency and program exiting; accommodations for English Language Learners (ELL) in the classroom or shop; grading policies; and list of resources including support agencies and interpreters
4. Guidelines 20 U.S.C. Sec. 1703	The LEP Program shall be designed by the student's home district 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 assure achievement of academic standards. The member districts shall provide, when necessary, a Pennsylvania certified teacher and appropriate support staff (i.e., teacher aides) to provide the LEP Program for their students. With the cooperation of the School's Administration, the home district's LEP Program shall be evaluated for effectiveness based on the attainment of English proficiency. If an English Language Learner (ELL) is not learning English, the home district's program shall be changed to ensure greater success. Program and staffing needs are to be reviewed on a yearly basis. The English Language Learner shall be required to meet established academic and career/technical standards and graduation requirements as adopted by the JOC, with accommodations as adopted by the student's home district.

	Students in an LEP Program shall have access to and be encouraged to participate in all educational and extracurricular activities available at the School. 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. The School shall maintain an effective means of outreach to encourage parental involvement in the education of their children. References: Title VI, Civil Rights Act of 1964 – 42 USC Sec. 2000(d) No Child Left Behind Act of 2001 – 20 USC 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 Equal Education Opportunity Act amending Educational Amendments of 1974 – 20 U.S.C. Sec. 1703 Improving Academic Achievement, Title 34, Code of Federal Regulations – 34 CFR Part 200 Joint Operating Committee Policy – 000, 100, 102, 103, 122, 304, 333 Basic Education Circular, April 14, 2009: Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL)