

	<p>EL students shall be appropriately placed in accordance with the LIEP within the first thirty (30) days of the school year, or within fourteen (14) days of enrollment. [13]</p> <p><u>Program Access</u></p> <p>EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to District students. [14][15][16][17]</p> <p><u>Assessment</u></p> <p>The District shall annually administer required assessments to EL students to measure students' English Language proficiency and progress in reading, writing, speaking and listening/understanding. Assessment results shall be maintained in the student's education records. Parents/Guardians may not opt students out of English language proficiency assessments. [9]</p> <p>EL students shall participate in all annual state or locally required assessments, with accommodations where applicable, and meet established academic standards and graduation requirements, in accordance with law, regulations and Board policy. [2][7][8][9][18][19][20][21][22][23][24]</p> <p><u>Program Exit</u></p> <p>The District shall include uniform provisions in the LIEP, in accordance with state required criteria, for: [8][9]</p> <ol style="list-style-type: none">1. Reclassifying EL students as former EL students when they attain English language proficiency.2. Actively monitoring and reporting the progress of former EL students for a period of two (2) years following reclassification and program exit, and reporting students to the state in a monitor status for an additional two (2) years, to ensure students are meeting academic standards.3. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers. <p><u>Staff Qualifications and Professional Development</u></p> <p>Certified employees and appropriate support staff, when necessary, shall provide the LIEP. The District shall ensure that all teachers providing ELD instruction hold the appropriate certification and can demonstrate academic language proficiency both in English and in the language used for instruction in their classroom. [8][25]</p>
--	--

	<p>Non-ESL staff shall incorporate ELD based on English Language Development Standards into all classes for EL students, as well as provide supports, modifications and accommodations for curricular content to enable EL students to achieve academic standards.</p> <p>The District shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.[7][26]</p> <p><u>Special Education and Gifted Education Services</u></p> <p>EL students may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language.[27][28]</p> <p>EL students may be eligible for gifted education services, when identified in accordance with law, regulations and Board policy. The District shall ensure that assessment of a student for gifted education services screens for intervening factors, such as English language proficiency, that may be masking gifted abilities.[29]</p> <p>Students participating in ELD instruction who are eligible for special education services shall continue receiving ELD instruction, in accordance with their Individualized Education Program (IEP) or Gifted Individualized Education Plan (GIEP), at the appropriate proficiency and developmental level.[27][28][29]</p> <p><u>Parent/Family Engagement and Communication</u></p> <p>Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[1][30][31]</p> <p>Within thirty (30) days of the beginning of each school year, or within fourteen (14) days of enrollment during the school year, the District shall notify parents/guardians of students identified as EL about the process for identifying their children as EL, the results of that process, and the recommended program placement. The District shall also provide parents/guardians with detailed information regarding the LIEP, the benefits of ELD instruction for their children, and an explanation of the program's effectiveness.[6]</p> <p>Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.[23][32]</p> <p>The District shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[6][7][8][30][31]</p> <p><i>Parental Right to Opt Out of ELD Programs and Services -</i></p> <p>Parents/Guardians of EL students have the right to refuse specialized programs and services that may be part of the LIEP for their child. A parent's/guardian's decision</p>
--	--

	<p>to refuse programs or services must be informed and voluntary; the District shall not influence a parent's/guardian's decision in any way, or make any program or placement determinations without parental notification and an opportunity to opt the student out of programs and services.[1][6]</p> <p>The District shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.</p> <p>The District shall document all notifications made to parents/guardians regarding assessment and recommended placements and programs for EL students, and whether or not a parental waiver form is received. When a waiver form is not received from the parent/guardian, the District shall proceed with the recommended placement.</p> <p>EL students who have a parental waiver for ELD programs and services shall be assessed on English language proficiency annually, and shall be provided with supports and accommodations to participate in general curricular and extracurricular programs, in order to meet academic standards and graduation requirements.[2][3][23]</p> <p>Parents/Guardians who have opted out of ELD programs and services for their child shall be notified of their child's progress, including achievement of academic standards and assessment results, and shall be provided with opportunity and a form to opt their child back into ELD programs and services.[24][32]</p> <p>Legal</p> <ol style="list-style-type: none">1. 42 U.S.C. 2000d et seq2. Pol. 1023. Pol. 1034. 20 U.S.C. 6801 et seq5. 22 PA Code 4.266. 20 U.S.C. 63127. 20 U.S.C. 68128. 20 U.S.C. 68269. 20 U.S.C. 684110. Pol. 10011. 22 PA Code 11.1112. Pol. 20013. 20 U.S.C. 682314. 20 U.S.C. 1703
--	--

	<p>15. Pol. 115</p> <p>16. Pol. 122</p> <p>17. Pol. 123</p> <p><u>18. 22 PA Code 4.51</u></p> <p><u>19. 22 PA Code 4.51a</u></p> <p><u>20. 22 PA Code 4.51b</u></p> <p><u>21. 22 PA Code 4.51c</u></p> <p><u>22. 22 PA Code 4.52</u></p> <p>23. Pol. 127</p> <p>24. Pol. 217</p> <p>25. Pol. 304</p> <p>26. Pol. 333</p> <p>27. Pol. 103.1</p> <p>28. Pol. 113</p> <p>29. Pol. 114</p> <p><u>30. 20 U.S.C. 6318</u></p> <p>31. Pol. 918</p> <p>32. Pol. 212</p> <p><u>20 U.S.C. 7011</u></p> <p><u>20 U.S.C. 7801</u></p> <p><u>34 CFR Part 200</u></p> <p><u>Basic Education Circular, July 1, 2017: Educating English Learners (ELs)</u></p> <p>Pol. 105.1</p>
--	--