

No. 115

SECTION: PROGRAMS

TITLE: English Language
Instruction Educational
Program

CATASAUQUA AREA

SCHOOL DISTRICT

ADOPTED: October 14, 2002

REVISED: November 10, 2005

REVIEWED: November 10, 2005

REVISED: December 5, 2017

<p>1. Purpose 20 U.S.C. § 6811 <i>et seq.</i>, Title III of ESEA as amended by ESSA; 20 U.S.C. § 1701 <i>et seq.</i>; 42 U.S.C. § 2000d <i>et</i> <i>seq.</i> (Title VI of the Civil Rights Act); 22 Pa. Code § 4.26 and related Basic Education Circular (2017); 22 Pa. Code § 4.4(c)</p> <p>2. Authority</p> <p>22 Pa. Code § 4.13; School Code § 1205.1; 22 Pa. Code § 11.11</p>	<p style="text-align: center;">115. English Language Instruction Educational Program</p> <p>In accordance with the Board’s philosophy to provide a quality educational program for all students, the Catasauqua Area School District shall provide an appropriate Language Instruction Educational Program (LIEP) for identified students whose dominant language is not English.</p> <p>The purpose of the program is to increase the English language proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success.</p> <p>The school district shall provide an LIEP 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. English language development (ELD) is a required component of all LIEPs. ELD will take place daily throughout the day for English learners (ELs) and is to be delivered by both EL teachers and content area teachers. The LIEP shall be based on research and/or a sound educational theory recognized by at least some experts in the field as legitimate, implemented with sufficient resources, and appropriately trained staff, and evaluated periodically.</p> <p>The District shall include provisions for the LIEP program in its Comprehensive Plan.</p> <p>The District shall include provisions for the professional education of EL teachers, content area teachers of ELs, and new teachers in its professional development plan.</p>	<p>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36</p>
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Administration shall establish procedures for identification of students whose dominant language is not English. The Home Language Survey shall be completed for every student in the district and filed in the student's permanent record folder through graduation. For students whose dominant language is not English, assessment of the student's English proficiency level must be completed to determine the need for an LIEP.

3. Delegation of Responsibility

The Superintendent or designee shall implement and supervise an LIEP process that meets the legal requirements for program compliance.

The Superintendent or designee, in conjunction with appropriate stakeholders, shall develop and disseminate information and/or procedures regarding:

1. LIEP goals.
2. Identification and placement of ELs.
3. Implementation of the LIEP.
4. Annual assessment and progress monitoring of ELs.
5. Reclassification, monitoring, and redesignation of ELs.
6. LIEP evaluation.

4. Guidelines

ELs shall be enrolled in an LIEP upon presentation of a local address, proof of immunization, proof of child's age, parent registration statement, and home language survey. The District must identify ELs at the time of enrollment, notify the parents of the identification and programming options, and appropriately place the ELs into an LIEP. The District must notify parents in a timely manner of the process for identifying their children as ELs, the results of that process, and the recommended program placement. The District must also provide the parents with a detailed description of the LIEP, its intended benefits for their children, and an explanation of its effectiveness.

Parents of ELs have the right to refuse certain separate, specialized programs and services that may be part of the LIEP for their children. Placement and programming decisions may not be made without notifying parents and allowing them to exercise their right to refuse part or all of the separate, specialized LIEP. A parent's decision to refuse programs or services must be informed and voluntary. The District may not influence the decision in any way and may not make any program or placement decisions contingent on this decision.

The LIEP shall be designed to provide instruction to meet each student's individual needs based on the assessment of English proficiency in reading, writing, listening, and speaking. Adequate content area support shall be provided while the student is learning English to ensure achievement of academic standards.

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A PA certified teacher with an ESL Program Specialist certificate and, if necessary, appropriate support staff (e.g., teacher aides) shall provide the planned ELD instruction. ELD 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.

Content area teachers will incorporate ELD instruction into all content area classes and provide the language support adaptations/modifications and accommodations needed to allow ELs to access the course content academic standards.

Instructional resources shall be comparable to the resources provided other core academic subjects.

Regardless of the program model(s) employed, the LIEP must, at a minimum:

1. be aligned to state academic content standards for the appropriate grade level of the ELs;
2. include ELD instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
3. incorporate the use of the Pennsylvania English Language Development Standards;
4. provide equitable access to content for ELs for all courses in which they are enrolled at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
5. not limit the enrollment of ELs in any course or academic program for which they would otherwise be eligible.

The program shall be evaluated for effectiveness based on the attainment of English proficiency.

ELs shall be required to meet established academic standards and graduation requirements with language support, modifications, and accommodations as adopted by the Board.

Students shall have access to and should be encouraged to participate in all academic and extra-curricular activities available in the District.

Communication with parents shall include information about assessment, academic achievement and other related education issues in the language understood by the parent whenever possible.

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