



Language Instruction Educational Program (LIEP) Manual

Central Bucks School District

Introduction

This manual provides the Central Bucks School District with a guide for effectively supporting the education of multilingual learners (English Learners). This manual was developed to:

- offer guidance in implementing instructional programs and strategies that best serve the needs of multilingual learners and their families.
- assist administrators and teachers in implementing effective Language Instruction Educational Programs (LIEPs) for MLs (Multilingual Learners).
- serve as a reference tool to clarify CBSD Policy 138 and program requirements.

Table of Contents

1. Contact Information & Mission Statement
2. Legal Foundation and Compliance
3. Identification of English Learners
4. Language Instruction Educational Program (LIEP) Models
5. English Language Proficiency Standards and Assessment
6. Instructional Program Design
7. Progress Monitoring and Reclassification
8. Parent and Family Engagement
9. Staffing and Professional Development
10. Program Evaluation
11. Glossary



1. Contact Information & Mission Statement

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Mission Statement

The mission of the CBSD English Language Development (ELD) Department is to foster inclusive, equitable learning environments where students develop strong linguistic skills and cultural understanding. We recognize that language is a dynamic process of human communication, shaped by individual experiences and communal contexts, bridging cultures through verbal and non-verbal expressions. We are committed to supporting students in their language acquisition journey, knowing that this is a natural, long-term process that progresses in stages. Our approach emphasizes the interdependence of speaking, listening, reading, writing, and acculturation, while honoring the vital role of native language proficiency. We believe bilingualism and multilingualism enrich both the individual and society, and through meaningful interaction with challenging content, we empower students to become confident communicators and active participants in a global community.

2. Legal Foundation and Compliance

- ELD Teachers each hold Level 1 or Level II PA Teaching certificates as well as an ELD Specialist certification. Teachers use a variety of curricular materials, including district and supplemental programs. The level of support is determined by the LEA and/or placement school with input from the ELD teachers.
- Federal laws: ESSA, Title I & III, Civil Rights Act (OCR 1974)



- ESSA, the Every Student Succeeds Act, is the current iteration of the Elementary and Secondary Education Act (ESEA). Title I and Title III are key components of ESSA. Title I focuses on improving the education of disadvantaged students, particularly in high-poverty schools, by providing supplemental funding for programs and resources. Title III, on the other hand, is specifically dedicated to supporting English Language Learners (ELLs) and immigrant students, ensuring they attain English language proficiency and meet challenging state academic standards.
- Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.
- Commonwealth of Pennsylvania regulation 22 Pa. Code § 4.26, declares:
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.
- **Communication with Parents**

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



3. Identification of English Learners

Screening, Identification, and Placement of ELs:

- The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires school districts/charter schools/comprehensive CTC's to identify EL students. LEAs have a responsibility under federal law to serve ELs who need ESL/bilingual instruction as well as academic support in order to be successful in school.
- LEAs in Pennsylvania are required to complete the steps outlined in the English Learner Identification Procedure to identify English learners at the time of enrollment. **These steps must be completed within 30 calendar days of the start of school for students who enroll prior to the start of the school year or 14 calendar days for students who enroll during the school year.**
- [English Learner Identification Procedure - K-12](#) (Word)
- [English Learner Identification Procedure - Pre-K](#) (PDF)
- [Home Language Survey](#) (Word)
- The Home language survey may be downloaded in multiple languages from the *General Education* section of the [Translation Library](#) in the ELD SAS Portal.
- Students who arrive from other countries may present transcripts from their previous school(s). LEAs may need to have these transcripts translated and/or consult with the family to review them and award appropriate credits. LEAs should follow the same procedure for awarding credits from countries outside of the U.S. as they do for other states in the U.S. or other school districts within Pennsylvania. The [Evaluating Foreign Transcripts](#) document is intended as a reference tool to assist school staff members with evaluating foreign transcripts for students newly enrolled from other countries.
- Initial placement notification sent to parent/guardian within 30 days of enrollment. Parent notification letter templates can be found in English and other languages on the [SAS portal PDE Translation Library](#). These letters will be saved in both languages in the ELD Teams folder.



- Each time there is a change in student status (student is reclassified, opts out etc), a notification letter must be sent home to parents/guardians. Each school year opt out letters and continuation of placement letters must be sent. When a new student qualifies for ELD support, an initial placement letter must be sent to the family.
- CBSD has our procedures with links outlined and available in the CBSD ELD Department Procedures for new Students K - 12 document.
- Parent permission to identify students as ELs, including screening for English language proficiency, is NOT required. Source: [Educating English Learners ELs | Department of Education | Commonwealth of Pennsylvania](#)

4. Language Instruction Educational Program (LIEP) Models

PDE requires that the program be identified by one of six categories:

LIEP Classifications

Classifications are from the point of view of services provided for each individual EL.

New LIEPs	Definition
EL Bilingual	Language Focus: Students should gain proficiency in both their native language and English with at least some instruction provided in the native language. Class Composition: ELs share the same native language
Mixed Bilingual	Language Focus: Approximately equal focus to English and a partner language, including content instruction in the partner language Class Composition: ELs and non-ELs are placed together in the same classroom
EL-Specific Transitional Instruction	Language Focus: The student's native language is used to support English proficiency acquisition, but proficiency in a student's native language is not a program goal Class Composition: ELs only
Mixed Classes with Native Language Support	Language Focus: The student's native language is used to support English proficiency acquisition, but most instruction is provided in English. Support could be provided either inside or outside of the regular classroom. Class Composition: ELs and non-ELs are placed together in the same classroom
EL-Specific English-only Instruction	Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support Class Composition: ELs only
Mixed Classes with English-only Support	Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support. Support could be provided either inside or outside of the regular classroom. Class Composition: ELs and non-ELs are placed together in the same classroom

*CBSD has a program model of mixed classes with English-only support.

- In CBSD elementary schools, students are in grade level classrooms with push-in, pull-out or small group instruction as needed.



- In CBSD middle and high schools offer sheltered ELD English classes and students are placed by language proficiency levels. Push-in, pull-out or small group instruction is provided as needed.

5. English Language Proficiency Standards and Assessment

State and federal rules require the inclusion of all public elementary and secondary ELs in the State's English Language Proficiency (ELP) assessment, including ELs with disabilities (dually identified students). ELs with the most significant cognitive disabilities may qualify for the Alternate annual ELP assessment (Alternate ACCESS) if they qualify or if they will qualify for the state alternate assessment. [This resource](#) can help decide if a dually identified student should take the Alternate ACCESS test.

Pennsylvania is a member of the multi-state WIDA Consortium. The WIDA Consortium develops the ACCESS and Alternate ACCESS assessments. The Pennsylvania Department of Education (PDE) uses the ACCESS and Alternate ACCESS as the required instrument for the annual assessment of English language proficiency. ACCESS and Alternate ACCESS are standards-based, criterion referenced English language proficiency assessments designed to measure English language learners' proficiency in English. They assess social and instructional English as well as the language associated with Language Arts, Mathematics, Science and Social Studies within the school context across the four language domains of listening, speaking, reading and writing. The ACCESS and Alternate ACCESS are used to assess the English language development (ELD) of English learners (ELs) reliably and validly in grades K–12. Results of the ACCESS and Alternate ACCESS are used by PDE and local education agencies (LEAs) for monitoring the progress of students, for making decisions about reclassifying students from language instruction educational programs (LIEPs), and for accountability. For more information about the technical characteristics and quality of the assessment, please visit the [WIDA webpage](#). Please see the [WIDA English Language Development Standards](#) for more information about the standards that the ACCESS and Alternate ACCESS measure. [WIDA ELD Standards Framework \(2020 Edition\)](#) are available to view online.



Additional district resources are available for domain-specific growth tracking in the four language domains; Listening, Speaking, Reading, Writing.

The district's English Language Development (ELD) program integrates the **Pennsylvania English Language Arts (ELA) Standards** with the **WIDA English Language Development (ELD) Standards Framework** to ensure that multilingual learners develop both academic content knowledge and English language proficiency simultaneously. The PA ELA Standards provide the grade-level expectations for reading, writing, speaking, listening, and critical thinking, while the WIDA Framework identifies the language knowledge and skills students need to access and engage with those expectations at varying levels of English proficiency. Through this integrated approach, ELD teachers use WIDA language expectations, key language uses, and proficiency level descriptors to scaffold instruction, differentiate supports, and provide meaningful opportunities for students to develop academic language within authentic literacy tasks aligned to Pennsylvania's curriculum standards. This ensures that multilingual learners can access rigorous grade-level content while advancing their English language development.

6. Instructional Program Design

The district's instructional program for multilingual learners is designed to ensure equitable access to grade-level content while supporting continued English language development. Teachers implement a variety of research-based instructional strategies, including scaffolding, visual supports, graphic organizers, pre-teaching, modeling, and flexible small-group instruction to make learning accessible and meaningful. Content and language objectives are integrated into instruction so that students develop academic knowledge and English proficiency simultaneously. District curriculum and supplemental resources are used to provide differentiated, standards-aligned learning experiences that support language development across content areas. Instruction incorporates culturally and linguistically responsive practices that recognize and value students' diverse backgrounds, languages, and experiences as assets in the learning process. In addition, multilingual learners receive appropriate accommodations and supports in all content classes, including differentiated materials, language scaffolds,



extended processing time, and opportunities for collaborative learning, ensuring full participation in the curriculum and access to rigorous academic expectations.

7. Progress Monitoring and Reclassification

- **Reclassification criteria:**
 - Any student with a 4.5 or higher on the WIDA ACCESS test will be considered for reclassification.
 - Students must have an ACCESS score of 4.5 or higher composite with satisfactory language inventories completed by ELD Specialist and classroom/content area teachers.
 - ELD Specialists will send a notice of reclassification in English and dominant language to parents/guardians and maintain copies of both.
- **Monitoring students who have been reclassified:**
 - Once ELs attain English proficiency as defined in the state reclassification procedure, they must be reclassified as former ELs. The academic progress of former ELs must be actively monitored by district personnel for a period of two (2) years after reclassification. Former ELs must be reported to the state as such for a period of four years after reclassification.
 - The ELD specialist will work with classroom/content area teachers, pupil services, administrators and support staff to monitor student progress. The team will look at weekly, quarterly or semester academic progress. Any academic areas of concern will be brought to the team. If language support is needed, the ELD specialist will provide support as needed.
 - Language development is not always linear; multilingual learners often experience periods of rapid growth and periods of slower progress, and their ability to understand and use language may vary from day to day based on context, confidence, fatigue, familiarity with the topic, and opportunities for meaningful interaction. A former English learner may be considered for re-entry into ELD services when a comprehensive review of academic,



linguistic, and instructional data indicates that language proficiency is a primary factor affecting the student's ability to access grade-level content and demonstrate academic success. Re-entry decisions will be based on multiple measures, including classroom performance, teacher observations, assessment data, language samples, and input from families and school staff, rather than on a single assessment or grade.

- The district must demonstrate that the Former EL is struggling as a result of persistent language acquisition needs and not academic needs, which require academic supports and/or interventions.
- Re-entry procedures:
 - If re-entry into the ELD program is deemed necessary and supported by evidence, the ELD Specialist will send a reinstatement request form ([found in the PDE SAS Translation Library](#)) to parents/guardians to complete. The ELD initial placement notification will be sent home in English and dominant language, and the student will be required to meet the same criteria for reclassification as previously described.
- Any dually identified EL who has not met the criteria outlined above may be considered for reclassification if:
 - The student has an IEP at the time of the reclassification decision (it is not necessary for the student to have had an IEP for the duration of their enrollment in the LIEP), **AND**
 - The student has been continuously enrolled in the LIEP for at least four years, **AND**
 - The student's overall composite SCALE SCORE* on the ACCESS has not increased by more than 10% between any two years **or** total over the three most recent testing cycles (the current year and the two preceding years), **AND**
 - The school has documented evidence** that the student has been provided with the appropriate level of language support, including ELD instruction, throughout his/her enrollment in the LIEP, **AND**



- A school-based team recommends reclassification. *See below for team composition and recommendation protocol.*
- The following individuals must be included on the team that considers the body of evidence and determines whether to reclassify a dually identified EL:
 - At least one expert on the student's English language acquisition
 - At least one expert on the student's special education goals and services
 - At least one expert on the student's general education content achievement
 - At least one family member (and any requisite interpreters/liaisons)
 - Any related service providers who work with the student
 - A single team member may fill more than one of the roles identified above.
 - Also, the team members are not required to meet in-person at the same time, although that is ideal. As long as input from each team member is collected and considered and they are able to answer the questions in the [reclassification form provided by PDE](#), then any format or process is acceptable.
- SLIFE Students:
 - In some cases, students may be designated as SLIFE students (Students with Limited or Interrupted Formal Education).
 - A student may be identified as SLIFE if they meet all of the following (this is contained in the full [K-12 identification procedure](#)):
 - Is enrolling after grade two, **AND**
 - Has a literacy score of less than 3.5 on the MODEL Screener or WIDA Screener, **AND**
 - Has at least two fewer years of age-appropriate schooling than peers or has disenrolled from U.S. schools to enroll in schools in other



countries (or Puerto Rico) more than two times in the past four years, **AND**

- Has limited encoding/decoding skills in their native language (as indicated by the family interview and/or native language measures and/or review of academic records and/or local measures)
- CBSD will have a SLIFE committee made up of teachers, administrators, K-12 ELD Supervisor, Student Services representatives and other personnel who work with students to individually review each student before designating them as SLIFE. The committee will meet twice a year, school employees should reference the PDE [slife quick reference guidance.docx](#)
- If a student is designated as SLIFE, the ELD teacher, counselors, and administrators will create a personalized graduation plan for the student to be approved by the Superintendent.

8. Parent and Family Engagement

The district recognizes that meaningful family engagement is essential to the academic success and well-being of multilingual learners. To promote equitable access to information and opportunities for involvement, the district provides access to translated written materials and interpretation services in families' preferred languages whenever practicable. Families receive all required notifications regarding English learner identification, placement in the Language Instruction Educational Program (LIEP), program services, student progress, exit from services, and parent rights in a language they can understand.

Parents have the right to decline or opt their child out of direct ELD services at any time. The district provides information regarding the benefits of participation and the implications of opting out to ensure that parents can make informed decisions. If a parent chooses to opt out, the student remains identified as an English learner and will continue to be monitored for academic progress and English language development, and will take the annual English proficiency test (WIDA ACCESS) while the district remains responsible for ensuring the student has meaningful access to the educational program and can participate successfully in grade-level instruction.



9. Staffing and Professional Development

- Teacher certification requirements (ESL Program Specialist):
 - Teachers each hold Level 1 or Level II PA Teaching certificates as well as an ELD Specialist certification. Teachers use a variety of curricular materials, including district and supplemental programs. The level of support is determined by the LEA and/or placement school with input from the ELD teachers.
- Both professional staff and support staff will be offered training on communication tools, effective instructional support practices, and culturally responsive interactions.
- All professional staff will have access to CBSD Grading Guidelines for Teachers of Multilingual Students. Refer to Elementary Grading Guidelines for Teachers of Multilingual Students and CBSD Secondary Grading Guidelines for Teachers of Multilingual Students documents.
- Collaboration among ELD teachers, general education teachers, literacy specialists/coaches, math coaches, athletic directors, support staff and all district employees will result in positive academic and social language success.

10. Program Evaluation

- **Annual Review of Student Outcomes**
 - The district will annually review the effectiveness of its Language Instruction Educational Program (LIEP) by analyzing student outcomes related to:
 - **English language development:** ACCESS for ELLs growth, proficiency attainment, and reclassification rates.
 - **Academic achievement:** State and local assessment results, course performance, and progress toward grade-level standards.



- **Graduation and readiness:** Graduation rates, credit attainment, attendance, and participation in advanced coursework and postsecondary readiness opportunities.
- Student data will be reviewed across grade levels, schools, and student subgroups to identify strengths, address areas of need, and inform program improvements. Findings will be used to guide instructional practices, resource allocation, professional learning, and updates to the LIEP.
- The district actively fosters partnerships with families through school-based events, multilingual family engagement activities, and collaborations with community organizations that support students and their families. The district hosts an annual Title III stakeholder meeting to inform families about the district's language instruction program, student supports, available resources, and opportunities for parent involvement. Families are encouraged to provide input and participate in decisions affecting their children's education.
- The district will use findings from the annual review of student outcomes, stakeholder feedback, and program implementation data to identify areas for improvement and make revisions to the LIEP to better support multilingual learners and ensure compliance with state and federal requirements.



11. Glossary

ACCESS for ELLs: The annual WIDA assessment used to measure English language proficiency in listening, speaking, reading, and writing.

Alternate ACCESS (Alt ACCESS): An English language proficiency assessment designed for multilingual learners with the most significant cognitive disabilities who meet eligibility requirements.

Dually Identified: A student who is identified both as an English Learner (EL) and as a student who qualifies for special education services (IEP/GIEP).

EL (English Learner): A student identified as needing support to develop English language proficiency.

ELL (English Language Learner): A student who is learning English and qualifies for language support services.

GIEP (Gifted Individualized Education Program): A plan developed to address the educational needs of students identified as gifted.

IEP (Individualized Education Program): A legally required plan outlining special education services and supports for a student with a disability.

LEA (Local Education Agency): A public school district or charter school responsible for providing educational programs and services.

LIEP (Language Instruction Educational Program): A program designed to help multilingual learners develop English language proficiency while providing access to grade-level academic content.

ML (Multilingual Learner): A student who is developing proficiency in English while also utilizing one or more additional languages.

MLP (Multilingual Program): Educational services and supports designed to meet the linguistic and academic needs of multilingual learners.

SLIFE (Students with Limited or Interrupted Formal Education): Multilingual learners who have experienced significant interruptions in schooling or have had limited access to formal education before enrolling in U.S. schools.

WIDA (World-Class Instructional Design and Assessment): The consortium that develops English language development standards and assessments used to support multilingual learners.