

**LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM
FOR ENGLISH LEARNERS
(LIEP)
for
SOUTH MIDDLETON SCHOOL DISTRICT
4 Academy Street
Boiling Springs, Pennsylvania 17007**

22 PA. Code §4.26

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 under § 4.12 (relating to academic standards). Programs under this section shall include appropriate bilingual-bicultural or English as a second language (ESL) instruction.

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I. DEMOGRAPHICS

South Middleton School District is comprised of two elementary schools, one middle School and one high School. The school district demographics are distributed among several tables below. Multi-lingual learners represent 5.4% of the total student population.

Table 1. Multi-Lingual Learner Distribution

Distribution of students qualifying for ELD services; current, reclassified and parent refusal currently enrolled in the 2023-2024 school year.

Description	# of Students
Current Multi-Lingual Learners	113
Reclassified on Monitor Status	9
Reentered ELD	0
Parent Refusal	1
Former ELs-currently monitored	36
Former ELs-completed monitoring	20

II. PURPOSE

School District ELD Educational Approach and Program Goals

The goal of our LIEP is for our multi-lingual learners to meet or exceed their individual language proficiency growth trajectory as established annually by the Pennsylvania Department of Education. South Middleton School District's program is aligned to Pennsylvania CORE Standards and Pennsylvania English Language Development Standards (PA ELPS). Multi-lingual learners will attain English language proficiency when they achieve an overall composite proficiency level score of 5.0 or higher on the ACCESS for ELLs; and not exceed the maximum number of years (6) to attain proficiency under normal circumstances. Instructional support is provided to multi-lingual learners that will enable them to participate fully in their educational experience in our schools and in their social lives in our community. All teachers provide adaptations/modifications in the delivery of content instruction and assessments based upon students' language proficiency levels. Certified teachers who hold ESL Program Specialist Certification deliver our English Language Development (ELD) instruction.

III. IDENTIFICATION, SCREENING AND PLACEMENT OF EL

PHLOTE (Primary Home Language Other Than English) are identified through the Home Language Survey (HLS) during the registration process. All newly enrolled students complete the HLS. If any of the HLS questions indicate a language other than English, then the screening process to determine eligibility for participation in the ELD program begins. A family interview is conducted (using an interpreter if needed), then an examination of previous school records is performed to gather additional language information about the student. If the evidence continues to indicate a primary and preferred language other than English then the student is given the appropriate language proficiency assessment (KW-APT, WIDA Screener or MODEL). If the student's assessment score meets the PDE's established criteria, then the student is placed in the ELD program.

Screening procedures, parent contact and appropriate student placement is completed within the first 30 days of school at the beginning of the school year and within two weeks if enrollment occurs during the school year. Special circumstances (interpretation needs, mobility issues, etc.) are addressed in collaboration with school personnel.

- South Middleton School District follows the identification guidance provided by PDE, linked [here](#).
- South Middleton School District also follows the identification guidance for Dual Language Learners provided by PDE, linked [here](#).

IV. INSTRUCTIONAL PROGRAM

Multi-lingual learners receive a full schedule of core content and participate fully in all elective course offerings. At the elementary schools, the principal, ESL teacher and classroom teacher work to develop a schedule that minimizes conflict and affords opportunities for student learning in all subject areas. For middle and high school, multi-lingual learners are afforded choices in their elective course offerings. Counselors review schedules with students to ensure that appropriate courses are in place. The program ensures that each student receives instruction aligned to helping the student achieve the PA CORE Standards in reading, writing, speaking, and listening. South Middleton School District's model and program design is categorized as a "Mixed Classes with English-only Support." The program includes direct language instruction as well as adaptations to instruction and assessment in all content areas, both of which must be commensurate with the student's level of English proficiency.

Parents have the option to refuse ELD services for their students. This must be an informed and voluntary decision by the parent. The services being refused include: pull-out and/or push in classes for ELD instruction, ELD tutoring either during or after the school day or other supplemental resources designed only for English learners. This does not include a class composed of multi-lingual learners and non-ELs where ELD is supported through content instruction.

South Middleton School District will:

- Inform parents within 30 days of the beginning of the school year or 14 calendar days within the school year of their child's EL identified status in the parents' preferred language within 30 days of the beginning of the school year or 14 calendar days within the school year of their child's EL identified status in the parents' preferred language.
- Describe in sufficient detail to the parents the ELD program recommended for their child and the advantages to their child in terms of English language acquisition and academic success.
- Inform parents of their right to decline ELD programs or services in whole or in part, and supply the parents with the state required ENGLISH LANGUAGE DEVELOPMENT PROGRAM Parental Waiver Form.

- Ensure that parents do not opt their children out of any ELD programs or services based on schedule conflicts with other programs (such as special education programs); insufficient space in the available ELD programs; or insufficient offerings within the ELD program.
- Annually test opt-out ELs with the state required WIDA ACCESS for ELs 2.0 test until the student attains English proficiency by meeting the state exit criteria and is reclassified non-EL status.
- Maintain the student's EL status on all reporting even though the student's parents declined services.
- Provide ELD instruction within the general education content area instruction to meet the needs of the opt-out EL students.
- Notify parents if their child is struggling in general education classes and recommend the ELD program and services again.
- Present the ELD Program Inclusion Form to parents who wish to opt their child back into the school's ELD programs and services.

The details of this are included in the guidance document provided by PDE and can be found link [here](#).

<u>School</u>	<u>Grade Level(s)</u>	<u>Person Responsible</u>	<u>Description</u>
<i>W. G. Rice Elementary School</i>	<i>K-2nd</i>	<i>ESL certified teacher</i>	<i>Multi-lingual learners are pulled out for daily language acquisition instruction, or the ESL teacher pushes in to provide language instruction during core content instruction.</i>
<i>Iron Forge Elementary School</i>	<i>3rd-5th</i>	<i>ESL certified teacher</i>	<i>Multi-lingual learners are pulled out for daily language acquisition instruction, or the ESL teacher pushes in to provide language instruction during core content instruction.</i>
<i>Yellow Breeches Middle School</i>	<i>6th – 8th</i>	<i>ESL certified teacher</i>	<i>Multi-lingual learners are pulled out for daily language acquisition instruction, or the ESL teacher pushes in to provide language instruction during core content instruction.</i>
<i>Boiling Springs High School</i>	<i>9th-12th</i>	<i>ESL certified teacher</i>	<i>Multi-lingual learners are pulled out for daily language acquisition instruction, or the ESL teacher pushes in to provide language instruction during core content instruction.</i>

Instructional models within the LIEP (Language Instruction Educational Program) 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 may be 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.

V. GRADING/ACCOMMODATIONS

Multi-lingual learners must be graded using the same grading system as all other students. Content area instruction and assessment is aligned to the standards with modification/accommodations provided to match the language proficiency of the multi-lingual learner. These should be noted in a students' electronic cumulative folder.

For ELD courses or instructional periods taught by a licensed ESL teacher in an all-multi-lingual learner setting, any grading system that meaningfully conveys information about progress and/or achievement will be used.

Multi-lingual learners' parents are notified annually of their student's progress in language proficiency by means of the Parent Notification letter sent within 30 days of the start of school.

VI. STAFFING AND RESOURCES

The ELD Program Staff includes the ESL teachers and the Director of Student Services. ESL teachers are certified as per the Pennsylvania state guidelines. District hiring practices ensure that new personnel are trained in delivering ELD instruction.

Professional Development:

Our district administrators, teachers and paraprofessionals will participate in ongoing professional development for the specific purpose of supporting and educating our multi-lingual learners.

Interpretation and Translation:

South Middleton School District has a contract with Language Line and Talking Points to provide oral interpretation as necessary. We also provide in-person interpreters as needed for parent conferences and IEP meetings. In addition, we use TransACT, the repository of translated standardized documents, to provide written communications in the preferred language of our families who prefer another language other than English.

Multi-Lingual Learner Program Resources:

Program resources include Reach, Avenues, Visions, Rosetta Stone, Imagine Learning, Robotel, and TEAM Toolkits for Teaching Multi-Lingual Learners for Academic Language Mastery.

Resource Review:

South Middleton School District's ELD team conducts an annual review to determine the adequacy and success of our program services. Questions to guide the review include:

Adequacy:

- Are personnel resources adequate to provide instructional services?
- Are material resources adequate to provide instructional services?

Appropriateness:

- Do current instructional strategies and resources align with instructional goals?

- Do curriculum resources support instruction designed to meet the ELD Standards?

Success:

- What program data indicates progress toward language proficiency?
- What strengths or weaknesses are evident?
- What are the potential causes of program strengths or weaknesses?

VII. RECLASSIFICATION FROM ELD

South Middleton School District will follow the process established by PDE for reclassifying (exiting) multi-lingual learners from ELD program placement. All English learners, including those whose parents have refused ELD services, will be assessed annually for language proficiency using the WIDA ACCESS for multi-lingual learners. A multi-lingual learner 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, ACCESS for ELLs®. The score on this assessment, together with the scores on the completed rubrics, will be used to determine eligibility for reclassification (exit) from ELD program placement.

Reclassification Process:

1. Examine ACCESS score report for qualifying ACCESS for ELs score
2. Obtain qualifying scores on Language Use Inventory rubrics
3. Complete the Reclassification Cover Sheet contained in the PDE guidance document
4. Notify parents of reclassification
5. Notify PIMS coordinator of reclassification to exit year 1
6. Throughout the school year, complete monitor paperwork
7. Actively monitor EL for academic success for a period of 2 years

The details of this reclassification process are in the PDE guidance document found [here](#)

All EL parents are notified annually of their student's progress and/or their reclassification as a current English learner by means of the Parent Notification letter sent before the end of September.

VIII. MONITORING OF FORMER ELs

Upon exiting the program, multi-lingual learners will be monitored for four years. Active record keeping of the multi-lingual learners' academic progress will be kept for two years. Monitoring the academic progress of ELs should be a collaborative effort of school staff and include the classroom teacher, ESL teacher, counselor and principal.

Completed monitoring forms will be filed in the student's cumulative folder. South Middleton School District uses several resources to progress monitor multi-lingual learners in language acquisition. These measures are used for all levels of language proficiency and may vary based upon the language domain being assessed.

- WIDA ACCESS for ELs 2.0
- WIDA Speaking Rubric
- WIDA Writing Rubric
- Data reports from digital learning resources (Imagine Learning, iReady, etc.)
- Assessments that accompany our language acquisition textbooks

Students identified as not succeeding in core content classes during the period of monitoring are included in school specific interventions. If these interventions are not successful and the reason for the struggle is determined to be a lack of language support, the student can be reassigned as a current EL.