



Harambee Institute of Science & Technology Charter School

Section	Programs
Policy Number	111
Title	Limited English Proficiency Program
Adopted	September 25, 2019
Revised	April 28, 2021

Purpose

To provide a quality educational program for all students, Harambee Institute of Science and Technology Charter School shall provide a culturally and linguistically appropriate planned instructional program for English Learners (ELs), which builds on students' home language and culture. The goal of the program shall be to ensure ELs at all levels of language proficiency can access grade-level academic content standards while developing advanced levels of English with support for students' integration and participation in the community. Students who are ELs shall be identified, assessed and provided an equal opportunity to participate in instructional programs with equal access to educational programs and extracurricular activities, consistent with federal and state laws and regulations.

Definition of Terms

Bilingual Education: Academic programs that are taught in two languages with the goal of all students becoming bilingual and biliterate.

EL(s) (English Learners): Students who are learning English as an additional language.

ELD (English Language Development): Instruction specifically designed to develop English proficiency.

ESL (English as a Second Language): -Academic programs for students who are learning English.

FEL(s) (Former English Learners): Students who have demonstrated proficiency in English and no longer qualify as an English Learner.

GIEP (Gifted Individualized Education Plan): A written plan describing the education to be provided a gifted student.

HLS (Home Language Survey): A survey completed for all students as part of the enrollment process. The survey indicates the language(s) used in the home.

IEP (Individualized Education Plan): A written plan describing the education to be provided a student who has a disability under the law.

LIEP (Language Instruction Educational Program): School plan and design of instruction for English Learners.

Newcomer: An English Learner who has been in the U.S. for less than one year.

PBIS (Positive Behavior Interventions and Supports): A framework for adopting evidence-based behavior interventions.

SLIFE (Student with Limited or Interrupted Formal Education): A diverse subset of English Learners who have limited backgrounds in reading and writing in their home language(s) and/or who are below grade level in most academic skills due to interruptions in their formal education.

Authority

The Board of Directors authorizes the CEO or designee to approve a written Language Instruction Educational Program (LIEP) for students whose dominant language is not English and to maintain an office for multilingual curriculum and programs to develop and support a plan that shall include English Language Development (ELD) and bilingual instruction programs. The programs shall be evidence-based and implemented with sufficient resources and appropriately trained staff. Programs shall be evaluated regularly for effectiveness in developing students' language proficiency and access to grade-level content

The CEO or designee shall address ELs and programs in all school functions, partnerships, and planning processes, as necessary to provide effective ELD and Bilingual Education instruction programs in compliance with laws and regulations. The school's plan for ELs shall include: (1) appropriate preparation and professional development for all professional staff, including core content and grade teachers, ESL teachers, and principals (2) sufficient resources to implement the language instruction program including appropriate textbooks / materials and supportive technology (3) effective curriculum and programming to meet the needs of ELs at varying levels of proficiency, including newcomers, students with interrupted or limited formal education (SLIFE) and older ELs (18-21); (4) effective and accessible data management systems with accurate and relevant EL data points; and (5) language access for families and community.

Delegation of Responsibility

The CEO or designee shall implement and supervise an ELD/Bilingual Education program that ensures appropriate instruction for ELs in all schools and complies with federal and state laws and regulations.

The CEO or designee, in conjunction with appropriate stakeholders, shall develop administrative procedures regarding the ELD/Bilingual Education program. Administrative procedures shall be updated and revised annually and made public through the school's website and distributed to school-based administrators, teachers and staff, to ensure the implementation is being transparently, consistently and equitably adhered to across the school.

Mandated Regulatory Procedures

Identification, Placement, and Notifications

The school shall establish procedures for identifying and assessing the needs of students whose dominant language is not English. The Home Language Survey shall be completed for



each student upon enrollment in the school. Students who require language screening for ELD services, based on the Home Language Survey, must be administered the Pennsylvania Department of Education's approved language screener. The Home Language Survey, language screener results, and current language proficiency level as indicated by annual State ELD assessment, must be maintained in the student's permanent record folder and recorded in the school's student information system through graduation.

Families shall be notified, in the preferred home language, of student's entry into ELD services, right of refusal as defined by State law, and student's current language proficiency level as indicated by annual State ELD assessment. Students will be placed in an age-appropriate grade.

Promotion and retention of ELs must follow School, State, and Federal regulations, and procedures must align with School guidelines. An EL may not be retained in a grade based solely on his/her lack of English proficiency.

Students shall be reclassified or exited from their EL status in accordance with the required criteria as specified in State law with notification made to families in their preferred language.

Programming

All students identified as English Learner (EL) students will be provided an asset-based Language Instruction Educational Program (LIEP), which values students' linguistic and cultural resources, is grounded in effective research-based theory, and allows students to draw from their entire linguistic repertoire, including languages other than English. Curriculum in language and grade/content areas shall be standards-based and modified as appropriate for ELs. In all language programs, students' home languages and cultures, as well as their educational experiences from the home country and family, shall be valued as a strong foundation for the acquisition of another language not limited to students participating in a designated Bilingual Education program.

The LIEP must include either Bilingual or English as a Second Language program components. Both Bilingual Education and ESL programs shall be aligned to the core instructional program and utilize certified teaching personnel to ensure that ELs are afforded the full opportunity to master the essential knowledge and skills of the core curriculum. Staff will incorporate all appropriate modifications, interventions and accommodations into instruction and assessment to allow ELs meaningful access to the general curriculum and to promote language and grade-appropriate content learning. Programs shall draw from students' linguistic and cultural resources and shall be assessed based on progress towards proficiency and achievement in core subjects and skills including math, reading, science and social studies.

Bilingual and ESL programs must meet or exceed minimum State requirements and include instructional strategies and/or curriculum which integrates language and content instruction that is culturally competent, scaffolded and aligned with state and national standards. Instruction must be "high challenge with high support" to ensure access to the core curriculum. ESL and non-ESL teachers, including grade or content teachers, will be provided with opportunities to plan instruction collaboratively to ensure academic language development and access to grade-level content for all ELs including newcomer students.



Bilingual Education programs will include language and literacy instruction in both English and the additional language and shall promote bilingualism, biliteracy, and biculturalism for all students. Language and literacy proficiency, including reading proficiency, must be formally tracked and recorded for both English and the additional language in School-issued report cards for students in bilingual programs. Teachers and administrators shall be provided consistent and appropriate preparation and professional development opportunities in order to effectively implement and sustain Bilingual Educations programs and must be certified with appropriate content or grade.

ESL Education Programs must include English Language Development (ELD) instruction delivered by ESL certified teachers with appropriate content or grade certification in alignment with State requirements. ELD must be incorporated into all classes taught by ESL and non-ESL certified teachers, including grade and/or content teachers, in which ELs are enrolled. All teachers of ELs are responsible for deliberately planning for, and incorporating language instruction, as well as appropriate supports, modifications, interventions, and accommodations needed to allow ELs to fully access course standards and curriculum. ELD instruction by ESL and non-ESL teachers shall promote the use of students' home language skills and culture to support and enhance learning and development of core content, skills and knowledge. ELD instruction by ESL and non-ESL grade / content teachers and administrators will be supported through consistent and research-based supplemental education and professional development opportunities in order to effectively implement and sustain effective ESL programs.

Equitable Access

EL students, at all levels of language proficiency, shall be required, with accommodations, to participate in assessments, as appropriate, and meet established academic standards and graduation requirements.

Pursuant to establishing a positive and safe school environment for all students, School policies apply to all students, regardless of immigration status.

Students shall have equitable access to and be encouraged to participate in all academic programs, extracurricular activities and programs available to school students. Students shall be assisted by persons knowledgeable about school schools and programs to consider a range of programs and to obtain the accommodations and supports needed for the student to be successful, including modifications. Families shall receive guidance in a language they understand. Students may not be excluded on the basis of admission criteria if they can participate successfully, given reasonable accommodations.

The school shall ensure that assessment of a student for individualized and gifted education services includes consideration of intervening factors, such as English proficiency, that may be interfering with school officials' ability to identify various learning abilities. Students' language proficiency or EL status cannot be grounds for denying or delaying evaluation to determine eligibility for special education services. ELs may be eligible for special education services when they have been identified as a student with a disability and it is determined that the disability is not solely due to lack of instruction or proficiency in the English language. An evaluation for an



EL student must be conducted in a language the student understands to accurately assess eligibility with bilingual evaluations conducted when feasible in accordance with state and federal laws.

Parents/guardians shall be consistently and equitably offered the School's interpretation and translation services to ensure meaningful participation in the special education process.

EL students who are eligible for specialized education services shall continue receiving ESL/Bilingual Education instruction in accordance with their Individualized Education Program (IEP), Gifted Individualized Education Plan (GIEP), or 504 Plan at the appropriate language proficiency and developmental level, and with regular input and monitoring from an ESL specialist or trained designee.

Evaluation and Accountability

The school's plan for ELs, including ESL and Bilingual Education programs, professional development offerings, and curriculum and instruction shall be regularly evaluated with asset-based approaches by the CEO and school based administrators with input from students, parents/families, and community stakeholders, at least once every three years, to ensure all components are aligned, implemented and working effectively to facilitate the acquisition of the English language and achievement of academic standards, and shall be revised when necessary to ensure greater student achievement.

Students who are ELs must be assessed annually with Pennsylvania's state adopted English Language Development assessment. Individual schools and the ESL Program shall collect and disaggregate data based on student progress as reported to inform school and school-based planning, including school improvement planning.

Parent, Family, and Community Engagement

In order to ensure meaningful participation, parents / guardians whose dominant language is not English shall be offered appropriate interpretation and translation services by the school. These services, including training for families in how to be involved in a student's education and removing barriers to family involvement, shall be provided by trained professionals. The school will ensure sufficient training of staff to ensure language access for all families.

School administrators must maintain a record of the family's primary home language and ensure that meaningful opportunities for participation are provided in a language that the parents/guardians understand.

The school shall maintain clear, comprehensive, and reliable means of outreach, including web-based, that is not solely reliant upon parents/families coming to a school building, to ensure community stakeholder and parental/family involvement in the education of their children. The program(s) designed for outreach to parents will be carefully monitored and evaluated by the CEO or designee and school-based administration in accordance with the Pennsylvania Department of Education and United States federal standards, for effectiveness.



Legal References:

42 U.S.C. 2000d et seq

22 PA Code 4.264.

20 U.S.C. 6801 et seq

22 PA Code 11

20 U.S.C. 6812

20 U.S.C. 6826

20 U.S.C. 6841

20 U.S.C. 6842

22 PA Code 4.51

22 PA Code 4.51a

22 PA Code 4.51b

22 PA Code 4.51c

22 PA Code 4.52



English Language Learners Handbook



Education for Self-reliance

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In developing this handbook, references were utilized in whole or in part from the WIDA Consortium, Pennsylvania Department of Education, U.S. Department of Education, Council of Great City Schools and School District of Philadelphia.

Introduction

This handbook provides Harambee’s administrators and teachers a guide for effectively supporting the education of ELLs. The handbook serves as a reference tool to (a) clarify policies, procedures and program requirements; (b) offer guidance in developing instructional programs and strategies that best serve the needs of ELLs; and (c) assist administrators and teachers in implementing effective ESOL programs.

ESOL Program Goals

There are two goals¹:

- **Access to the PA Core.** ELLs across all levels of language proficiency are able to fully engage in rigorous grade-level content and meet grade-level standards.
- **English Language Development.** ELLs develop their English and close the academic language gap. The English language development curriculum is designed and delivered in a manner so that all students can meet the language demands of the PA Core.

Guiding Principles

Linguistic and cultural diversity are valuable assets to our school community. The ESOL Programs and policies for ELLs are driven by six guiding principles.

- **High Expectations.** ELLs are held to the same high expectations of learning established for all Harambee students.
- **Full Proficiency.** ELLs develop full receptive and productive proficiencies in English in the domains of listening, speaking, reading and writing, consistent with expectations for all Harambee students.
- **Academic Rigor.** ELLs are taught challenging content to enable them to master PA Core standards in all content areas, including English Language Arts, mathematics, social studies, science, the fine arts, health and physical education, consistent with those for all Harambee students.
- **Building on Previous Education.** ELLs receive instruction that builds on their previous education and cognitive abilities and that reflects their language proficiency levels.
- **Valid and Appropriate Assessments.** ELLs are evaluated with appropriate and valid assessments that are aligned with state and local standards and that take into account the language acquisition stages and cultural backgrounds of the students.
- **Community Participation.** It is the responsibility of all educators in Harambee to foster and support ELLs’ academic learning and English language development.

Statutes, Policies and Legal Requirements

The following provides a brief description of each of the statutes and policies that constitute the basis and structure for Harambee’s English Language Learners Program.

¹ Adapted from *A Framework for Rising Expectations and Instructional Rigor for English Language Learners*. (2014, August). In *Council of the Great City Schools*. Retrieved from <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Framework%20for%20Raising%20Expectations.pdf>

Federal Policies

Title VI of the Civil Rights Act of 1964. Title VI, 42 U.S.C. § 2000d et seq., was enacted as part of the landmark Civil Rights Act of 1964. It prohibits discrimination on the basis of race, color, and national origin by recipients of federal financial assistance. The Title VI regulatory requirements have been interpreted to prohibit denial of equal access to education because of a student's limited proficiency in English. <http://www.justice.gov/crt/about/cor/coord/titlevistat.php>

The May 25 Memorandum. To clarify a school district's responsibilities with respect to national-origin-minority students, the U.S. Department of Health, Education, and Welfare, on May 25, 1970, issued a policy statement stating, in part, that "where inability to speak and understand the English language excludes national-origin-minority group students from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open the instructional program to the students."
<https://www2.ed.gov/about/offices/list/ocr/ell/may25.html>

Equal Education Opportunities Act of 1974. This civil rights statute prohibits states from denying equal educational opportunity to an individual on account of his or her race, color, sex, or national origin. The statute specifically prohibits states from denying equal educational opportunity by the failure of an educational agency to take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs.

Lau v. Nichols (1974). The U.S. Supreme Court affirmed the need for school districts to take steps to help ELL students overcome language barriers and to ensure that they can participate meaningfully in the district's educational programs. The Court ruled that school districts must provide special services to ELLs so that they have equal educational opportunity. ELLs need language instruction educational programs that allow them to progress academically while they are acquiring English language skills. There are several different program models; however, all include both academic content and English language development components.

https://scholar.google.com/scholar_case?case=5046768322576386473&hl=en&as_sdt=2&as_vis=1&oi=scholar

Castañeda v. Pickard (1981). Castañeda requires programs that educate students with limited English proficiency to be (1) based on a sound educational theory; (2) adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and (3) periodically evaluated and, if necessary, revised.

https://scholar.google.com/scholar_case?case=16848723757397550913&hl=en&as_sdt=6&as_vis=1&oi=scholar

Plyler v. Doe (1982). The U.S. Supreme Court ruled that the Equal Protection Clause of the Fourteenth Amendment prohibits states from denying a free public education to undocumented immigrant students. Public schools and school personnel are prohibited from adopting policies or taking actions that would deny students access to education based on their immigration status.

<https://www.law.cornell.edu/supremecourt/text/457/202>

State Policies

Title 22, Chapter 4, Section 4.26 of the Curriculum regulations. The education of students, whose dominant language is not English and/or who are ELLs is the responsibility of every school district/charter school in the Commonwealth of Pennsylvania. Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school district/charter school provide a program for every student who is limited English proficient (LEP) or an ELL. The regulation states:

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.

http://www.portal.state.pa.us/portal/server.pt/community/pa_codes

Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL) Basic Education Circular. The circular provides local education agencies with the requirements and interpretations of the legal mandates governing the education of ELLs. The information provided in the circular guides the design, staffing and evaluation of effective programs for ELLs. The mandates and interpretations are based on the Pennsylvania Regulations, Chapters 4 and 11, and the federal statutes and policies outlined above.

[http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Educating%20Students%20with%20Limited%20English%20Proficiency%20\(LEP\)%20and%20English%20Language%20Learners%20\(ELL\).pdf](http://www.education.pa.gov/Documents/Codes%20and%20Regulations/Basic%20Education%20Circulars/PA%20Code/Educating%20Students%20with%20Limited%20English%20Proficiency%20(LEP)%20and%20English%20Language%20Learners%20(ELL).pdf)

Identification and Placement

The Civil Rights Act of 1964, Title VI, Language Minority Compliance Procedures, requires all school districts/charter schools to identify English Language Learners.

Home Language Survey

The Pennsylvania Department of Education has selected the Home Language Survey (HLS) as the tool to identify students with limited English proficiency. The HLS must be given to **ALL** students upon enrollment in Harambee Institute of Science and Technology. The HLS is given one time and remains in the student's permanent record file through the student's graduation.

The HLS should be signed by the parent/guardian and maintained in each student's permanent record folder through the student's graduation. Schools should make every effort to make the information on the HLS available to the parent in the parent's preferred language.

The purpose of the HLS is to determine a primary or home language other than English (PHLOTE). The HLS contains questions that assist in determining the English language experience and language needs of the student. The HLS contains the following questions at minimum:

1. What was the first language your child learned to speak?
2. Does the child speak a language other than English? If yes, specify the language. (Do not include languages learned in school.)
3. What language(s) is/are spoken in your home?
4. Has the student attended any United States school in any 3 years during his/her lifetime?

The HLS can be found [here](#). If the answer to one of the above four questions is a language other than English, the student is identified as a PHLOTE and is added to the PHLOTE list. The student will immediately be given the WIDA-ACCESS Placement Test.

PLEASE NOTE: For students who enroll on or before the first day of school, the placement test must be administered within the first 20 days of school. For students who enroll after the first day of school, the placement test must be administered within the first 10 days of enrollment. Thus, appointments for W-APT administration must be made in a timely manner to ensure compliance.

Primary Home Language Other than English (PHLOTE) List

The State of Pennsylvania requires that schools keep a Primary Home Language Other than English (PHLOTE) list in order to ensure that interpretation and translation services are provided appropriately to families. This PHLOTE list should be kept in an electronic file (preferably Excel) that can be easily accessed and updated. The PHLOTE list should include:

- Student name
- Student ID number
- Country of origin
- Spoken language
- Document language
- ESOL status (i.e., 01=current being served; 03=exited, first year of monitoring; 04=exited, second year of monitoring; 05=exited; N=tested out of ESOL)

WIDA-ACCESS Placement Test

The Basic Education Circular (BEC), Educating Students with Limited English Proficiency (LEP) and English Language Learners (ELL), April 14, 2009, requires LEAs to use the WIDA-ACCESS Placement Test ([W-APT](#)) to assess students for potential placement in language instruction educational programs for ELLs. The W-APT is administered only to newly enrolling students who have been identified as potentially needing ESOL education, based on the results of the HLS. The W-APT is an identification and placement assessment which is aligned to the required annual state English language proficiency assessment (i.e., Assessing Comprehension and Communication in English State-to-State for ELLs [ACCESS for ELLs 2.0]). The W-APT is an initial measure of a student's English language proficiency and informs placement in ESOL programs in Pennsylvania. W-APT results, in combination with other multiple criteria, are used to determine whether or not a student is in need of English language instruction, and if so, at what level; as well as the tier on the annual state English language proficiency assessment. The additional criteria must include current or previous grades and performance on state and LEA assessments (formative and summative).

PLEASE NOTE: For students who enroll on or before the first day of school, the placement test must be administered within the first 20 days of school. For students who enroll after the first day of school, the placement test must be administered within the first 10 days of enrollment.

Training Requirements for W-APT Screener Administrators. Since the W-APT is teacher-scored, annual review of training is required to ensure validity and reliability of the results. Each school year, W-APT Screener Administrators are required to review the following training resources available through the WIDA website at the following link: <https://www.wida.us/assessment/w-apt/>:

- Kindergarten Manual
- Kindergarten W-APT Webinar

- Grades 1-12 W-APT Webinar
- Grades 1-12 Test Administration Manual
- Scored Student Writing Samples

Scoring the W-APT Screener. The scoring sheet provides an answer key for the multiple choice Listening and Reading items. The Speaking section of the W-APT Screener is scored by trained test administrators to determine whether a student's response approaches, meets or exceeds expectations based on a given rubric. The Writing section of the W-APT Screener is scored by trained test administrators using a given rubric. Test administrators use guidelines on the W-APT Screener scoring sheet to determine an overall composite proficiency level score encompassing all four domains of the test. Test administrators of the W-APT Screener for grades 1-8 can choose to use the W-APT Score Calculator tool to calculate Speaking, Reading, Writing and Listening scores, along with the CPL and a grade-adjusted CPL. The tool can be accessed on the WIDA website at the following link: <http://www.wida.us/assessment/wapt/>.

Storage of W-APT Screener Results. The results of the W-APT must be entered into the School District of Philadelphia student information system (i.e., Infinite Campus), as well as Harambee's student information system (i.e., Infinite Campus) whether or not the student qualifies for services. For students who do not qualify for the ESOL program, a designation of 'N' will be used to show the student tested out of ESOL.

For students who qualify for ESOL programs, a data folder will be created. A cover sheet containing all of the information required for the S21 ESOL Data Custom Screen in Infinite Campus. **The Administrative Assistant is responsible for entering the data from the cover sheet into Infinite Campus.**

Determining Student Eligibility for Program Placement

Instructional placement of ELLs must be age and grade appropriate. The school team must take into consideration Pennsylvania's English language proficiency levels described within the Pennsylvania English Language Proficiency Standards when placing students in an ESOL program.

Kindergarten. The Kindergarten W-APT (K W-APT) Test Administration Manual provides guidance for administration of test components for entering Kindergarten students to take only the Listening and Speaking components, which are combined in one test that uses pictures to alternate between speaking and listening tasks. A student entering in the second half of the Kindergarten year must take all four components: Listening, Speaking, Reading and Writing, or only the oral portion (Listening and Speaking).

When using the K W-APT for identification and/or placement of Kindergarten students, a raw score for listening and speaking of 15 or higher meets the minimum requirement for a student to be exempted from an English language instructional program. Scores of 14 and below are an indicator that a student is in need of an English language instructional program.

The K W-APT should be considered as only one element in the decision-making process. Additional criteria must inform the identification and/or placement of these students. Additional criteria can

include current or previous grades/progress reports, standardized tests, oral interviews and observations.

Grades 1-8. When using the W-APT for identification and/or placement, a composite proficiency score of 4.6 or higher meets the minimum requirement for a student to be exempted from an English language instructional program. Scores of 4.5 and below are an indicator that a student is in need of an English language instructional program. In either case, additional criteria must inform the identification/placement decision. The additional criteria must include current or previous grades and performance on state assessments and LEA assessments (formative and/or summative).

First semester, first grade students are required to take all four components of the K W-APT. The PDE has not yet provided reading and writing raw scores needed to make placement decisions for first semester, first grade students. At this time, Reading and Writing raw scores are local decisions. PDE is in the process of reviewing its policy concerning placement decisions in connection with the Kindergarten W-APT and will provide guidance as soon as it is available. In the interim, it is imperative to use multiple criteria in making placement decisions when using the K W-APT. LEAs may use other assessments (including standardized tests) oral interviews and observations as additional evidence to determine if the student may be a candidate for English language instruction.

Determining ACCESS for ELLs 2.0 Tier Placement

For ELLs in grades 1-8 being administered the online ACCESS for ELLs 2.0, no tier selection is necessary.

For ELLs in Kindergarten or ELLs in Grades 1-8 who are being administered a paper-based ACCESS for ELLs 2.0 assessment as an accommodation, the following guide must be used for tier selection:

Grade	W-APT Composite Proficiency Score	Tier
Grades 1-8	1.0-2.4	A
	2.5-4.0	B
	>4.0	C
Kindergarten	The K W-APT is not tiered, so using the K W-APT will not provide a tier placement for the annual ACCESS for ELLs assessment. PDE suggests that educators allow some time in the classroom to observe students' performance and progress BEFORE assigning a tier placement. An informed decision can be made when ACCESS testing materials are ordered in November.	

Parental Notification of W-APT Assessment and/or ESOL Program Placement

Parent notification of student assessment results and placement in an ESOL program is required within 30 days of the beginning of the school year. When a student is assessed and placed in an ESOL program during the school year, parent notification is required within 14 days. Said notification must be provided in the parent/guardian's preferred language. The required form can be found here.

English Language Instruction Program

Harambee Institute of Science and Technology must provide a research-based, planned instructional program for students identified as ELLs. Harambee strives to foster an educational environment where all students can maintain pride in their own cultural and linguistic heritages while developing the knowledge and skills necessary for becoming positive, productive members of their community.

ELLs must have equitable access to academic content for all courses in which they are enrolled. Therefore, Harambee's ESOL programs:

- align to PA Core Standards for the ELL's enrolled grade level;
- include English language instruction delivered by properly certified teachers who hold an ESL program specialist certificate or who are working in conjunction with ESL certified teachers;
- incorporate the use of the [Pennsylvania English Language Proficiency Standards](#);
- provide equitable access to grade-level content for ELLs at all language proficiency levels by providing research-based bilingual or sheltered instruction with fidelity; and
- do not limit the enrollment and participation of ELLs in any course or academic program for which they would otherwise be eligible.

PLEASE NOTE: Direct English language instruction may not take place during other content classes which are required under 22 PA Code § 4.

The [World-Class Instructional Design and Assessment](#) (WIDA) advances academic language development and academic achievement for students and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators. The PDE is an active member of the WIDA Consortium. Harambee must use the [Pennsylvania English Language Proficiency Standards](#) (PA ELPS PreK-12) and WIDA standards and assessments to guide the development of the ELD program curriculum, assess English language proficiency levels and inform instructional placement decisions.

English Language Proficiency Standards and Levels

The [PA ELPS PreK-12](#) are an overlay to the academic standards and must be incorporated into planned instruction for ELLs by *all* teachers.

English Language Development Standards

There are five English Language Development Standards:

1. **English Language Proficiency Standard 1:** English language learners communicate for SOCIAL and INSTRUCTIONAL purposes within the school setting.
2. **English Language Proficiency Standard 2:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of LANGUAGE ARTS.

3. **English Language Proficiency Standard 3:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of MATHEMATICS.
4. **English Language Proficiency Standard 4:** English language learners communicate information, ideas and concepts necessary for academic success in the content area of SCIENCE.
5. **English Language Proficiency Standard 5:** English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of SOCIAL STUDIES.

Four Language Domains

Each of the five English language development standards encompasses four language domains: listening, speaking, reading and writing. The language domains reflect the modality of communication that is further delineated by the language proficiency levels and their model performance indicators.

The definitions of the language domains are as follows:

1. **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
2. **Speaking** – engage in oral communication in a variety of situations for an array of purposes and audiences
3. **Reading** – process, interpret, and evaluate written language, symbols and text with understanding and fluency
4. **Writing** – engage in written communication in a variety of forms for an array of purposes and audiences

Proficiency Levels

The language proficiency levels outline the progression of language development in the acquisition of English as an additional language. Levels 1 through 5 represent levels in the process of language acquisition. Level 6 represents parity with native English speakers. Each student's ELP is determined by the W-APT or the annual administration of the ACCESS for ELLs 2.0.

The English Language Proficiency (ELP) Levels are as follows:

1. **Entering** – A student requires significant visual cues to support comprehension and responds in single words or set phrases using the words that are most common and frequent in English.
2. **Emerging** – A student understands general language in a familiar context and responds using phrases or short sentences, making frequent errors that interfere with communication.
3. **Developing** – A student understands and uses specific language related to various topics and uses expanded sentences in expanded discourse and makes some errors that can confuse communication.
4. **Expanding** – A student understands and uses more complex language including some technical vocabulary and makes errors that do not impede communication.
5. **Bridging** – A student is using language to communicate at a level approaching the proficiency of English-proficient peers.
6. **Reaching** – A student is using language to communicate at a level comparable to that of

English-proficient peers.

WIDA Can Do Descriptors and Model Proficiency Indicators

WIDA has developed a framework focused on creating learning environments for ELLs based on what they can do (i.e., Can Do Descriptors). The Can Do Descriptors highlight what language learners **can do** at various stages of language development as they engage in teaching and learning in academic contexts. Currently, there are two editions of these frameworks (described in detail below). Both editions exemplify the WIDA Can Do Philosophy, which accentuates the rich assets language learners bring to our classrooms.

Can Do Descriptors, Original Edition. The [Can Do Descriptors, Original Edition](#) are examples of the expectations for ELLs in each of the language domains and levels of English Language Proficiency. The Can Do Descriptors provide a starting point for working with ELLs and a collaborative tool for planning differentiated instruction. The descriptors should be used to plan lessons and assessments appropriate to each student’s language proficiency level, identify student needs and monitor progress.

The Can Do Descriptors should be distributed along with ACCESS for ELLs 2.0 score reports to help give teachers a basic overview of what the Listening, Speaking, Reading and Writing proficiency level results indicate about a student’s abilities.

The Can Do Descriptors should also be shared with parents/guardians to help them understand the continuum of English language development.

Can Do Descriptors, Key Uses Edition. In February 2016, WIDA released [WIDA Can Do Descriptors, Key Uses Edition](#). The Can Do Descriptors, Key Uses Edition can help educators see what English language learners (ELLs) can do with language in different situations, and in different content areas, throughout their journey toward English language proficiency. It provides examples of content language use by students in Kindergarten through Grade 12, in the domains of listening, speaking, reading and writing, at each level of proficiency, from Level 1 (Entering) through Level 6 (Reaching).

The example descriptors are arranged by Key Use. The Key Uses represent four overarching communicative purposes- recount, explain, argue and discuss (see below). Researchers have identified these purposes as integral to academic success.

1. **Recount** – Retell to display knowledge or narrate experiences or events.
2. **Explain** – Clarify the “why” or “how” of ideas, actions or phenomena.
3. **Argue** – Persuade by making claims supported by evidence.
4. **Discuss** – Interact with others or with text to build meaning and share knowledge.

Model Performance Indicators

The [2012 Amplification of the English Language Development Standards Kindergarten-Grade 12](#) and the [Pennsylvania English Language Proficiency Standards](#) Model Performance Indicators (MPIs) provide functional, measurable indices of the language domains (listening, speaking, reading, and writing) and aimed at the targeted age/developmental levels of English Language Learners that are aligned to Pennsylvania’s academic content standards.

MPIs are examples of assessable tasks which students can be expected to know and/or be able to do as they approach the transition to the next level of English language proficiency in any given content area. These examples have been drawn from a combination of research on English language proficiency and core curriculum content (as appear in TESOL PreK-12 ESL Standards, and Pennsylvania’s academic content standards and PA Assessment Anchors). There are three components of each MPI:

1. language function (how the students use language),
2. content stem (the specific academic information the students are expected to communicate) and
3. the support or strategy (the manner of assistance which will help students to comprehend both the language and content needed).

English for Speakers of Other Languages (ESOL) Program

ESOL instruction is an academic discipline that is designed to teach ELLs 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. It involves teaching listening, speaking, reading and writing at appropriate developmental and proficiency levels. Harambee’s ESOL programs provide a rigorous learning environment that is research-based and student-centered and that promotes the acquisition of academic literacy. Harambee’s ESOL programs are fully aligned to the PDE’s English Language Proficiency Standards and PA Core Standards.

Harambee’s ESOL programs include direct language instruction as well as adaptations to instruction and assessment in all content areas, commensurate with the student's level of English proficiency. Harambee’s ESOL program accelerate English language learning through the use and application of the following principles: thematic units, balanced skills, and cognitive academic language proficiency learning approach. They also include problem solving, applying learning strategies, learning cooperatively, integrating curriculum, establishing home-school connections, understanding multicultural diversity, reading authentic literature and promoting development of positive self-esteem.

For ELLs in grades Kindergarten through 8, the ESOL and classroom teachers establish a schedule for students to receive services through a push-in or pull-out model of services. ELLs in grades 9 through 12 receive English language instruction as a credit-bearing course.

PLEASE NOTE: For students who enroll on or before the first day of school, ESOL services must begin with the first 30 days of school. For students who enroll after the first day of school, ESOL services must begin with 14 days of enrollment.

ESOL Program Implementation: Grades K-8

ESOL teachers must consult regularly with content area teachers who work with ELLs using academic language development strategies. In order to effectively teach language through academic content, it is necessary for content area and ELL staff to work and plan together. Collaboration between ESOL and classroom teachers is one of the best ways to serve ELLs.

NOTE: ESOL staff cannot be used to provide coverage outside of the regular rotation cycle. Because the ESOL Program is a mandated core program, ESOL classes should not be cancelled for coverage purposes.

Push-In/Pull-Out Instruction. Entering and Beginning (1 & 2) ELLs receive Pull-Out support. The goal is to help acclimate students to the social and academic surroundings and to facilitate the acquisition of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.

Developing, Expanding and Bridging (3-5) ELLs receive a combination of push-in and pull-out support by the ESOL teacher in the content area/general education classroom. The goal is to individualize instruction to students’ language learning needs, as indicated by their language test scores and academic performance.

Scheduling. ELLs are assigned to a level according to their scores on the W-APT or the annual ACCESS for ELLs 2.0. The table below outlines the mandatory requirements for ESOL scheduling.

English Language Proficiency Level	Daily Direct Language Instruction
Entering (Level 1) / Beginning (Level 2)	120 minutes
Developing (Level 3)	60-120 minutes
Expanding (Level 4)	60 minutes
Bridging (Level 5)	up to 60 minutes (or support dictated by student need)

ESOL teachers’ time is limited and in all of our schools, they must service various levels and grades. Therefore, rostering of ELLs into ESOL-friendly classrooms should be a priority and completed first.

For all ELLs, daily ESOL instruction is mandated by the PDE. Push-in and/or pull-out should occur during the English Language Arts block.

Instructional Materials. ESOL instruction follows the Harambee English Language Arts scope and sequence, differentiating instruction for ELLs based upon students’ English proficiency level. The table below outlines the instructional materials by grade span.

Grade	Harambee Core Literacy Materials	Additional Materials/Resources
Kindergarten-Grade 5	<i>Journeys</i>	<i>Journeys</i> ESL identified recommendations National Geographic ESL Curriculum Explicit instruction in academic vocabulary and writing instruction Additional materials as needed (e.g., Brain Pop, Rosetta Stone) Marzano’s strategies for vocabulary development
Grades 6-8	<i>Collections</i>	<i>Collections</i> ESL identified recommendations National Geographic ESL Curriculum Explicit instruction in academic vocabulary and writing instruction Additional materials as needed (e.g., Brain Pop, Rosetta Stone) Marzano’s strategies for vocabulary development

Parents’ Right to Refuse English Language Instruction Services

The Pennsylvania Department of Education (PDE) has maintained a policy that the parents/guardians of ELLs may only refuse English language development services for their child for religious reasons. Recently, a number of cases have compelled the PDE to rescind that policy in order to comply with existing federal law. Refusal of ESOL programs and/or services indicates an informed, voluntary decision by the parent to not have the student placed in any separate, specialized ESOL service or instructional program. A "waiver" indicates a desire by the parent to waive the student from participation in all or some of the ESOL programs or services offered by the school.

LEA Obligations Under the Parent/Guardian Refusal of ESOL Program Scenario

Specialized services or instruction are those only provided for ELLs, for example ESOL pull-out classes,

PLEASE NOTE: Staff may not recommend that a parent/guardian opt out of ESOL programs or services for any reason.

ESOL tutoring, after school English tutoring for ELLs or content classes consisting only of ELLs. This does not include a class composed of ELLs and non-ELLs in which English language development is supported through content instruction. In other words, push-in support in general education classrooms may still be provided.

LEAs must:

- Inform parents/guardians within 30 days of the beginning of the school year or 14 calendar days within the school year of their student's ELL identified status in the parents' preferred language.
- Describe in sufficient detail to the parents the ELD program recommended for their student and the advantages to their student 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/guardians 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 ELLs with the state required WIDA ACCESS for ELLs 2.0 test until the student attains English proficiency by meeting the state exit criteria and is reclassified non-ELL status.
- Maintain the student's ELL 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 ELL students.
- Notify parents if their student 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 student back into the school's ELD programs and services.
- If you have questions, please contact Bob Measel at romeasel@pa.gov or Eugenia Krimmel at ekrimmel@pa.gov.

Grading of ELLs

ELLs must be graded using the same grading system as all other students. Grading of ELLs must reflect what the students know and are able to do at their level of English language proficiency. All teachers are required to differentiate instruction and assessment to align with the WIDA Can Do Descriptors.

ELL's grades may only be based on assessment measures that have been adapted to accommodate the needs of ELL students and may not be based on assessment measures designed exclusively for use by native speakers of English. ELL students should not have failing grades based only on their inability to speak English.

ELL students are not exempt from grades. All ELL students. The only exception is for students who have enrolled less than 30 days of a marking period, in which case, the student will receive NG.

If an ESOL or content/grade teacher assigns a "D" or an "F" to an ELL student in any subject area, the teacher must submit documentation for the student to the principal that provides evidence of the following:

- modified and differentiated instruction;
- modified and differentiated assessments;
- intervention through Multi-Tiered System of Supports (MTSS);
- the teacher has modified instruction and assessment to be in alignment with the Can Do descriptors appropriate for the student's level
- the student has not made a reasonable effort despite appropriate ELL Level accommodations;
- on-going consultation has been made with the ESOL teacher regarding the appropriateness of assessments and modified instruction strategies as they relate to students' levels of language development; and
- frequent parent outreach in their preferred language has been attempted.

Data Collection, Management and Use

Highly effective educational programs for ELLs are data-driven, student-centered instruction. Thus, Harambee implements a comprehensive system for collecting and managing data regarding student performance using a variety of assessment tools and techniques. The content teacher(s), ESOL teacher and principal will monitor all ELLs' progress during the school year to determine if programming changes are necessary.

Annual Assessment of ELLs

English Language Proficiency Assessment

The PDE is a member of the multi-state WIDA Consortium. The WIDA Consortium developed an assessment entitled Assessing Communication and Comprehension in English State-to-State for English Language Learners – Second Edition (ACCESS for ELLs 2.0). The PDE uses the ACCESS for ELLs 2.0 as the required instrument for the annual assessment of English language proficiency. ACCESS for ELLs 2.0 is a standards-based, criterion-referenced English language proficiency test designed to measure English language learners' proficiency in English. It assesses 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.

English proficiency level is presented as a whole number followed by a decimal. The whole number reflects students' English language proficiency level (1=Entering, 2=Beginning, 3=Developing, 4=Expanding, 5=Bridging, 6=Reaching) in accordance with the WIDA English language proficiency standards. The decimal indicates where the student is positioned within a proficiency level and the students' position on the path to the next proficiency level. For example, an ELL at language proficiency Level 3.5 has moved half the distance through Level 3-Developing.

ACCESS for ELLs Test Security Procedures. The security of state administered assessments is of the utmost importance in regard to the PDE assessment and accountability system. [The Bureau of Assessment and Accountability](#) has outlined the state's expectations and procedures on test booklet security, test administration security, and the identification and reporting of test security violations. Breaches in test security must be quickly identified and reported to PDE.

Alternate ACCESS for ELLs. The Alternate ACCESS for ELLs is an assessment of English language proficiency (ELP) for students in grades 1-12 who are classified as English language learners (ELLs) and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs® assessment.

Academic Assessments

Participation in state standardized assessments is required for all ELLs who have lived in the United States for more than one year. ELLs who have been enrolled in a school in the United States for less than a year are not required to take the English Language Arts/Literature assessment but are required to take the Math assessment. ELLs will only count towards participation on the Math assessment in their first year enrolled in an U.S. school.

[The Pennsylvania System of School Assessment \(PSSA\)](#). The PSSA includes assessments in English Language Arts and Mathematics which are taken by students in grades 3, 4, 5, 6, 7 and 8. Students in grades 4 and 8 are administered the Science PSSA.

Harambee Benchmark Assessments. The aforementioned guidelines for state assessment apply to Harambee’s local benchmark assessments.

Allowable Accommodations. Some ELLs may be eligible for accommodations when taking the state academic assessments and Harambee local benchmark assessments. For current guidance on testing requirements and allowed accommodations for ELLs, please reference the current PSSA and Keystone Accommodation Guidelines located under “Accommodations” on the PDE’s Test Information website:

- PSSA - <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx#tab-1>
- Keystone Exams - <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/Pages/KTestingInfo.aspx#tab-1>

The PDE accommodations guidelines should be applied for Harambee local benchmark assessments.

ELL Data Folder

ESOL teachers must maintain an ELL Data Folder for every student identified as an ELL, including students who:

- took the W-APT but tested out of ESOL programming,
- are currently enrolled in ESOL programs,
- have exited ESOL programs, and
- qualified for programming, but their parent/guardian opted-out of programming.

ESOL teachers (full-time or part-time) are responsible for making sure the ELL Data Folders are maintained with the appropriate documentation.

The ELL Data Folder is part of the student’s cumulative record and must always accompany the student’s pupil pocket. The teacher who provides ESOL instruction is responsible for maintaining the updated folder

ELL Data folders must, at minimum, include the following:

- W-APT results
- Parent Notification Letter
- annual ACCESS for ELLs student report
- annual PSSA/Keystone Exams Parent Letter
- quarterly benchmark assessment results
- interim report card
- quarterly report card
- teacher reports/notes
- Exit Notification to Parents (if applicable)
- Year 1 and Year 2 Post-Exit Monitoring forms (if applicable)
- English Language Development Program Parental Waiver Form (if applicable)

In the event a student transfers, ELL Data Folders must accompany the student's pupil pocket. Upon a student's exit from a Harambee, storage of the ELL Data Folder will follow the same procedure as storage for the student's pupil pocket.

Program Evaluation

Evaluation of the ESOL Program implemented by the LEA is required by federal, case and state law.

According to the [ELL Basic Education Circular](#), each LEA must periodically evaluate its language instructional program to ensure all components are aligned and working effectively to facilitate the acquisition of the English language and academic achievement defined by the PA academic standards.

According to the *Castaneda v. Pickard* (1981) Case, each LEA:

1. must pursue a program based on sound educational theory for ELLs;
2. must implement the program with the necessary instructional resources, practices and personnel; and
3. must evaluate and adjust the program where needed to ensure language barriers are overcome.

It is not sufficient that an LEA develop and implement an ESL Program. The ESL Program implemented must be effective. An effective program is one that ensures that ELLs are progressing in English proficiency, are attaining English and are meeting the PA academic standards. That is, ELLs must be succeeding in ESOL classes as well as other core content classes, including English, math, science and social studies.

Additionally, Title III subgrantees are required by federal and state law to evaluate Title III supplemental language instructional education programs. According to Title III of NCLB (Section 3121(a)(b)), each eligible entity that receives a subgrant shall provide an evaluation that includes:

1. a description of the progress made by children in learning English and meeting challenging state academic content and student academic achievement standards,
2. the number and percentage of children attaining English proficiency, and
3. a description of progress made by children in meeting challenging state academic content and student academic achievement standards for each of the two years after such children are no longer receiving services.

This evaluation shall be used by the LEA (1) for improvement of programs and activities and (2) to determine effectiveness of programs and activities in assisting children to attain English and meet challenging state academic content and student academic achievement standards.

The ESOL Program Evaluation should entail the following process:

1. Collection of data and information related to program effectiveness:
 - ESOL Program goals—as stated in the board-approved ESOL Program
 - Progress of ELLs—as evidenced in summative, benchmark, formative and diagnostic assessments, as well as report cards, progress reports, credits earned/promotion rates, graduation rates, attendance

- Progress of Former ELLs in First and Second Years of Monitoring—as evidenced in summative, benchmark, formative and diagnostic assessments, as well as report cards, progress reports, credits earned/promotion rates, graduation rates, attendance
 - Input from stakeholders
2. Analysis of data and information to identify areas of strength and weakness. Examination of the data and information should reveal positive and negative trends and patterns.
 3. In-depth analysis of areas of weakness to determine root causes. In-depth examination by ESOL specialists and data managers, along with input of stakeholders should identify the root causes of negative patterns and trends.
 - Stakeholders to be included in the analysis include teachers, administrators, students, parents, partnering agencies and community representatives.
 4. Planned Improvements that address the root causes and identify action steps that adjust or modify theory, practices or resources. The school should outline a plan to improve or strengthen the ESOL Program. This plan could involve changes to any of the following program elements:
 - Planned instruction in ESL classes
 - Planned instruction in content classes
 - Curriculum
 - Assessments
 - Instructional resources and materials
 - Identification and placement
 - Scheduling and grouping
 - Exit and monitoring
 - Professional development
 - Staffing
 5. Implementation and monitoring of the plan.

Resources for Program Evaluation

[A Diagnostic Tool for Taking your Program's Pulse](#). This tool, developed by EdCounts, is meant to support administrators' efforts to identify areas of strength and areas for improvement in response to twelve primary questions and related sub-questions that are critical to a successful and compliant program for ELs.

[Equity, Inclusion and Opportunity: Addressing Success Gaps - Indicators of Success Rubric](#). This document identifies research-based key factors that contribute to existence of gaps in performance for subgroups of students such as disability, economic, cultural or other. These are referred to as Success Gaps. The guidance document along with the rubric assists users to identify areas (such as data, cultural expectations, rigorous curriculum, etc.) that may be causing the success gaps and offers a process for teams to engage in planning and implementing improvement strategies to reduce success gaps. These documents may be used as stand-alone process or incorporated into other review or analyses processes for school turn around, school improvement or special education review.

[Leading by Convening: A Blueprint for Authentic Engagement](#). A tool that promotes a strategy for authentic engagement that allows stakeholders to collaborate in a meaningful and productive way by ensuring appropriate participation, addressing shared concerns and goals, and enacting change.

[Effective ESL Programs: Meeting the Challenges and Embracing the Opportunities](#). This archived PDE webinar provides an overview of the development of effective and compliant Language Instruction Educational Programs (LIEPs) to meet the needs of ELLs enrolled in Pennsylvania schools.

Reclassification/ESOL Program Exit

Reclassification of ELLs takes place annually between June and September. The ELL status of students for the current school year must be determined by September of each year and reported in the PIMS October enrollment collection.

Harambee must follow the state-required English learner reclassification criteria. Under new federal rules, measures of academic achievement may no longer be used for ELL reclassification decisions.

Reclassification Criteria

A single test score should not be used to make high-stakes decisions for students including reclassification from active to former ELL status. Therefore, to be reclassified as former ELL and exited from ESOL programs, students must meet the required criterion and at least one of the additional criteria.

Required Criterion

Grade Level	Required Criterion
Kindergarten	Overall composite proficiency level of 5.0 on the ACCESS for ELLs 2.0 Kindergarten assessment
Grades 1-8	Overall composite proficiency level of 5.0 on the ACCESS for ELLs 2.0 Grades 1-8 assessment

*Cutoff score flexibility is available for students in grades 1-8 in the following special circumstance. Following the grade and score criteria in the table below, the W-APT may be administered between June and July or the WIDA Screener after July 1 to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS for ELLs 2.0 in order to demonstrate sufficient progress to justify program exit. The W-APT or WIDA Screener may only be administered once in any school year. A student must score 5.0 in **each domain** (listening, speaking, reading and writing). A composite score **cannot** be used.*

Grade Level	ACCESS for ELLs 2.0 Composite Score	Required W-APT/WIDA Screener Score
Kindergarten	<i>Cutoff score flexibility is not allowable for Kindergarten</i>	
Grades 1-5	4.6-4.9	5.0 in each domain
Grades 6-8	4.7-4.9	5.0 in each domain

Additional Criteria

Students who meet the required criterion, **must also meet one of the following additional criteria** to qualify for reclassification as a former ELL.

- Recommendation from an ESOL teacher who has taught the student during the 2016-17 school year. The ESOL teacher must complete the recommendations form found on Page 3 of the following document
[file:///C:/Users/rhughes.UNIVERSAL/Downloads/State%20Required%20EL%20Reclassification%20Criteria%20-%202016-2017%20only%20\(FINAL%204.27.17\)%20\(2\).pdf](file:///C:/Users/rhughes.UNIVERSAL/Downloads/State%20Required%20EL%20Reclassification%20Criteria%20-%202016-2017%20only%20(FINAL%204.27.17)%20(2).pdf)
- Recommendations from at least two core content area teachers who taught the student during the

2016-17 school year and who have a functional knowledge of the WIDA performance definitions and English Language Proficiency Standards. Teachers must complete the recommendations form found on Page 3 of the following document

[file:///C:/Users/rhughes.UNIVERSAL/Downloads/State%20Required%20EL%20Reclassification%20Criteria%20-%202016-2017%20only%20\(FINAL%204.27.17\)%20\(2\).pdf](file:///C:/Users/rhughes.UNIVERSAL/Downloads/State%20Required%20EL%20Reclassification%20Criteria%20-%202016-2017%20only%20(FINAL%204.27.17)%20(2).pdf)

- 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 ESOL teacher.

Once ELLs meet the reclassification criteria, they must be reclassified as former ELs. Former ELLs must be reported to the state as such for a period of four years after reclassification.

The ELL's parent/guardian must be notified of the student's reclassification and exit from ESOL programs using the Exit Notification Letter.

Progress Monitoring

All ELLs who are exited from language instructional programs must be monitored for a two-year period after exit as required by NCLB Title III Section 3121(a)(4). 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 two 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 ESOL program. For students who exit a program at the end of the school year, monitoring begins the following school year. It is required that the progress of the exited ELL be monitored at quarterly intervals throughout the academic year, utilizing collaborative conversations regarding progress monitoring of the exited ELLs between content and ESOL teacher(s).

To ensure consistency in the process in which former ELLs are monitored for the two-year period after exit, the PDE provides report forms as guidance for monitoring student academic achievement and progress after exit.

The two forms include an elementary and a middle/secondary report. Harambee must use these forms for post-exit monitoring beginning September 1, 2017.

- The form for ELLs in grades K-5 can be found here: http://www.eslportalpa.info/wp-content/uploads/sites/5/2014/07/PostExitMonitoringForm_Elementary.pdf
- The form for ELLs in grades 6-12 can be found here: http://www.eslportalpa.info/wp-content/uploads/sites/5/2014/07/PostExitMonitoringFormMiddleSecondary_FORM.pdf

The completed report form is evaluated by an ESOL professional in collaboration with other administrators and educators and must be maintained in the student's ELL Data Folder.

The primary purpose of the report form is to monitor a former ELL's academic achievement after exit and to ensure that he/she is continuing to progress and be successful without encountering difficulty as a result 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 other relevant academic achievement records must be considered.**

Attention must also be focused upon the core instructional program that has been offered to the student, including differentiated instruction, student progress in meeting state academic and student achievement standards, and MTSS tier interventions and related implications. To that end, the report form includes additional space for LEAs to document additional multiple criteria considered in monitoring former EL 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 ESOL education program. However, reclassification should **only occur after collaboration between the ESOL teacher and content teachers has ensured that effective and appropriate core curriculum instruction, including differentiation and interventions has been implemented.** Content and ESOL teacher input are critical in determining whether reclassification is the appropriate support to enable the former ELL to succeed.

Teachers may offer support to monitored 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.

Parents/guardians must be notified of the student's progress and any evaluation to reclassify the student into an ESOL program if monitoring of student academic achievement and progress identifies the need for continued ESOL instruction.

Additional Student Supports

Counseling Services

ELLs are required to have access to the same level of counseling services as their English native-language peers. If language serves as a barrier to appropriate and/or needed services, interpretation and translation services must be secured.

ELLs with Disabilities

ELLs may be eligible for special education services once it has been determined that a disability exists and that this disability is not solely due to lack of instruction or proficiency in the English language. Harambee’s established process for determining eligibility for special education services should be followed. Communication with the parents of ELLs being considered for special education placement must be clear and presented in a mode and language they understand.

The IEP team must consider the need for ESOL instruction as they address all students’ needs related to the provision of Free Appropriate Public Education (FAPE). The ESOL teacher must be part of the IEP team. In determining the student’s needs, IEP teams must consider both ESOL instruction and special education services simultaneously, as appropriate. All procedures for the screening, evaluation, IEP, and the provision of services and/or instruction must be in compliance with the Individuals with Disabilities Education Act (IDEA) and PA Chapter 14 Regulations.

If an ELL is deemed eligible for special education services, then the IEP team will check “Limited English proficiency” under special considerations in Part I of the IEP. Any special considerations identified must be addressed in the IEP.

Academic Program. ESOL programs are identified in the Pennsylvania School Code of 1949, Chapter 4, Section 4.26, as general curriculum. The academic program for an ELL with a disability must consider ESOL just as it must consider any other general curriculum services available to non-disabled students. Programmatic decisions regarding ELLs with disabilities should be made by the IEP team with appropriate representation. It is not appropriate for an ELL with a disability to be denied access to general curriculum including an English language instructional program. Special education services do not replace an English language instructional program.

Participation in Assessments. Both Titles I and III of NCLB require LEAs to provide an annual assessment of English language proficiency for all ELLs enrolled in grades Kindergarten through 12th grade in the domains of speaking, listening, reading and writing. This includes ELLs with disabilities.

ELLs with disabilities participate in all assessments, including the annual ACCESS for ELLs 2.0 and PSSA (or PASA, if appropriate) in accordance with 34 CFR § 300.160. Participation in state and local assessments is documented in Part III of the IEP. An ELL with a disability may participate in assessments through the use of one or more of the state-approved accommodations appropriate for his/her disability.

Rules Governing Assessment Accommodations. The IEP team, with appropriate representation by an ESOL teacher, may make decisions regarding assessment accommodations for ELLs with disabilities as they would for any student with a disability. The following rules govern assessment accommodations for ELLs:

- Accommodations must not invalidate the results of the assessment.

- Accommodations may be used for the entire assessment or only for part(s) of the assessment.
- Determinations of any accommodations must be:
 - based on the student’s disability,
 - made by the student’s IEP team,
 - properly documented in the student’s IEP, and
 - properly coded on the assessment.

For PSSA accommodation guidelines, follow the annual PDE Accommodations Guidelines for Keystone and PSSA Exams, located under “Accommodations” at <http://www.education.pa.gov/K-12/Assessment%20and%20Accountability/PSSA/Pages/TestingInformation.aspx#tab-1>.

For ACCESS for ELLs 2.0 accommodations guidelines, refer to the following document: https://www.wida.us/assessment/WIDA_AccessAccDescriptions.pdf

Gifted ELLs

It is important that ELLs have equal access to gifted programs. ESOL teachers, in collaboration with classroom teachers, should refer English Language Learners to participate in the evaluation for Gifted Programs. PA Code Chapter 342 defines a student who is mentally gifted as demonstrating “outstanding intellectual and creative ability the development of which requires special activities or services not ordinarily provided by the regular programs.” Students with limited English proficiency who are mentally gifted show their giftedness in ways different from their English-proficient peers. While highly articulate in their native language, they may be unable to clearly reveal this capability in English. They may be more inhibited in articulating and expressing ideas in the monolingual English setting as compared to situations in their own cultural environment.

Family Engagement and Communication

Studies have shown that when families and schools collaborate, students do better academically and behaviorally. In order to involve families of ELLs, schools must be culturally responsive to their needs and must communicate with them in the language (English or other) and mode (translation or interpretation) that the family prefers.

Family Communication

According to the [Basic Education Circular entitled Educating Students With Limited English Proficiency \(LEP\) and English learners \(EL\) 22 Pa. Code §4.26](#) and federal mandate, LEAs must provide information about assessment, academic achievement and related issues to parents/guardians in their preferred language and preferred mode of communication. It is the school’s responsibility to provide for translation and interpretation services so that parents who may be limited in English can be informed about school policy, procedures, educational options, requirements, and activities.

LEAs have several options in order to meet the communication preferences and needs of the family. **Translation.** While free computer translation services have made great strides, they are still inadequate in providing reliable translation. The PDE, in collaboration with Chester County Intermediate Unit, works with TransACT, a web-based service, to provide a statewide collection of legally reviewed parent notices, forms and letters to all public entities in Pennsylvania. This easy-to-use online service includes NCLB Parent Notifications and GenEd Parent Notifications and assists LEAs to communicate professionally and consistently with families. These documents are legally

reviewed and accurately translated to meet compliance requirements of Title I, III, IX, X, FERPA, PPRA and OCR. **TransACT can be accessed at <http://www.transact.com/> free of charge and is available to all public local education agencies, including school districts, charter schools, career technical centers, and area vocational technical schools.**

- **TransACT Basic User Training** - This session will assist LEA staff in communicating effectively with ELLs and their families and in meeting complex federal and state communication requirements by using FREE online resources available at TransACT.com. The online Compliance & Communication Center is equipped with documents that will assist schools and school districts in meeting federal and state notification requirements. The site provides online access to the more than 200 forms, letters and notices to help districts or schools stay in compliance in the following areas: NCLB/ESEA, OCR, IDEA, Section 504 and Early Childhood.
 - [Recording Part I](#)
 - [Recording Part II](#)
- **TransACT** - Save time in your day to day activities by learning basic site navigation and becoming familiar with TransACT Parent Notifications. The purpose of this training is to help you quickly locate the translations and legal documents you need to meet the parent communication compliance requirements mandated by the Office for Civil Rights, No Student Left Behind (Title I, III, IX, X, FERPA, PPRA) and IDEA 2004.
 - [Recording](#)
 - [Presentation Slides](#)

Highly Qualified Bilingual Interpreters. LEAs can find highly qualified bilingual interpreters in their own community. LEAs can seek out school families, relatives, resettlement agencies, advocacy agencies, as well as bilingual community leaders, and international students from local colleges. Keep in mind that it is never appropriate to call upon school students or other minors to serve as interpreters, for the following reasons:

- students may feel comfortable interpreting for their parents,
- students with limited English proficiency may not know the appropriate technical vocabulary or sociocultural nuances to interpret educational jargon and render accurate messages, or
- students may be less than forthcoming if they do not like the information being presented.

However, balanced bilingualism alone is not sufficient to provide quality interpretation services. The LEA must ensure that bilingual individuals have the necessary training and background to understand the Pennsylvania educational system, school expectations, ethics considerations, etc. If in-person interpreters are not available, particularly for low incidence languages, there are subscription services that provide interpreters using a phone conference call. The LEA calls the provider and requests an interpreter for a specific language and time. When the student's family arrives to the meeting, the LEA places a call and the language service provides the interpretation over the phone. [Language Line](#) and [Interpretalk](#) are two companies providing such services.

Parent/Guardian Notification Requirements

Both state and federal mandates require parental notification in specific circumstances. The two types of notifications that must be provided by LEAs are described below.

LEAs must notify parents/guardians when a student is classified as an ELL and placed in a language instruction educational program. This is an annual requirement and the written notification must address the following:

- The reasons for identification as Limited English Proficient
- The student’s level of English language proficiency
- The method of instruction used in currently available programs
- How the program will meet the needs of the student and help the student learn English & meet state standards
- The ESL exit requirements and rate of transition
- In the case of a student with a disability, how the program meets the student’s IEP program objectives.

The timeline for notifying parents/guardians depends when enrollment begins. Notification is required:

- within 30 days of the start of the school year for students who enroll on or before the first day of school or
- within 14 days of enrollment for students who enroll during the school year.

LEAs must also notify parents/guardians if the LEA is Title III funded and fails to meet annual measurable achievement objectives. For notification of failure to meet AMAOs, LEAs have 30 days from receipt of the AMAO Status Report to notify parents.

These notifications must be provided to parents/guardians “in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.” **The federal government has made it clear that “to the extent practicable” means that if the parents’ native language has a written form, translated documents must be available.** The LEA should ensure that these notifications are translated correctly and provide all of the required information. Sample parental notification letters are available in multiple languages on the TransACT [website](#).

Family Engagement

Research clearly points to a strong correlation between parent involvement and student achievement. When schools implement intentional and intensive family engagement strategies, there is a significant rise in student achievement scores. Section 9101(32), ESEA defines family engagement as “*the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring*

- *that parents play an integral role in assisting their child’s learning;*
- *that parents are encouraged to be actively involved in their child’s education at school;*
- *that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
and
- *that other activities are carried out, such as those described in section 1118 of the ESEA (Parental Involvement).”*

Title III requires that LEAs implement “an effective means of outreach to parents/guardians of ELLs to inform such parents/guardians of how they can (a) be involved in the education of their children; and (b) be active participants in assisting their children to learn English, achieve at high levels in core

academic subjects and meet the same State content and achievement standards all students are expected to meet. The purpose of Title III Parent Outreach is to provide supports to facilitate parent integration in the community and school. Additionally, it is also to help build a greater understanding of the U.S. school system and school expectations of parents in the education of their children.

Therefore, Harambee will provide an orientation to families, as well as to students. The orientation will address basic school information, a description of the ESOL program, what content classes the student will attend, what special programs are available, homework and attendance policies and school assessment practices and procedures. Expectations for participation and behavior should be clear to all involved.

The following activities are examples of effective outreach to parents and families:

- Family Literacy Services/ESL Programs
- Home/School Connection
- Model Parent Involvement Programs
- Collaboration with Community-Based Organizations
- Open House
- Parent Conferences/Training
- Parent Workshops
- Title III Meetings

Schools are highly encouraged to consider using the following materials in their family engagement efforts.

- **Parent and Student Rights: Empowering Families with Information**
This pamphlet is a part of the Seven Resources for Parents and Schools, which is a series of publications for newcomer parents and families to American schools produced by the state of Washington. Among the publications are resources that cover topics like resolving conflict at school, parent and student rights, participating in your child’s education, making the most of parent-teacher conferences, bullying at school, and the inner-workings of a school district. Most of these materials are translated into Cambodian, Chinese, Korean, Russian, Somali, Spanish and Vietnamese.
<http://www.brycs.org/clearinghouse/clearinghouse-resource.cfm?docnum=2684>
- Schmidt, Susan (2005). **Raising Children in a New Country: A Toolkit for Working With Newcomer Parents**
United States Conference of Catholic Bishops and Lutheran Immigration and Refugee Service
http://www.brycs.org/documents/upload/raisingchildreninnewcountry_web.pdf
- **The Education and Policy Leadership Center. Parent and Community Involvement Resources**
<http://www.eplc.org/education-policy/education-issues/parent-and-community-involvement/#Parent>
- **The Family Engagement Tool** Academic Development Institute 2012
The Family Engagement Tool (FET) is a web-based tool that guides a school team in assessing every aspect of its family engagement programs and practice. The team creates and monitors an

improvement plan based on indicators of effective practice.

http://www.schoolcommunitynetwork.org/docs/FET_Booklet.pdf

- **U.S. Department of Education. Parent Resources**

Some resources available in Spanish.

<http://www2.ed.gov/parents/landing.jhtml?src=el>

- **U.S. Department of Education. Parent and Family Engagement Resources**

<http://www.ed.gov/parent-and-family-engagement>

- The effects of comprehensive parent engagement on student outcomes. Retrieved September 6, 2013, from <http://www.hfrp.org/publications-resources/browse-our-publications/the-effects-of-comprehensive-parent-engagement-on-student-learning-outcomes>)

- **The Office of Head Start (OHS) Administration for Children and Families**

Offers an in-depth description of the shifts in parent engagement that have occurred over

time. <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/revised-parent-engagement-as-pi.pdf>



Harambee Institute of Science & Technology Charter School

Gregory G. Shannon, CEO

Date:

Dear Parent/Guardian:

This letter is to inform you that your child, _____, (ID# _____), was assessed with the WIDA English proficiency screener test on _____ and achieved a _____ composite score. As such, your child has been identified as an English Learner (EL) and will receive support through Language Instruction Educational Program (LIEP), commonly known as English as a Second Language (ESL).

The goal of the **LIEP** is to help your child learn English so that s/he will be able to comprehend daily lessons, participate socially in school, and meet grade-appropriate academic standards for grade promotion and graduation. In order to exit the **LIEP**, your child must meet the Pennsylvania Department of Education’s criteria for reclassification. Harambee Institute reviews English Learners’ performance annually to determine which English Learner students are eligible for reclassification. You can view the criteria for reclassification on the Pennsylvania Department of Education’s website at <https://www.education.pa.gov/>.

Under the federal **Every Student Succeeds Act (ESSA)**, some students may be provided supplemental services when available. These services may include tutoring, online programming, or after-school and summer programs. Parents of ELs have the right to refuse these services, and also have the right to refuse certain separate instructional programs that may be part of your child’s **LIEP**. If you would like to refuse services or have other questions about **LIEP**, please contact us at 215-472-8770.

We look forward to continuing to work with you in supporting the academic achievement of your child.

Sincerely,

Test Administrator Name

Test Administrator Title

Test Administrator Signature

Date

Education for Self-reliance

ENGLISH LEARNER ASSESSMENT INFORMATION

1. What annual assessment is used to test my child's English proficiency?

The ACCESS for ELs® assessment is used annually to determine your child's English proficiency. This assessment is given between January and February of each school year and is administered either online or by paper and pencil. Students receive a score of 1.0 - 6.0 (6.0 is the highest).

2. What exactly is tested on the ACCESS for ELs® assessment?

Your child is assessed for English proficiency in reading, writing, speaking, and listening. These areas are commonly referred to as "Domains." Each domain generates a score which, taken together, produce an overall composite score, also known as your child's English proficiency level. Each domain includes questions about social studies, science, math, and language arts.

3. Will I be notified of my child's annual performance on the ACCESS for ELs® assessment?

Yes, you will be notified by the end of each school year of your child's performance on the ACCESS for ELs® assessment. A report will either be mailed to the address the school has on file, or the report will be given to your child to deliver to you.

4. How can I learn about my child's progress in attaining English proficiency throughout the school year?

Throughout the school year you will receive interim reports on how your child is performing academically and socially. Parents/guardians are also encouraged to attend Report Card Conferences at the end of each marking period. The School District of Philadelphia offers three (3) Report Card Conferences throughout the school year. Please see your child's teacher or see our academic calendar for these dates.

5. How quickly can my child expect to become English proficient and transition out of the LIEP?

Several factors influence the rate at which students learn English. These include the student's age, previous English experience, and language and literacy skills in the student's home language. For students who enter school with little to no proficiency in English, the goal is to achieve proficiency within six school years. Students who start at higher levels of English proficiency should attain proficiency in English sooner. However, each student's progress is unique, and teachers consider several factors when monitoring students' growth in learning

English. We encourage parents/guardians to discuss their child's progress in learning English during Report Card Conferences or by scheduling an appointment with their child's teacher.

6. Who should I see if my child is having issues at school?

All concerns related to your child should be discussed with your child's teacher. In the teacher's absence, please contact a school administrator.

7. What if my child has a disability?

If your child has a disability, and is also an English Learner, s/he will receive both English language support and Special Education services. These services will be documented in your child's Individualized Education Program, or IEP, and reviewed annually by an IEP team that includes an English as a Second Language (ESL) professional. Parents must also attend these annual IEP review meetings. Additionally, your child's IEP team will work collaboratively throughout the school year to ensure instructional programs are implemented according to your child's needs.



Harambee Institute of Science & Technology Charter School

Gregory G. Shannon, CEO

Date:

Dear Parent/Guardian:

Your child is currently receiving instruction in an English as a Second Language (ESL) program. In order to determine the progress students are making in their English language proficiency, students in ESL are assessed annually using the ACCESS for ELLs test.

Name of Test: ACCESS Placement Test

Date of Test: _____

The test will measure your child's level of English proficiency in speaking, listening, reading and writing. Results of the test will be shared with you in early September. ACCESS for ELLs testing is required by law and is also essential to making instructional decisions. Students are also required to take the ACCESS for ELLs test in order to be reclassified (exited) from an ESL program.

If you have any questions about this annual assessment, or if your child is not able to attend school during the testing dates, please contact _____, school administrator at 215-472-8770.

Sincerely,

School Administrator

Education for Self-reliance



Harambee Institute of Science & Technology Charter School

Gregory G. Shannon, CFO

PARENT NOTIFICATION

PENNSYLVANIA ESL CURRICULUM REGULATIONS

Title 22, Chapter 4, Section 4.26 of the Curriculum Regulations requires that the school districts provide a program for every student who is limited English proficient (LEP) or an English language learner (ELL). The regulations state: "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."

MISSION STATEMENT: The mission of the English Language Development (ELD) Program at **Harambee Institute of Science and Technology Charter School** is to provide instruction and support to foster the linguistic, academic, personal, and social growth of English Learners (ELs).

Registration and Identification

All registering students (including ELs) must present a birth certificate, immunization records, complete the Home Language Survey, academic records, and provide proof of residency. In accordance with state and federal laws, no EL student will be subject to scrutiny that is not part of the normal enrollment process.

If a language other than English for any question is indicated on the Home Language Survey, a family interview and/or meeting or initial screening will be conducted by district trained enrollment personnel and an ESL professional before or upon arrival to school. This process must be completed within the first 30 calendar days of school or within 14 calendar days of enrollment if a student enrolls after the first day of school.

Based on the answers to the parent interview questions, it will be determined if the second language exposure/use is significant or superficial in nature. **If the student's development of English may have been impacted by exposure to another language in any way, a secondary screening of student academics will be reviewed.** Evidence, from previous schooling if available, that the student has a sufficient level of English language proficiency to benefit from instruction in English without specialized supports or accommodations might include scores from standardized summative or interim tests in English, English proficiency exam scores (WIDA ACCESS 2.0 or other), passing grades for core content classes conducted in English, and/or work samples.

If previous school academic records are not available, or they do not contain reasonable evidence of English proficiency, then the WIDA Access screener and/or W-APT (K only) should be administered.

Screening and Assessment

A student identified as a PHLOTE (Primary Home Language other than English) will be evaluated by an ESL teacher using the **WIDA ACCESS screener (Grades 1-12)** or the W-APT Kindergarten screener only to determine ESL instructional level placement.

NOTE: A student who has an overall composite proficiency level ACCESS 2.0 score from the previous school year that does not meet or exceed 4.5 does not need to be rescreened. If a student has an overall composite proficiency level ACCESS 2.0 score from the previous school year that meets or exceeds 4.5, then the student may be reclassified.

If screening has determined the student is to be classified as an English Learner, the Director of Specialized Services will oversee the process and contact the parent or guardian to complete the necessary documentation and enter the required information into the school's data system.

If the student, based on PDE screening criteria **EL Identification Procedure K-12**, is declared an EL, parents/guardians are notified with the type of testing, results of that testing, recommended program placement along with a detailed description of the Language Instruction Educational Plan (LIEP), its intended benefits for their children, and an explanation of its effectiveness.

Parents/guardians have the right to refuse English Language Development (ELD) Services. Refusal of ELD programs and/or services indicates an informed, voluntary decision by the parent/guardian to not have the child placed in any separate, specialized ELD service or instructional program. A waiver indicates a desire by the parent/guardian to waive the child from participation in all or some of the ELD programs or services offered by the school. If parents/guardians wish to opt-out of ELD Services, they must contact the ELD Department by email or phone number.

Should you have additional questions, please do not hesitate to contact our **Specialized Services Department at (215) 472-8770 ext. 309 or by email at adennis@histcs.org.**