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Book	Policy Manual
Section	100 Programs
Title	Curriculum
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Legal	1. 22 PA Code 4.4 2. 22 PA Code 4.3 3. 22 PA Code 4.12 4. Pol. 102 5. 24 P.S. 1511 6. 24 P.S. 1512 7. Pol. 107 8. Pol. 127 9. Pol. 109 10. Pol. 112 11. Pol. 113 12. 22 PA Code 4.26 13. Pol. 138 14. Pol. 103 15. Pol. 103.1 16. Pol. 115 17. Pol. 114 18. Pol. 805 19. Pol. 105.1 22 PA Code 4.21 22 PA Code 4.22 22 PA Code 4.23 22 PA Code 4.25 22 PA Code 4.27 22 PA Code 4.29 22 PA Code 4.82 Pol. 100 Pol. 106 Pol. 116

Purpose

The Board recognizes its responsibility for the development, assessment and improvement of the educational program of the schools. To this end, the curriculum shall be evaluated, developed and modified on a continuing basis and in accordance with a plan for curriculum improvement.[1]

Definition

For purposes of this policy, **curriculum** shall be defined as a series of planned instruction aligned with established academic standards in each subject that is coordinated, articulated and implemented in a manner designed to result in the achievement of academic standards at the proficient level by all students.[2][3][4]

Authority

The Board shall be responsible for the curriculum of the district's schools. The curriculum shall be designed to provide students the opportunity to achieve the academic standards established by the Board. Attaining the academic standards requires students to demonstrate the acquisition and application of knowledge.[1][3][4]

In order to provide a quality educational program for district students, the Board shall adopt a curriculum plan that includes the requirements for courses to be taught; subjects to be taught in the English language; courses adapted to the age, development and needs of students; and strategies for assisting those students having difficulty attaining the academic standards.[1][3][5][6][7][8]

Guidelines

The district's curriculum shall provide the following:

1. ☒ Continuous learning through effective collaboration among the schools of this district.
2. ☒ Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.[9]
3. ☒ Guidance and counseling services for all students to assist in career and academic planning.[10]
4. ☒ A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.[11]
5. ☒ **Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board policy.**
[12][13]
6. ☒ Compensatory education programs for students, pursuant to law and regulation.
7. ☒ Equal educational opportunity for all students, pursuant to law and regulation.[14][15]
8. ☒ Career awareness and vocational education, pursuant to law and regulation.[16]
9. ☒ Educational opportunities for identified gifted students, pursuant to law and regulation.[17]
10. ☒ Regular and continuous instruction in required safety procedures.[18]

Delegation of Responsibility

As the educational leader of the district, the Superintendent shall be responsible to the Board for the district's curriculum. S/He shall establish procedures for curriculum development, evaluation and modification, which ensure the utilization of available resources, and effective participation of [1]

- ☒ administrators
- ☒ teaching staff members
- { } students
- { } community members
- { } Board members.

A listing of all curriculum materials shall be made available for the information of parents/guardians, students, staff and Board members.
[1][19]

☒ With prior Board approval, the Superintendent may conduct pilot programs as deemed necessary to the continuing improvement of the instructional program. The Superintendent shall report periodically to the Board on the status of each pilot program, along with its objectives, evaluative criteria, and costs.

☒ The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.

☒ The Board directs the Superintendent to pursue actively state and federal aid in support of research activities.

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Book	Policy Manual
Section	100 Programs
Title	Language Instruction Educational Program for English Learners
Number	138 Vol II 2018
Status	From PSBA
Legal	<p>1. 42 U.S.C. 2000d et seq</p> <p>2. Pol. 102</p> <p>3. Pol. 103</p> <p>4. 20 U.S.C. 6801 et seq</p> <p>5. 22 PA Code 4.26</p> <p>6. 20 U.S.C. 6312</p> <p>7. 20 U.S.C. 6812</p> <p>8. 20 U.S.C. 6826</p> <p>9. 20 U.S.C. 6841</p> <p>10. Pol. 100</p> <p>11. 22 PA Code 11.11</p> <p>12. Pol. 200</p> <p>13. 20 U.S.C. 6823</p> <p>14. 20 U.S.C. 1703</p> <p>15. Pol. 115</p> <p>16. Pol. 122</p> <p>17. Pol. 123</p> <p>18. 22 PA Code 4.51</p> <p>19. 22 PA Code 4.51a</p> <p>20. 22 PA Code 4.51b</p> <p>21. 22 PA Code 4.51c</p> <p>22. 22 PA Code 4.52</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>30. 20 U.S.C. 6318</p> <p>31. Pol. 918</p> <p>32. Pol. 212</p> <p>20 U.S.C. 7011</p> <p>20 U.S.C. 7801</p> <p>34 CFR Part 200</p> <p>Basic Education Circular, July 1, 2017: Educating English Learners (ELs)</p> <p>Pol. 105.1</p>

Purpose

In accordance with the Board's philosophy to provide quality educational programs to all district students and to increase the English language proficiency of students who are English Learners (EL), the district shall provide an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners. The goal of the LIEP shall be to demonstrate success in increasing English language proficiency and student academic achievement so that EL students can attain the academic standards adopted by the Board and achieve academic success. EL students shall be identified, assessed and provided appropriate instruction in accordance with the LIEP, and shall be provided an equitable opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.[1][2][3][4][5]

Authority

The Board shall approve a LIEP to provide English Language Development instruction (ELD) to EL students as part of the approved curriculum, in order to develop the English language proficiency of EL students. The district shall provide EL students with both planned ELD instruction and modifications in content instruction and assessments for all curricular areas, based on the provisions of the LIEP. The LIEP shall be thoughtfully and deliberately planned and evaluated in accordance with state and federal laws and regulations, and shall meet the needs of the district's EL students. The LIEP shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and shall meet the following requirements:[1][2][3][4][5][6]

1. Aligned to state academic content standards for the appropriate grade levels of EL students.
2. Include ELD instruction delivered by properly certified English as a Second Language (ESL) teachers, and other certified content area teachers working in conjunction with ESL certified teachers.
3. Incorporate the use of state assessments and ELD criteria.
4. Provide equitable access to content for EL students at all proficiency levels.
5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.

The Board directs the LIEP to be evaluated for effectiveness based on student outcomes at least annually, and the results documented in accordance with state and federal laws and regulations, and state guidelines.[6][7][8][9]

The district's LIEP and evaluation results of the LIEP shall be made available to district staff working with EL students and parents/guardians of EL students.

The Board may address EL students and programs in the district's comprehensive planning process.[10]

~~X~~ The Board may contract with the Allegheny Intermediate Unit No. 3 for ELD services and programs.

~~X~~ The Board shall ensure that eligible EL students who are enrolled in nonpublic schools are identified, assessed, evaluated, provided with equitable LIEP services and programs and monitored in accordance with applicable laws and regulations. The district shall coordinate with nonpublic schools in the provision and monitoring of services and programs for eligible EL students.[6][8]

Delegation of Responsibility

The Superintendent or designee shall implement and supervise a LIEP that ensures appropriate instruction in each school and complies with federal and state laws and regulations.

The Superintendent or designee shall ensure that the district complies with all federal and state laws and regulations, and program requirements, for ELD program funding, including required reports in the form prescribed by the state.[9]

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the LIEP and provision of services to EL students.

Guidelines

Identification and Placement of EL Students

The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. In order to identify which students are potential English Learners, the Home Language Survey shall be completed for each student upon enrollment in the district, and shall be maintained as part of the student's education records.[4][11][12]

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]

Program Access

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]

Assessment

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]

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]

Program Exit

The district shall include uniform provisions in the LIEP, in accordance with state required criteria, for:[8][9]

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.

3. Redesignating former EL students as active EL students if they struggle academically based on persistent language barriers.

Staff Qualifications and Professional Development

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]

Non-ESL staff shall incorporate ELD 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.

The district shall provide appropriate training in ELD for all professional staff as part of the Professional Development Plan.[7][26]

Special Education and Gifted Education Services

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]

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]

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]

Parent/Family Engagement and Communication

Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.[1][30][31]

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]

Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.[23][32]

The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.[6][7][8][30][31]

Parental Right to Opt Out of ELD Programs and Services -

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 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]

The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.

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.

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]

Parents/Guardians of EL students who have been opted out of ELD programs and services 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]

NOTES:

If the district does not receive Title III federal funding, policy may be revised based on advice of school solicitor. Option on provision of services to nonpublic students should only be used if the district receives Title III supplemental funding as a subgrantee.

Option for contracting with the Intermediate Unit should only be selected if backup indicates the district contracts with the Intermediate Unit--language may be modified to indicate specific services where applicable, such as professional development programs and services.

If district has three (3) employee sections, remember to change the policy cites in the policy and references.

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Book	Policy Manual
Section	200 Pupils
Title	Foreign Exchange Students
Number	239 Vol II 2018
Status	From PSBA
Legal	1. Pol. 203 2. Pol. 200 3. 20 U.S.C. 6801 et seq 4. 22 PA Code 11.11 5. 42 U.S.C. 2000d et seq 6. Pol. 138 22 PA Code 4.74 8 U.S.C. 1101 22 CFR Part 62

Purpose

In order to promote cultural awareness and understanding, and to provide diverse experiences to district students, the Board shall admit foreign exchange students into district schools.

Authority

The Board shall accept foreign exchange students who meet the criteria ~~established in Board policy and administrative regulations.~~ ^{delete}

The Board shall accept exchange students on a J-1 Visa who reside within the district as participants in group-sponsored exchange programs approved by the Board. Exchange students on a J-1 Visa shall not be required to pay tuition.

The Board shall accept privately sponsored exchange students on a F-1 Visa for attendance only in secondary schools upon payment of tuition at the established district rate; tuition payments may not be waived. The period of attendance shall not exceed twelve (12) months.

The Board reserves the right to limit the number of foreign exchange students admitted to the schools based on space availability and qualifying criteria.

Delegation of Responsibility

The Superintendent or designee shall be responsible for determining the visa status and eligibility of foreign exchange students applying for admission to district schools and recommending admission of students to the Board.

All potential organizations or individuals applying for admission shall forward the request to the Superintendent or designee by July preceding the school year of attendance.

Guidelines

Foreign exchange students shall comply with all **enrollment and** immunization requirements for students. Once admitted, all exchange students shall be subject to all Board policies, administrative regulations and rules governing all district students.[1][2]

The district shall administer the Home Language Survey to foreign exchange students enrolling in district schools. Students identified as English Learners shall be assessed and provided appropriate instruction in accordance with the district's Language Instruction Educational Program (LIEP) and Board policy.[3][4][5][6]

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