



# DOVER AREA SCHOOL DISTRICT

*Educating and Empowering all learners to  
share the twenty-first century*

## Language Instruction Educational Program

### Guidelines and Procedures

# 2022-2023

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# **Dover Area School District Language Instruction Education Program**

## **Mission Statement**

Dover Area School District educates, challenges, and prepares students to shape the future.

## **Vision Statement**

Through a passion for learning, a nurturing environment, and meaningful contributions from families and school, all students will have plentiful opportunities to grow and explore in this academically excellent school district.

## **Program Goals & Objectives**

The Language Instruction Education Program (LIEP) is an academic discipline that is designed to teach English Learners social and academic language skills as well as the cultural aspects of the English language as necessary to succeed in an academic environment and contribute to society. English as a Second Language (ESL) involves teaching *listening*, *speaking*, *reading*, and *writing* at appropriate developmental and proficiency levels with little or no use of the native language.

The LIEP at Dover Area School District (DASD) was established to provide students with the English language skills needed for both school performance and everyday living. The goal of the program is to help English Learners develop language skills necessary to be successful students and members of society. To that end the program strives to reach the following objectives:

1. To assist English Learners in reaching proficient levels of achievement in the academic Language Arts areas of reading, writing, speaking, and listening;
2. To assist English Learners in acquiring the English language skills needed to be proficient in all content areas;
3. To facilitate English Learners acculturation process into a complex multi-cultural society through the teaching of the customs, traditions, and expectations of the new environment;
4. To nurture self-pride and self-identity in each English Learner's linguistic and cultural heritage;
5. To develop language acquisition and cognitive academic language skills with instruction provided by an LIEP teacher working collaboratively with classroom teachers;
6. To provide all students with equal opportunity and access to participate and be successful in both curricular activities and extracurricular activities;
7. To communicate with parents of English Learners as partners in the educational process.

## Identification & Placement

At DASD, parents/guardians register their students online at <http://www.doversd.org/registration/>. During the registration process, parents/guardians will complete the home language survey that is then provided to the central registrar and then forwarded to the building level secretary and EL teacher for appropriate screening/placement.

All necessary documents for registration:

- 1.) Biological Parent/Legal Guardian **MUST BE PRESENT** to sign paperwork
- 2.) Copy of custody papers (if applicable)
- 3.) Birth Certificate
- 4.) Immunization Records
- 5.) Copy of last report card (Grades 7 - 12)
- 6.) Two forms Proof of Residency (lease/mortgage agreement, driver's license with address being used for residency, pay stub, utility bill, car registration, tax return)

The central registrar's office will provide parents/guardians with a start date and transportation information. Students grades 7-12 will be required to meet with their guidance counselor to complete a schedule prior to their first day of school to determine appropriate placement. No English Learner will be subjected to scrutiny that is not part of the normal enrollment process.

The Home Language Survey is part of the registration process for every child entering DASD. Principals and/or guidance counselors will be notified when a Primary Language Other than English (PHLOTE) student enrolls. The LIEP teacher will be informed in order to more fully assess the student. (See Appendix A1) Parent interviews may be conducted as needed by school personnel.

PHLOTE students are evaluated by the English as a Second Language teacher using the online WIDA Screening Test and/or previous school records, and local and state assessments to determine need and eligibility, as well as the LIEP instructional level placement. The WIDA screener assesses the student in each of the domains of speaking, listening, reading and writing which correlates with CAN DO Descriptors for the levels of English Language Proficiency. Because students may often exhibit characteristics above or below their designated level in one or more of the domains, the descriptions of each stage of development are a general guide to the skill level of an individual student. ([www.WIDA.US](http://www.WIDA.US))

Exemption Criteria for Placement in an Instructional Program for ELs:

According to the Basic Education Circular, educating English Learners (EL), there are certain scenarios that may preclude assessment if a student can demonstrate English language proficiency (ELP).

Students should meet the following criteria to be exempted from a formal ELP assessment. Student records for children from other states or school systems can be considered as part of the criteria.

1. Final grades of C or better in core subject areas (mathematics, language arts, science and social studies)
2. Family Interview
3. Review of academic records
4. Evidence of ELP proficiency

## Placement of English Learners

1. Kindergarten Placement: A raw score in listening and speaking of 20 or above meets the minimum requirement for a student to be exempt from the LIEP program. A score below 20 indicates that the student may require some level of LIEP support or instruction. Other criteria should be considered to make an informed decision on identification and/or placement.
2. 2<sup>nd</sup> Semester Kindergarten – 1<sup>st</sup> Semester Grade 1: A raw score for listening and speaking of 47+ meets the minimum requirement for a student to be exempt from the LIEP program. A score below 47 indicates that the student may require some level of LIEP support or instruction. Other criteria should also be considered to make an informed decision on identification and/or placement
3. 2<sup>nd</sup> Semester Grade 1 – Grade 12: A composite score on the WIDA screener of 4.6+ meets the minimum requirement for a student to be exempt from the LIEP program. A score below 4.6 indicates a student may require some level of LIEP support or instruction. Other criteria should also be considered to make an informed decision on identification and/or placement.
4. Foreign Exchange Students must be identified as English Learners in the same way that other students are identified. If identified, they must receive the same supports and accommodations as other English Learners. They must take the annual ACCESS test and must be included in district accountability calculations.

English Learners shall be placed in a grade level that is appropriate according to education experience, prior academic achievement and age. Any deviation from age-appropriate placement shall be based on factors other than proficiency in English language. Placement will be no more than 1 year behind chronological age in K through Grade 8. In high school, due to graduation requirements, students may be placed in a grade up to 3 years below their chronological age. Notification includes identification; assessment results, placement, instructional model, how the program will address students' educational needs and exit criteria.

Federal requirements allow parental refusal of English language programs or particular English language services as related to PA Chapter 4.26 and core programming. The district, however, is not released from its' obligations to provide instruction that assists identified English Learners to progress and achieve English proficiency. Neither parent, nor district, may remove the EL designation from a child who is identified as an English Learner. It is also different from Title III supplemental services which have their own "opt-out" provisions under the federal grant. Students who are designated as an English Learner, but are not receiving direct services from the LIEP, are still required to be tested every spring with the WIDA Access test, and the results used to measure growth in English proficiency. Parents are requested to attend a meeting with the LIEP teacher and/or principal when deciding to remove the student from the LIEP, to discuss the student's needs and the benefits of the program in meeting those needs. (See Appendix A2)

## Ongoing Assessment & Exiting Criteria

Assessment is ongoing throughout instruction and assessment results are used to inform instruction as well as to determine current level of language acquisition with students changing levels as needed. Research indicates “it takes one to three years to acquire social language skills, but seven years or longer to be proficient in the academic language necessary to be successful in school. Second language skills acquisition requires constant intensive guided practice. A considerable amount of research from both Europe and North America suggests that English Language Learners frequently develop fluent surface or conversational skills in the school language but their academic skills continue to lag behind grade norms. It is important for educators to be aware of this research since failure to take account of the distinction between conversational and academic language skills can result in premature exiting from English as a Second Language programs.” (Cummins J. *Empowering Minority Students*. California Association for Bilingual Education, 1989, p. 25)

All active English Learners are assessed annually on the WIDA-Access test. This test is used to place and exit students and to monitor a student’s current level of English proficiency.

English Learners must take all assessments administered to students at their grade level unless they are eligible for any exemption as determined by the Pennsylvania System of School Assessment (PSSA) guidelines in effect at the time of the assessment administration. These assessments include PSSA, Keystones, MAP, Study Island, and District-wide assessment. These assessments may be administered with appropriate accommodations as needed and as determined by the LIEP teacher and the classroom teacher. In all cases, any English Learner participating in these assessments will have their answer sheets coded to indicate their LIEP status for disaggregating the data.

### **Reclassification Criteria for Pennsylvania’s English Language Instructional Programs for English Learners 2019-2020**

“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, ACCESS for ELLs®, and gathered by teachers using standardized language use inventories.” A detailed explanation of the reclassification criteria as well as the language use inventory can be found online at:

<https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/English%20As%20A%20Second%20Language/Pages/Reclassification-and-Exit-Criteria.aspx>

**NOTE:** Cutoff score flexibility is available for students in grades 1-12 in the following Special Circumstances:

- Following the grade and score criteria in the table below, the WIDA Screener after July 1 to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit. Revised April 2017

**NOTE:** The WIDA Screener may only be administered to a student once in any school year.

Grade Level	ACCESS 2.0	Required W-APT/Screener Scores
K	Cut-off score flexibility is not allowable for Kindergarteners	
1 - 5	4.6 – 4.9	5.0 in each domain
6 - 8	4.7 – 4.9	5.0 in each domain
9 - 12	4.8 – 4.9	5.0 in each domain

**NOTE:** A student must score 5.0 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

Additional Criteria:

- Recommendation from an LIEP teacher who has taught the students during the 2021-2022 school year.

OR

- Recommendations from at least two core content area teachers who have taught the students during the 2021-2022 school year and who have a functional knowledge of the WIDA performance definitions and ELD Standards.

OR

- Writing sample that demonstrates proficiency at the Expanding level and speaking at the Bridging level as measured using the WIDA writing and speaking rubrics scored by an LIEP teacher.

(See Appendix B)

English Learners with Disabilities

ELs with Disabilities taking the ACCESS for ELs

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 a LIEP/bilingual education program for at least four years,

AND

3. The student's overall composite proficiency level score on the ACCESS for ELs has not increased by more than 10% at any point or total over the three most recent testing cycles,

AND

4. The IEP team, with input from the LIEP/bilingual education professional, recommends reclassification.

ELs with Disabilities taking the Alternate ACCESS for ELs

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

1. 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
2. The IEP team, with input from an LIEP/bilingual education professional, recommends reclassification.

### **Monitoring Exited English Learners**

All English Learners (ELs) who are reclassified from active English Learner to monitor status must be monitored for a two-year period after exit as required by NCLB Title III Section 3121 (a)(4). (See Appendix C)

Specifically, the law requires LEAs to maintain “a description of the progress made by students in meeting challenging State academic content and student academic achievement standards for each of the 2 years after such students are no longer receiving services under this part. Monitoring of student progress shall begin as soon as the student exits an LIEP. For students who exit a program at the end of the school year, monitoring begins the following school year.

It is recommended that the progress of the exited English Learner be monitored at quarterly intervals throughout the academic year, utilizing collaborative conversations regarding progress monitoring of the Exited English Learners between content and LIEP teachers.

To ensure consistency in the process in which former English Learners are monitored for the two-year period after exit, the Pennsylvania Department of Education provides report forms as guidance for monitoring student academic achievement and progress after exit. The two forms include (1) an elementary and (2) a middle/secondary report. (See Appendix F)

The completed report form is evaluated by an LIEP professional in collaboration with other administrators and educators and must be maintained in the student record folder.

The primary purpose of the report forms is to monitor a former English Learner’s academic achievement after exit and to ensure that he/she is continuing to progress and be successful without encountering difficulty because of English language skills.

Please note that multiple criteria related to progress monitoring such as summative, benchmark, formative, and diagnostic assessments, grades, work samples, teacher observations and relevant academic achievement records must be considered. Attention must also be focused upon the core instructional program that has been offered to the students including differentiated instruction, student progress in meeting state academic and student achievement standards, and RtII tier interventions and related implications. To that end, the report form includes additional space for LEA’s to document additional multiple criteria considered in monitoring former English Learner’s academic achievement and progress.

During the two-year monitoring period, any student encountering academic difficulty that is determined to be a result of English language proficiency skills may be reclassified and returned to an LIEP. However, reclassification should **only occur after collaboration between the LIEP teacher and content teachers has ensured that effective and appropriate core curriculum instruction, including differentiation and interventions has**

**been implemented.** Content and LIEP teacher input is critical in determining whether reclassification is the appropriate support to enable the former English Learner to succeed. Teachers may offer support to monitor students as they would for any student seeking additional assistance with classroom work, instruction, or assessment. Monitoring is NOT an extension of the language instructional program. (see Appendix C)

## **Student & Parent Orientation Procedures**

Orientation to DASD begins during the registration process in which families are respectfully welcomed to the District. Principals and/or LIEP teachers will notify parents of their child's participation in the LIEP. An Annual Parent Orientation to the LIEP is conducted for the families of all English Learners at each building within the District. Notifications to parents will be in the preferred parent/guardian language. Those translations are available through TransAct Compliance and Communication Center and TransPerfect. District administrators, Principals, Guidance Counselors, and teachers will provide information to the families on school information and related issues, the LIEP, content area classes and courses, attendance and homework policies, the student handbook, the Code of Student Conduct and the District Calendar. Interpreters will be available for parents if requested or if it is determined that a translator would benefit the parents.

### **The Language Instruction Educational Program**

#### **a.) Type of Program**

LIEP instruction is an academic discipline designed to teach English Learners both social and academic language skills as well as the cultural aspects of the English language necessary to succeed in an academic environment and contribute to society.

#### **b.) Planned Instruction / Standards**

LIEP teachers meet daily with English Learners to provide instruction in language acquisition skills. Classroom teachers must adapt instruction to meet the needs of the English Learners and collaborate with the LIEP teacher. Classroom instruction must emphasize content rich instruction with intense vocabulary development and a simplified English language expectation. Modifications and accommodations appropriate for the individual must be provided. DASD uses the PA Standards for English Language Learners K-12. (see Appendix D)

The PA Department of Education states that English Learners must be provided with meaningful comprehensible access to instruction in all content areas. All teachers must use the English Language Proficiency Standards found in the teacher resource section of these guidelines, to meet the needs of the English Learners in their classrooms. (Basic Education Circular-Education Students with Limited English Proficiency (LEP) and English Language Learners (ELL) – reviewed April 4, 2009).

#### **c.) Recommended Amount of Time in a LIEP**

Exact hours of direct language instruction by proficiency level must be determined based on student need in consultation with the LIEP teacher, classroom teacher and building principal. Instruction must meet the requirements under Lau V. Nichols, 414 U.S. 563 (1974) and Castaneda v. Pickard, 648 F.2d989 (1981).

<b>Level</b>	<b>Time (Elementary)</b>	<b>Class Periods (Secondary)</b>
Level 1 Entering	1 hour daily	2 class periods daily
Level 2 Emerging	1 hour daily	2 class periods daily
Level 3 Developing	45 minutes daily	1 class period daily
Level 4 Expanding	30 minutes daily	1 class period daily
Level 5 Bridging	Up to 30 daily	Up to 1 class period daily

Times may be adjusted based upon individual student needs in consultation with the LIEP teacher, classroom teacher and building Principal.

#### d.) Reporting English Learner Progress

All English Learners, whether in the LIEP class or in the content area class, must be using the same grading system as all other students.

##### Elementary School (K – 5)

The elementary LIEP teacher shall report student progress to the appropriate classroom teacher each marking period. The classroom teacher reports progress in the LIEP to the parents at the October conference and at the end of the school year.

##### Middle School (6-8)

All students receiving LIEP instruction, as Language Arts replacement will be graded by the LIEP teacher and progress will be reported on Skyward. In addition, a report will be sent home each marking period.

##### High School (9-12)

Students earn ELA credit for the LIEP replacement English course. In addition, a report will be sent home each marking period.

All English Learners take the WIDA ACCESS test in the early spring. Principals/LIEP teachers report these results to parents when they are made available to the school district by the Pennsylvania Department of Education.

## **Student Participation in Related and Extracurricular Activities**

DASD is committed to providing all students with an equal opportunity and access to participate and be successful in both curricular and extracurricular activities regardless of race, color, national origin, gender, sexual orientation, and handicap or language barrier. English learners are encouraged to participate in all school programs and activities.

### **Pupil Personnel Services**

#### **a.) Counseling**

Guidance COounselors are available to assist all students, including English Learners, with social and emotional issues as well as guidance in the areas of career planning, scheduling, school to work transitions, post-secondary educational planning, etc.

#### **b.) Special Education and Gifted Education Services**

Limited English proficiency is not a factor for consideration in the placement of students into Special Education and Gifted Programs. English learners who qualify for gifted programs will not be barred from those programs due to language barriers. Assessment and evaluation for special education and gifted programs will be conducted where appropriate in the learner's primary language. If an English Learner qualifies and has an IEP or GIEP, the LIEP teacher is an important member of the IEP team.

### **Staff Development Related to the LIEP**

#### **a.) LIEP Staff**

All LIEP staff are highly qualified and receive appropriate training and professional education.

#### **b.) District Professional Staff**

The DASD Professional Education Plan includes sessions on LIEP. These sessions include the legal requirements for providing instructional strategies for various levels and content areas and cultural awareness and sensitivity. Through building-level faculty meetings, Principals constantly keep teachers apprised of program changes, cultural factors influencing student learning, and appropriate methodology and differentiation of instruction.

Orientation and procedural compliance of support staff is the responsibility of each building.

## **Program Administration**

### **a.) Program Planning and Evaluation**

Program planning and evaluation is an ongoing process involving the LIEP Coordinator, Building Principals, and LIEP teachers. Individual student progress and the effectiveness of the program is assessed through test results (WIDA Access) and through various informal methods including teacher and parent conferences and teacher evaluation. Staff development is offered when needed.

### **b.) Communication with Student's Homes**

Translation and interpretation services are provided in the preferred language of the parents in accordance with ESSA. These services are provided through TransAct Compliance and Communication Center.

### **c.) Complaint Resolution Process**

DASD prides itself on its open communication with parents and community. Commentary and suggestions are always welcome. If a problem should arise, it can most often be resolved at the building level. Students and/or parents with a complaint should seek resolution at the following levels: LIEP teacher, Classroom teacher, Building Principal, LIEP Coordinator, Superintendent. If all levels have been exhausted and the complaint has not been resolved, parents should contact the Pennsylvania Department of Education Assistance Request Line at 717-878-8913. The appropriate personnel at PDE will then negotiate a resolution that is in compliance with Federal and State guidelines for LIEP.