



## **SOUTHERN LEHIGH SCHOOL DISTRICT**

**5775 Main Street  
Center Valley, PA 18034**

**LEARNING • SERVING • LEADING**

*One Interaction at a Time*

# **Language Instruction Educational Program (LIEP)**

## **WRITTEN PROGRAM PLAN AND DESCRIPTION**

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# I. PURPOSE

Pennsylvania Regulation, (22 PA. Code §4.26) requires that:

*Every school district shall provide a program for each student whose dominant language is not English for the purpose of facilitating the student's achievement of English proficiency and the academic standards for § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.\**

*As used here, the term "program" refers to:*

- 1) planned English language development instruction by a qualified ESL/Bilingual Education teacher, and*
- 2) adaptations/modifications in the delivery of content instruction and assessments by all teachers based on student's language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.*

According to Southern Lehigh School District Board Policy 128. ENGLISH AS A SECOND LANGUAGE PROGRAM, the Board shall approve a written program plan of educational services for students whose dominant language is not English.

This document serves as the written program plan and Language Instruction Educational Program (LIEP) Description, which includes the ESL Program Design and Program Model.

\* "English as a second language (ESL)" is used synonymously with English Language Development (ELD) throughout this document. ELD is a required component of all LIEPs. ELD takes place daily throughout the day for ELs and is delivered by both ESL Teachers and non-ESL teachers.

## II. LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP) GOAL / ELD MISSION

The Language Instruction Education Program (LIEP) in the Southern Lehigh School District (SLSD) provides English Learners (ELs) the support and English Language Development (ELD) needed to become successful within the core curriculum, as well as informed and productive members of the community.

### III. IDENTIFICATION AND PLACEMENT

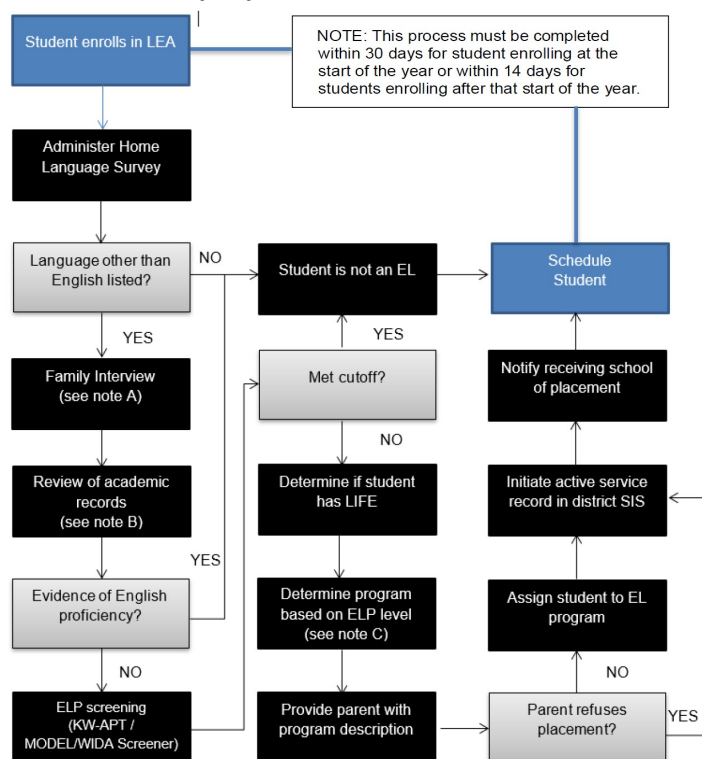
ESL Teachers and Southern Lehigh School District staff use the following process and resources to identify English Learner (ELs) and provide English Language Development (ELD) instruction.

#### ENGLISH LEARNER (EL) IDENTIFICATION

All parents/guardians enrolling a student in the District must fill out a **Home Language Survey (HLS) (APPENDIX A)** when registering. The HLS is included as part of the registration packet for all new students. A translated version of the HLS can be generated from the Trans ACT website [www.transact.com](http://www.transact.com). Administrative staff places a completed copy of the HLS in the student's cumulative file.

If the parent/guardian responds YES to any of the questions on the HLS, the office staff working through registration forwards a copy of the HLS to an ESL Teacher. Based on the responses to the questions on the HLS, the ESL Teacher follows the **PDE English Learner Identification Procedure K-12 (APPENDIX B)** (see flowchart below). This process must be completed within 30 calendar days for students enrolling at the start of the school year or within 14 calendar days for students enrolling after the start of the school year.

**English Learner (EL) Identification Procedure Flowchart**



**Note A:**

Students are not automatically determined to be English Learners (EL) when they come from an environment where English is not the dominant language or if they have been exposed to another language. The purpose of the Family Interview is to determine if a student is an EL and if screening for English language proficiency is needed. Parent permission to screen for English language proficiency is not required; however, a Family Interview must be conducted prior to screening.

**Note B:**

If after completing a Family Interview it is unclear whether or not a student should be screened for English language proficiency, a complete review of any available academic records should be completed.

Some examples of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

**Note C - Special Education Consideration:**

If a student is identified as a potential EL via the HLS and has an Individualized Education Plan (IEP) or is suspected of having a disability, the ESL and Special Education personnel must collaborate to determine program and academic placement. If screening is required, it must be completed with appropriate accommodations and the results must be interpreted in consultation with Special Education personnel.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

## PLACEMENT PROCEDURE

1. Parent permission to identify students as ELs, including screening for English proficiency is **not** required, but a Family Interview should be completed prior to testing.
2. The KW-APT, WIDA SCREENER, or WIDA MODEL score, along with multiple criteria, must inform the identification and/or placement decision (See **APPENDIX B**).
3. Following the assessment, the ESL Teacher will notify parent(s)/guardian(s) of the screening results and/or placement in the District's Language Instruction Educational Program (LIEP). A copy of this letter must also be placed in the student's cumulative folder (**APPENDIX D: Program Placement Letter**). Placement into the LIEP may not be made without notifying the parent(s)/guardian(s). A copy of the screening results must also be placed in the student's cumulative folder. A translated version of Program Placement Letter can be generated from the Trans ACT website [www.transact.com](http://www.transact.com).
4. Parents have the right to refuse placement in the Southern Lehigh School District LIEP. This decision must be informed and voluntary. Should a parent choose to refuse placement, the procedures outlined in PDE's English Language Development Program **Parental Waiver Form (APPDENDIX D)** should be followed.
5. Instructional placement of ELs must be age and grade appropriate. ELs must be given equal access to all educational programs, opportunities, and extra curricular activities. Students with IEPs must be placed in coordination with the IEP team.
6. Federal Law requires that ELs will be tested annually. PDE requires that WIDA ACCESS for ELLs 2.0® be used until the student attains English proficiency. This includes ELs whose parent(s)/guardian(s) have completed the Parent Waiver Form. No students identified as an EL may be exempt from these tests, including those students with disabilities. Accommodations may be made based on PDE guidelines.

## IV. INSTRUCTIONAL PROGRAM

### PROGRAM DESIGN

The Language Instruction Educational Program (LIEP) is designed to provide English Learners (ELs) with English Language Development (ELD) instruction based on language proficiency levels, the **PA English Language Development Standards (Appendix E)**, **WIDA CAN DO Descriptors (Appendix F)**, PA Core Standards, and PA Academic Standards. Language instruction is provided by a qualified ESL Teacher and focuses upon needs in listening, speaking, reading, and writing. Language instruction is modified and adapted based on language proficiency levels. ELs participate in content area instruction where accommodations and/or modifications are determined and provided as a result of collaboration between the content area teacher and ESL Teacher. Based upon need, ELs have access to additional supports such as tiered interventions in literacy and mathematics, Special Education, and Gifted Support. ELs are included in special activities, such as field trips, assemblies, and school celebrations. They can also participate in extracurricular activities. In High School, ELs also have the opportunity to take Advanced Placement Courses, participate in dual enrollment opportunities, and attend the Lehigh Career and Technical Institute.

### ENGLISH PROFICIENCY LEVELS

ELD instruction in the LIEP is based on the following English proficiency levels:

Entering	Level 1	Knows and uses minimal social English and minimal academic language with visual support
Beginning	Level 2	Knows and uses social English and general academic language with visual support
Developing	Level 3	Knows and uses social English and some specific academic language with visual support
Expanding	Level 4	Knows and uses social English and some technical academic language
Bridging	Level 5	Knows and uses social and academic language working with grade level materials.
Reaching	Level 6	Knows and uses technical content area language and use oral and written communication in English comparable to native speakers.
Monitoring		Academic progress is monitored by an ESL Teacher for 2 years after the EL is reclassified as a Former English Learner (FEL)



## PROGRAM MODEL

The Program Model of the District's LIEP is **Mixed Classes with English-Only Support**. ELs are included in classrooms where the students' native language is not used for instruction. English Language Development (ELD) instruction focuses on helping ELs acquire English language skills and an understanding of content. Support could be provided either inside or outside of the content area classroom. ELD may include:

- **Pull-Out Direct Instruction** is in addition to content area instruction and focuses on increasing the English proficiency of ELs. Pull-Out Instruction may include One-to-One and/or Small Group Instruction. Small Group instruction is based on English proficiency levels and may span grade levels.
- **Push-In Classroom Support** focuses on assisting ELs in applying English language skills during content area instruction.
- **Consultation** is a process by which an ESL Teacher periodically meets with ELs to monitor progress with English proficiency in the classroom. It includes collaboration with the content area teacher and/or instructional assistants to facilitate the application of English language skills during content area instruction.

## V. ACCOMMODATIONS

### INSTRUCTIONAL ACCOMODATIONS

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

Evidence of all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency must be documented using the **EL Modification and Accommodation Checklists (APPENDIX G)**.

The non-ESL licensed teacher works collaboratively with the ESL Teacher in order to determine appropriate modifications and accommodations.

### TESTING ACCOMODATIONS

PDE annually publishes the allowable accommodations for ELs on state academic achievement assessments. Visit the PDE Assessment and Accountability webpage for information on state testing and allowable accommodations.

The WIDA Consortium annually publishes the allowable accommodations for ELs on the ACCESS for ELLs. Visit the WIDA Assessment webpage for information on testing and allowable accommodations.

## VI. GRADING

English Learners (ELs) are graded using the same grading system as all other students. The ESL Teacher and the content area teacher collaborate to determine grades for each EL.

In addition to the information that is provided to all students, the WIDA ACCESS Parent Report is sent home annually to inform parent(s)/guardian(s) about English language proficiency.

## HIGH SCHOOL TRANSCRIPTS

The EL designation and/or English language development information must not appear on the EL's high school transcript unless it is part of a course title or code.

## FAILING AND RETENTION OF ENGLISH LEARNERS (ELs)

An EL may not fail a course or be retained in a grade based solely on his/her lack of English proficiency. Evidence must show that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to all allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering failing or grade retention.

## VII. RECLASSIFICATION CRITERIA

The District employs uniform procedures in accordance with the State requirements for reclassifying ELs as Former ELs (FELs). Each school year, the English proficiency and school performance on English Learners (ELs) is evaluated using the State-Required English Learner Reclassification Criteria, **(see APPENDIX H: State required Reclassification, Monitoring, and Re-designation of English Learners)**. Reclassification of ELs occurs annually between June and September 30<sup>th</sup>. Student's current status must be reported in the PIMS October Student Enrollment Collection.

In order to be considered for reclassification, an EL must demonstrate the ability to interact with students and teachers both academically and socially in the English language, as well as access challenging academic content in English. As per the State-required reclassification criteria, evidence of ability is determined through:

- **WIDA ACCESS for ELLs 2.0 Scores**  
(The State English language proficiency assessment)
- **Two Language Use Inventories Scores**  
(Listening, Speaking, Reading, Writing)

Based on results from the WIDA ACCESS for ELLs 2.0 assessment and the Language Use Inventories, a single score is produced. If that score exceeds the state-defined threshold, then the EL is eligible to be reclassified.

The Language Use Inventories are available in **APPENDIX H**. One Language Use Inventory is to be completed by the ESL Teacher when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete the inventory (e.g. students whose parent have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL Teacher regularly), both inventories may be completed by content teachers or teams of teachers. The inventories must be completed prior to the release of ACCESS scores for ELs who are likely to reach the threshold.

## VIII. MONITORING OF FORMER ELs (FELs)

Once ELs are reclassified as Former ELs (FELs), their academic progress is monitored for two years by an ESL Teacher. This is a collaborative process that includes the content area teacher(s) and other support service personnel as needed. This collaboration includes frequent and ongoing communication to ensure that FELs receive appropriate supports aligned with instructional needs.

After every marking period, a **POST EXIT ELL MONITORING FORMS (APPENDIX I)** is completed for all FELs who have been reclassified within the last two years. A copy of the report is filed in the student's LIEP folder.

After two years of monitoring, classroom grades for FELs are no longer actively monitored. However, their status continues to be documented for two more years for the State's reporting purposes.

## IX. FAMILY ENGAGEMENT

Southern Lehigh School District is committed to reaching out to engage parent(s)/guardian(s) in being a partner in supporting their children's success. Parent(s)/Guardian(s) should feel open to share ideas and be part of the school community. Family engagement focuses on collaboration between parents and teachers to share the responsibility for student achievement.

### **Schools should:**

- Connect with EL families
- Communicate important information
- Provide opportunities for parents to participate in their child's learning and the school community.

### **The following is available to promote family engagement:**

- Annual Parent Nights
- Oral Translation Services
- Document Translation
- Parent Teacher Conferences
- Opportunities to Volunteer

## X. PROGRAM EVALUATION

An annual evaluation of the LIEP is conducted. Evaluations are based on student outcomes. They must include evidence of student growth toward proficiency in English and may include evidence of academic achievement and/or feedback from stakeholders