

Pennridge School District



LIEP Description

Language Instruction Educational Program

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I. PURPOSE

There are more than 61,000 English Learners (ELs) speaking more than 200 different languages in Pennsylvania. The education of students whose dominant language is not English and who are ELs is the responsibility of every Local Education Agency (LEA). Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires the LEA to provide a program for every student who is an English learner (EL).

The goal of Pennridge School Districts LIEP is to facilitate the development and attainment of English proficiency and academic achievement of students whose native or first language is not English. Without instruction in social and academic English and appropriate support for learning academic content, these students are at risk of losing the educational opportunities provided to non-ELL students. ELs must have equitable access to academic content for all courses in which they are enrolled. Pennridge's LIEP is designed to ensure that the program meets the needs of its EL population.

II. IDENTIFICATION, SCREENING and PLACEMENT of ELs

ESL teachers and Pennridge School District staff use the following process and resources to identify and place English Learners (ELs) in the Pennridge School District's Language Instruction Educational Program (LIEP):

IDENTIFICATION PROCESS

Upon registration, parents/guardians of new students must complete the **Home Language Survey (HLS)**. This survey is completed during the registration process by trained personnel for all new students. A translated version of this document can be generated from the Trans ACT website www.transact.com. Administrative staff will place a completed copy of the HLS in the student's cumulative/permanent file.

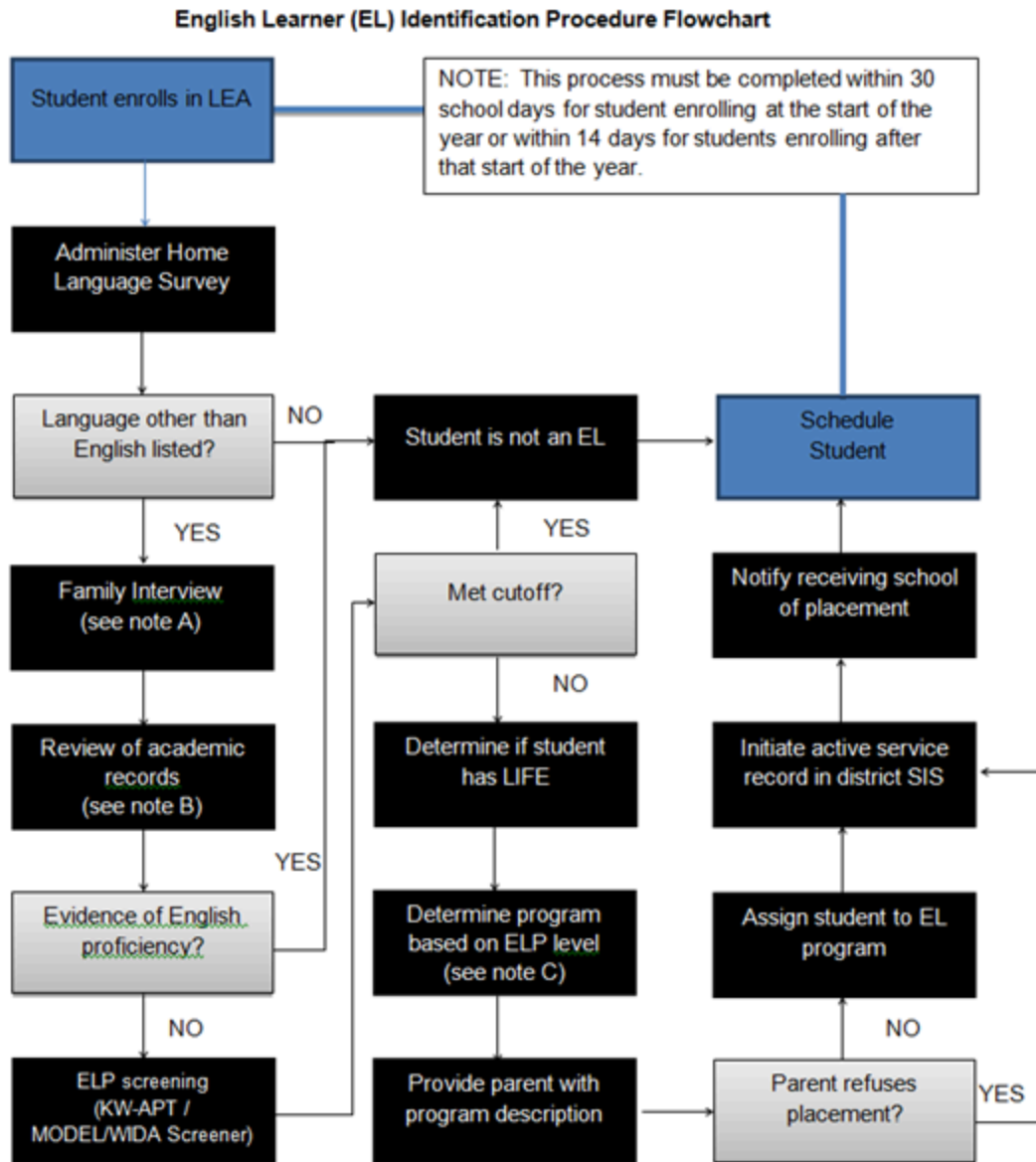
If the parent/guardian responds YES to any question on the HLS, the office staff forwards a copy of it to the ESL teacher and coordinator. Based on the responses to the HLS, an ESL teacher will screen and/or assess a newly enrolled student for his/her English language proficiency within 30 calendar days of the beginning of the school year and within 14 calendar days during the school year.

SCREENING PROCESS

1. If records indicate a student was enrolled in a Language Instruction Educational Program at the time of transfer, the student will be placed in Pennridge's Language Instruction Educational Program.
2. There will be a review of academic records.
3. A student without academic records will be assessed using the WIDA Screener. The WIDA Screener is an identification and placement assessment for LIEPs. It is an initial measure of a student's English language proficiency for potential placement in an English language development program. Other formal standardized assessments may be used for additional information including the WIDA-ACCESS Placement Test (W-APT) or WIDA MODEL.
4. A student may be exempt from screening and/or assessing when rare circumstances occur such as an adoption of a foreign born child or an error on the HLS.

For all students with a YES on the HLS, the ESL teacher will attach the following forms to the HLS on file in the student's cumulative folder.

- Family Interview
- New/ Changes Form
- ESL Student Testing Results Form
- ESL Tracking Sheet



Note A:

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is NOT required; however, a Parent Interview should be conducted prior to screening. The information gathered should be filed with the student's other enrollment documentation. The Parent Interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the Parent Interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

Note B:

If, after the Parent Interview, it is unclear whether or not a student should be screened for English proficiency, a thorough review of any available academic records and document evidence of English language proficiency shall be completed. Some examples of this type 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 record.

Note C:

If the student has an IEP, ESL, and Special Education personnel MUST collaborate to determine program and academic placement.

All students enrolling with academic records indicating EL or Monitor status in an LIEP will be placed in Penridge School District's LIEP at their current level.

PLACEMENT PROCESS

Parent permission to assess is not required, but a parent should be notified prior to testing (phone call or personal contact).

The WIDA Screener, W-APT score, along with multiple criteria, must inform the identification and/or placement decision.

- In Kindergarten, a raw score for oral language of 19 or lower or between 20 and 24 inclusive AND a reading score less than or equal to 6 OR a writing score less than or equal to 4 qualify a student to be identified as an EL. Scores of 25 or greater signifies a student meets the minimum criteria for English language proficiency.
- In Grades 1-12, a composite proficiency score below a 5.0 on the WIDA Screener is the minimum requirement for a student to be placed in the LIEP. Scores of 5 or higher on the WIDA Screener meet the minimum requirement for a student to be exempt from an English language instructional program. Additional criteria must include current or previous grades and performance on state assessments and district assessments.

Placement into the LIEP may not be made without notifying parents. Following the assessment, the ESL teacher will send home the Pennridge District Parent Letter informing parents of assessment results and/or placement in the district's LIEP. A copy of this letter must also be placed in the child's cumulative folder.

Parents also have the right to refuse placement in Pennridge's 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 shall be followed. It should be noted that Federal law requires that ELs be tested annually with the WIDA ACCESS for ELLS until the child attains English proficiency. This includes ELs whose parents have completed the Parental Waiver Form.

Instructional placement of ELs must be age and grade appropriate. Students with an IEP must be screened with appropriate accommodations. Students with an IEP must be placed in coordination with the IEP team.

Further, ELs must be given equal access to all educational programs, opportunities, and extracurricular activities.

For newly enrolled and/or previously identified ELs, as well as students who qualify for the Pennridge Language Instruction Educational Program based on WIDA Screener scores, the new EL information needs to be sent to the district's PIMS Administrator as soon as possible through a new/changes form.

III. INSTRUCTIONAL PROGRAM

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

- 1) Planned English language development instruction by a qualified ESL/Bilingual Education teacher is provided in the language intensive ESL classroom, and
- 2) ELs will participate in the regular education content classes. Adaptations and modifications in the delivery of content instruction and assessments by all teachers based on students' language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards. Adaptations/modifications to content instruction will be determined and provided as a result of collaboration between ESL and content teachers.

The Language Instruction Educational Program (LIEP) includes instruction based on:

- A student's English language proficiency level.
- The PA ELPs for ELs.
- CAN DO Descriptors.
- The Pennsylvania Academic Standards.

Placement and instruction in the LIEP is based on the student's level of English proficiency using the following PDE recommendations:

- Entering Level 1
- Beginning Level 2
- Developing Level 3
- Expanding Level 4
- Bridging Level 5
- Monitoring First/Second/Third/Fourth Year

ELD programs may not replace any other core content in a student's academic program unless it is for a limited time not to exceed one school year and the LEA has a plan for immediately mitigating any academic gaps that result (e.g. in the case of a newcomer program).

English language development instruction, otherwise known as English as a second language, delivered by a licensed ESL teacher is its own content area. ELD in this context is driven by language, but it draws from general education content as a vehicle for instruction in order to contextualize language learning. It must be

codified in a dedicated and planned curriculum specifically designed to develop the English language proficiency of ELs so that they are able to use English in social and academic settings and access challenging academic standards. ELD instruction provides systematic, explicit, and sustained language instruction designed to prepare students for the general academic program by focusing, in meaningful and contextualized circumstances, on the academic language structures that underpin social and academic constructs. It can be taught as a stand-alone class or course but may also be embedded within other courses with the direct support of an ESL program specialist as appropriate based on the program design and needs of the students.

Instructional models within our LIEP include:

- **Pull-Out Direct Instruction** - provides direct instruction to students in addition to regular education instruction. This leads to increased English proficiency and mastery of English language skills. Pull-out instruction may include one-on-one instruction/support and/or small group instruction. Small groups are formed based on the English language proficiency level of the students and may span grade levels.
- **Push-In Classroom Support** - provides support to students in the application of English language skills during regular education instruction.
- **Observation/Consultation** - ESL teacher monitors student progress with English proficiency in the classroom and collaborates with the teacher to facilitate a student's English language skills.
- **ELD Replacement for English Language Arts** - replaces ELA with instruction that is aligned to the same ELA standards as the ELA course or instructional period in which non-EL peers are enrolled.

IV. ACCOMMODATIONS

Based on a student's English language proficiency, teachers must establish realistic expectations. Modifications/accommodations should be provided to ensure that class work, assignments, and assessments measure a student's content knowledge and skills.

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.

PSSA/Keystone accommodations are allowable for ELs and are published annually by Pennsylvania Department of Education (PDE). The following individuals, when appropriate, should be involved in the determination of accommodations: ESL teacher, classroom teachers, test administrator, test coordinator, parent, principal, counselor, and student. Current accommodations used in day-to-day instruction and assessments are appropriate for testing. New accommodations unfamiliar to students should not be introduced to students for the first time when they are taking the PSSA or Keystone Exams. All accommodations should be documented in the student's ESL folder and recorded on the accommodations section of the PSSA or Keystone Exams. Visit the PDE website for current Accommodation Guidelines for ELs.

V. GRADING and RETENTION

ELs must be graded using the same grading system as all other students. The ESL and regular education teacher should collaboratively determine grades for each EL. Content area instruction is aligned to the standards with modifications/ accommodations provided to meet the needs of the ELs.

An EL may not be retained in a grade based solely on his/her lack of English proficiency.

Evidence must be provided that all appropriate modifications and accommodations to instruction and assessment aligned to a student's English language proficiency to 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 grade retention.

VI. RECLASSIFICATION CRITERIA

LIEP Reclassification of ELs occurs annually between June and September 30th. Each year, a student's current status must be reported in the PIMS October Student Enrollment Collection.

The district employs uniform procedures in accordance with state requirements for reclassifying ELs as Former ELs (FELs) when they attain proficiency.

An EL must demonstrate the ability to access challenging academic content and interact with other students and teachers both academically and socially in an English language setting in order to be considered for reclassification. Evidence of this ability is demonstrated by the student on the annual English language proficiency assessment, WIDA ACCESS for ELLs, and gathered by teachers using standardized language use inventories.

Using the following system, the WIDA ACCESS for ELLs and the Language Use Inventory together produce a single score. If that score exceeds the state-defined threshold, then the student is eligible to be reclassified.

Required Reclassification Criteria:

Two language use inventories must be completed. An ESL teacher must complete one of the inventories 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 an inventory (e.g. students whose parents 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. If only one teacher can accurately complete the inventory (e.g. elementary classes in which the classroom teacher is ESL certified and provides both content and language instruction and there is no other teacher or administrator who can accurately complete the inventory), one inventory may be completed and the single score is multiplied by two. The two inventories do not need to agree.

The language use inventories must be completed prior to the release of ACCESS scores each year for students who, based on teacher input and previous ACCESS scores, are likely to reach the threshold. Once ACCESS scores are released, the points are added to the points from the rubrics to determine if students are eligible to be reclassified.

ELs with Disabilities - taking the ACCESS for ELLs

An EL with a disability may be considered for reclassification if:

1. The student has an IEP, AND
2. The student has been continuously enrolled in an ESL/bilingual education program for at least four years, AND
3. The student's overall composite proficiency level score on the ACCESS for ELLs® has not increased by more than 10% at any point or total over the three most recent testing cycles, AND

- The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

To calculate the percent difference between scores, use the following formula:
 $\Delta SS / SS1 (100) = \% \text{ change}$

ΔSS : Difference between the scale score from year one and year two
 (or year one and year three)

SS1: Scale score from year 1

Example: A student scores 4.3 last year and 4.5 this year (or scored 4.3 in year 1 and 4.5 in year 3). The percent difference is $(.2/4.3)100$, which is 4.65%.

ELs with Disabilities (taking the Alternate ACCESS for ELLS)

ELs who are eligible for and take the Alternate ACCESS for ELLs may be considered for reclassification when:

- They achieve a score of at least P2 on two consecutive administrations of the test OR achieve the same score for three consecutive administrations of the test, AND
- The IEP team, with input from an ESL/bilingual education professional, recommends reclassification.

Although language use inventories are not required for ELs with disabilities as part of the reclassification process, teachers should consider completing them in cases where it is appropriate as a way to document language proficiency at the time of reclassification for future reference if needed.

The following tables display the points possible from the ACCESS for ELLs® and the language use inventories:

ACCESS Proficiency Level Score	Points Assigned
4.5-4.7	3.6
4.8-5.0	4.5
5.1-5.3	5.8
>5.3	8.4

Language Use Inventories		ESL Teacher			Content Teacher		
		Low	Moderate	High	Low	Moderate	High
Rubric 1	Interaction	0	0.3	0.5	0	0.3	0.5
	Listening	0	0.3	0.5	0	0.3	0.5
	Speaking	0	0.3	0.5	0	0.3	0.5
	Reading	0	0.3	0.5	0	0.3	0.5
Rubric 2	Writing: Cohesion	0	0.2	0.3	0	0.2	0.3
	Writing: Word/Phrase	0	0.2	0.3	0	0.2	0.3
	Writing: Grammar/Sentences	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Narrative	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Report & Essays	0	0.2	0.3	0	0.2	0.3
	Writing: Genre - Arguments	0	0.2	0.3	0	0.2	0.3

Total possible points from both inventories 7.6
Total Possible Points from all components: 16

Threshold for reclassification: 10.5

When this reclassification score is equal to or greater than the cutoff, then a student *should* be reclassified. However, if there is compelling evidence to suggest that a student should remain identified as an EL when his/her score exceeds the cutoff, and this evidence is documented along with the ACCESS for ELLs® score report and language use inventory forms, then the EL status may be retained.

VII. MONITORING OF FORMER ELs

Upon exiting the program, former ELs will be monitored for four years. Academic progress of monitored students is tracked for the first two years. Monitoring the academic progress of ELs should be a collaborative effort between the ESL teacher and the classroom teacher. Additional staff may be included as needed. The classroom teacher and ESL teacher should establish frequent and ongoing communication to ensure that the student receives appropriate support aligned with instructional needs.

The **ESL Monitor Report** is used to collect data quarterly and a copy of the completed form is filed in the student's cumulative folder yearly.

VIII. PARTICIPATION OF NONPUBLIC STUDENTS

Nonpublic students qualify for Title III funding and should be given Title III services through the LEA. Annual consultation with nonpublic entities within the Pennridge School District's geographic boundaries shall be done to determine their participation in Title III. Information concerning the nonpublic Title III students and the support presented shall be determined after administering, if necessary, a valid and reliable assessment to determine the English language proficiency of nonpublic students and after meaningful consultation with the nonpublic entity regarding English language development support services. These services shall be monitored and evaluated through the consultation process.

IX. FAMILY ENGAGEMENT/COMMUNICATION

PDE provides access to TransAct, an online school document translation service that allows every district, every school, and every educator in Pennsylvania with professional multilingual parent notifications to effectively meet the parent communication requirements mandated by federal law.

Districts are required to provide all important information to parents who are not proficient in English in a language or mode of communication that they understand. If it is not practicable to provide a written translation because the parents' language is not a common language, then the district may use a cover page explaining in the parents' language how they may have the document translated orally.

Pennridge utilizes Language Line in order to provide parents with effective communication as interpreters or translators must understand and be able to

express in both languages of any specialized terms or concepts used in the communication. It is also important that translators or interpreters understand the ethics of interpreting and translating and the need for confidentiality. Relying on students, siblings, or friends is not appropriate for translations that require confidentiality (e.g. parent-teacher conferences, discipline, participation in special services, etc.).

The following list identifies essential information that must be provided to parents:

- school registration and enrollment instructions
- a description of the EL identification process and the reason that their child was identified as an EL
- their child's current English proficiency level and a description of what that means
- a description of the LIEP as outlined in this document
- information explaining their right to refuse enrollment of their child in the LIEP (see Parental Right to Refuse Specialized Programming section)
- a description of the criteria for reclassification and an expected timeline for achieving proficiency
- notices required by special education laws and regulations
- grievance procedures and notices of non-discrimination
- student discipline policies and procedures
- report cards and progress reports
- notices of parent-teacher conferences
- information regarding gifted and talented programs
- results of the annual English proficiency assessment, ACCESS for ELLs®
- requests for parent permission for student participation in school activities
- other information provided to native English-speaking parents such as invitations to join school-related councils or groups or parent handbooks

Parents of currently enrolled ELs must be provided with the following information within 30 days of the start of each school year:

- A notification of their child's continued participation in the LIEP
- A description of the LIEP including its intended benefits for their children and an explanation of its effectiveness
- A notification of their right to refuse services as outlined in this document
- A description of any Title III supplemental services being offered
- A notification of their right to refuse Title III supplemental services (if applicable)