

Adoption Date:	01/19/2015
Revision Date(s):	05/21/2018



## BOARD POLICY 2.14

### STUDENTS AND STUDENT SERVICES

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### ENGLISH LANGUAGE LEARNERS

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#### **Purpose:**

In accordance with the Board of Trustee’s (“Board”) philosophy to provide a quality educational program to all students, the Arts Academy Charter School (“Charter School”) shall provide an appropriately planned instructional program for identified students whose dominant language is not English. The purpose of the program shall be to increase the English language proficiency of English Learner (“EL”) students so they can attain the state academic standards and achieve academic success.

#### **Authority:**

The Board shall approve a written program of educational services for students whose dominant language is not English for the purpose of facilitating the students’ achievement of English proficiency and the state academic standards. The program plan shall include English as a Second Language (“ESL”) and/or bilingual-bicultural instruction.

#### **Delegation:**

The Executive Director or designee shall implement and supervise an instructional program for EL students for the purpose of the student’s achievement of English proficiency and academic standards (“ESL Program”). The ESL Program must be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically.

The Executive Director or designee shall implement and supervise the ESL Program, and further ensure that the ESL Program meets the legal requirements for ESL program compliance. The Executive Director or designee, in conjunction with appropriate certified ESL teachers, shall develop and disseminate written procedures regarding the ESL Program. The procedures shall include, but will not be limited to, the following:

1. Detailed program goals;
2. Student enrollment/transfer procedures;

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3. Assessment procedures for program entrance, measurement of progress, and program exit;
4. Accommodations for EL students in the general education classroom;
5. Grading policies; and
6. List of resources, including support agencies and interpreters.

**Guidelines:**

The Executive Director shall be responsible for ensuring that EL students are properly identified and provided with a research-based program and instruction to assist students in becoming fluent in the English language so that they may be full participants in the regular education program.

The Board recognizes that EL students may also have disability-related needs in addition to the needs related to their English language skills. The Executive Director shall be responsible for ensuring that EL students who also have special education or other disability-related needs are provided with the necessary accommodations, services and instruction under the Individuals with Disabilities Education Act (IDEA) and/or Section 504 of the Rehabilitation Act of 1973 (Section 504).

At no time shall the Charter School condone, encourage, or facilitate discrimination against EL students during the course of recruitment, admissions and enrollment, instruction, counseling and daily interactions with Charter School faculty and staff.

**REFERENCES:**

42 U.S.C. § 2000d, et seq.

20 U.S.C. § 6812

20 U.S.C.A. § 6826

20 U.S.C.A. § 6826

22 Pa. Code § 4.26