

SECTION: PROGRAMS  
 TITLE: LIMITED ENGLISH PROFICIENCY PROGRAM  
 ADOPTED: November 15, 2010  
 REVISED: December 5, 2016

# TURKEYFOOT VALLEY AREA SCHOOL DISTRICT

138. LIMITED ENGLISH PROFICIENCY PROGRAM	
1. 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 students whose dominant language is not English. The purpose of the program is to increase the English language proficiency of these students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency will be identified, and provided appropriate services.
2. Authority	<p>The Board shall adopt a program of educational services for each student whose dominant language is not English. The Limited English Proficiency (LEP) program shall include English as a Second Language (ESL) instruction. The (LEP) 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 Strategic Plan and appropriate training for professional staff in its Professional Education Plan.</p>
3. Delegation of Responsibility	<p>The Assistant Superintendent for Pupil Services/Elementary Education and building principal shall implement and supervise and LEP program that ensures appropriate ESL instruction in each school and that complies with federal and state laws and regulations.</p> <p>The district 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.</li> <li>3. Assessment procedures for program entrance, measurement of progress, and program exit.</li> </ol>

4. Guidelines

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

The district shall establish procedures for identifying students whose dominant language is not English. The Home Language Survey shall be completed for each student 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.

Students whose dominant language is not English shall 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.

Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

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.

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

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

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 shall be apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever feasible.

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children,