

# SHALER AREA SCHOOL DISTRICT

No: 105

SECTION: PROGRAM

TITLE: CURRICULUM

ADOPTED: APRIL 15, 1998

REVISED: JUNE 16, 1999; AUGUST 20, 2014

	105 Curriculum
1. Purpose Title 22 Sec. 4.4	<p>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 developed, evaluated, and modified on a continuing basis and in accordance with a plan for curriculum improvement.</p>
2. Definition Title 22 Sec. 4.3, 4.13	<p>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.</p> <p>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.</p>
3. Authority Title 22 Sec. 4.4, 4.12 Pol. 102	<p>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.</p>
SC 1511, 1512 Title 22 Sec. 4.4, 4.12 Pol. 107, 127	<p>The district's curriculum shall provide the following:</p> <ul style="list-style-type: none"><li>• Continuous learning through effective collaboration among the schools of this district.</li><li>• Continuous access for all students to sufficient programs and services of a library/media facility and classroom collection to support the educational program.</li><li>• Guidance and counseling services for all students to assist in career and academic planning.</li><li>• A continuum of educational programs and services for all students with disabilities, pursuant to law and regulation.</li><li>• <del>Limited English Proficiency programs for students whose dominant language is not English, pursuant to law and regulation.</del> <b>Language Instruction Educational Program for English Learner students, pursuant to law, regulation and Board Policy.</b></li></ul>
4. Guidelines  Pol. 109  Pol. 112	

Pol. 113	<ul style="list-style-type: none"> <li>• Compensatory education programs for students, pursuant to law and regulation.</li> </ul>
Title 22 Sec. 4.26 Pol. 138	<ul style="list-style-type: none"> <li>• Equal educational opportunity for all students, pursuant to law and regulation.</li> <li>• Career awareness and vocational education, pursuant to law and regulation.</li> </ul>
Pol. 103, 103.1	<ul style="list-style-type: none"> <li>• Educational opportunities for identified gifted students, pursuant to law and regulation.</li> </ul>
Pol. 115	<ul style="list-style-type: none"> <li>• Regular and continuous instruction in required safety procedures.</li> </ul>
Pol. 114	
Pol. 805	
5. Delegation of Responsibility Title 22 Sec. 4.4	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 administrators, teaching staff members, students, community members, and Board members.
Title 22 Sec. 4.4 Pol. 105-1	A listing of all curriculum materials shall be made available for the information of parents/guardians, students, members of the Board, and for the use of professional staff.
School Code 1512, 1518	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.
PA Code Title 22 Sec. 6.216, 5.217 5.242, 5.152, 5.4	The Board encourages, where it is feasible and in the best interest of district students, participation in state-initiated pilot programs of educational research.
Board Policy No. 118, 805	The Board directs the Superintendent to pursue actively state and federal aid in support of research activities.

# SHALER AREA SCHOOL DISTRICT

No: 138

## SECTION: PROGRAMS

### TITLE: ENGLISH AS A SECOND LANGUAGE/BILINGUAL EDUCATION PROGRAM

ADOPTED: AUGUST 21, 2002

REVISED: MARCH 16, 2016

	<p>138. <del>ENGLISH AS A SECOND LANGUAGE/BILINGUAL EDUCATION PROGRAM</del> <b>LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS FOR ENGLISH LEARNERS</b></p>
<p>1. Purpose 42 U.S.C. Sec. 2000d et seq Pol. 102, 103</p>	<p>In accordance with the Board's philosophy to provide a quality educational program to all students, <b>and to increase the English language proficiency of students who are English Learners (EL)</b>, the district shall provide <del>an appropriate planned instructional program for identified students whose dominant language is not English</del> <b>an effective Language Instruction Educational Program (LIEP) that meets the needs of English Learners.</b> The goal of the <del>program</del> <b>LIEP</b> shall be to <del>increase the English language proficiency of eligible students</del> <b>demonstrate success in increasing English language proficiency and student academic achievement</b> so that <del>they</del> <b>EL students</b> can attain the academic standards adopted by the Board and achieve academic success. <b>EL</b> students <del>who have Limited English Proficiency (LEP)</del> shall be identified, assessed and provided <b>appropriate instruction in accordance with the LIEP</b>, and shall be provided an <del>equal</del> <b>equitable</b> opportunity to achieve their maximum potential in educational programs and extracurricular activities, consistent with federal and state laws and regulations.</p>
<p>2. Authority Title 22 Sec. 4.26 20 U.S.C. Sec. 6801 et seq Pol. 103, 103.1</p>	<p>The Board shall approve <del>a written program plan of educational services for students whose dominant language is not English. The program plan shall include English as a Second Language (ESL) or bilingual/bicultural instruction. The ESL/Bilingual Education program shall be based on effective research-based theory, implemented with sufficient resources and appropriately trained staff, and evaluated periodically.</del> <b>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:</b></p> <ol style="list-style-type: none"><li><b>1. Aligned to state academic content standards for the appropriate grade levels of EL students</b></li><li><b>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 ELS certified teachers.</b></li><li><b>3. Incorporate the use of state assessments and ELD criteria.</b></li></ol>

<p>Pol. 100, 333</p>	<p><b>4. Provide equitable access to content for EL students at all proficiency levels.</b></p> <p><b>5. Provide equitable access to enrollment in courses or academic programs for which EL students are otherwise eligible.</b></p> <p><b>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.</b></p> <p><b>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.</b></p> <p>The Board may address <del>LEP</del> <b>EL</b> students and programs in the district's comprehensive planning process. <del>and shall include appropriate training for professional staff in the Professional Development Plan as necessary to provide an appropriate ESL/Bilingual Education program in compliance with law and regulations.</del></p> <p>The Board may contract with Allegheny Intermediate Unit No. 3 for ESL/Bilingual Education services and programs.</p> <p><b>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.</b></p> <p>3. Delegation of Responsibility</p> <p>The Superintendent or designee shall implement and supervise <del>an ESL/Bilingual Education program</del> <b>a LIEP</b> that ensures appropriate instruction in each school and complies with federal and state laws and regulations.</p> <p>The Superintendent or designee, <del>in conjunction with appropriate stakeholders, shall develop administrative regulations regarding the ESL/Bilingual Education program.</del> <b>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.</b></p> <p>4. Guidelines Title 22 Sec. 11.11 20 U.S.C. Sec. 6801 et seq Pol. 200</p> <p><b><u>Identification and Placement of EL Students</u></b></p> <p>The district shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. <b>In order to identify which students are potential English Learners,</b> the Home Language Survey shall be completed for each student upon enrollment in the district and shall be <del>filed in the student's permanent record folder through graduation.</del> <b>maintained as part of the student's education records.</b></p> <p><b>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.</b></p>
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### Program Access

EL students shall have equitable access to and be encouraged to participate in all academic and extracurricular activities available to district students.

### 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.

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.

### Program Exit

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

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.

### 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.

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.

### Special Education and Gifted Education Services

EL students may be eligible for special education services when they have been

	<p><b>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. 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 English language proficiency, that may be masking gifted abilities.</b></p> <p><b>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 Program (GIEP), at the appropriate proficiency and development level.</b></p> <p><b><u>Parent/Family Engagement and Communication</u></b></p>
<p>20 U.S.C. Sec. 7012 42 U.S.C. Sec. 2000d et seq</p>	<p>Communications with parents/guardians shall be in the mode and language of communication preferred by the parents/guardians.</p>
<p>20 U.S.C. Sec. 7012</p>	<p><b>Within thirty (30) days of</b> 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 <del>enrolled in ESL/Bilingual Education programs regarding the instructional program provided to their student</del> <b>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.</b></p>
<p>Pol. 127, 212</p>	<p>Parents/Guardians shall be regularly apprised of their child's progress, including achievement of academic standards and assessment results.</p> <p><b>The district shall maintain an effective means of outreach to encourage parental involvement in the education of their children.</b></p> <p><b><u>Parental Right to Opt out of ELD Programs and Services</u></b></p> <p><b>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.</b></p> <p><b>The district shall make a parental waiver form available for parents/guardians to opt their EL child out of ELD programs and services.</b></p> <p><b>The district shall document all notifications made to parents/guardians</b></p>

**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.**

**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.**

References:

State Board of Education Regulations – 22 PA Code Sec. 4.26, 4.51, 4.51A, 4.51B, 4.51C, 4.52, 11.11

Equal Education Opportunity Act, amending Educational Amendments of 1974 – 20 U.S.C. Sec. 1703

No Child Left Behind Act – 20 U.S.C. Sec. 6801 et seq.

Title VI of the Civil Rights Act – 42 U.S.C. Sec. 2000d et seq.

Improving Academic Achievement, Title 34, Code of Federal Regulations – 34 CFR Part 200

Board Policy – 000, 100, 102, 103, 103.1, 105.1, 113, 114, 115, 122, 123, 127, 200, 212, 217, 304, 333

# SHALER AREA SCHOOL DISTRICT

No: 239

## SECTION: PUPILS

### TITLE: FOREIGN EXCHANGE STUDENTS

ADOPTED: MAY 20, 1998

	239. FOREIGN EXCHANGE STUDENTS
1. Purpose	<p>In order to promote cultural awareness and understanding and to provide diverse experiences to district students, the Board shall admit foreign exchange students into the schools of the district.</p>
2. Authority 8 U.S.C. Sec. 1101	<p>The Board shall accept foreign exchange students who meet the <del>established guidelines for admission to district schools</del> <b>criteria established in Board policy and administrative regulations.</b></p> <p>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.</p> <p>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.</p> <p>The Board reserves the right to limit the number of foreign exchange students admitted to the schools.</p>
3. Delegation of Responsibility	<p>The Superintendent or designee shall be responsible for determining the visa status and eligibility of foreign exchange students applying for admission to district schools.</p> <p>All potential organizations or individuals applying for admission shall forward the request to the Superintendent or designee by July 1 preceding the school year of attendance.</p>
4. Guidelines	<p>Foreign exchange students shall comply with all <b>enrollment and</b> immunization requirements for students. Once admitted, all exchange students shall be subject to all Board policies, administrative regulations and rules governing all district students.</p> <p><b>The district shall administer the Home Language Survey to foreign exchange students enrolling in district schools. Students identified as English Language Learners shall be assessed and provided appropriate instruction in accordance with the district's Language Instruction Education Program (LIEP) and Board policy.</b></p>

**OUT OF STATE / OVERNIGHT TRIPS****SHALER AREA HIGH SCHOOL**

Received  
Shaler Area School District  
MAY 04 2018  
Sean C. Aiken  
Superintendent

Group Shaler Area High School Performing Arts Dept. Date Submitted 5-1-18Sponsor(s) George Tepshich / Kristin Tepshich / Shirley Rankin Phone Ext. x 1710Destination Chicago, IL - Festivals of Music AdjudicationsDate(s) of Trip Thursday, April 11 - Monday, April 15, 2019

## Purpose of Trip:

- Represent our school, community and state in a National competition
- Band, choir, orchestra will perform/compete in Festivals of Music competitions and be adjudicated by professionals in their respective fields.

## Costs:

\* Substitute cost

## Method of Fundraising:

- Students will fundraise individually through booster sponsored fundraisers

Number of Teacher Substitutes Needed G. Tepshich, K. Tepshich, S. Rankin, E. Spandike, K. West, A. Mihalyi, S. Albert, K. SusanyNumber of Days for Each Substitute 3 Days**APPROVAL**

YES

NO

☒

Activities / Athletic Director

Signature

Date

Mandy Thiel5/2/18☒

Principal

TC5-2-18☐

Superintendent