

**UNIONVILLE CHADDS FORD SCHOOL DISTRICT**

**740 UNIONVILLE ROAD**

**KENNETT SQUARE, PA 19348**

***EMPOWER EACH STUDENT TO SUCCEED IN LIFE AND  
CONTRIBUTE TO SOCIETY***

**LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)**

**WRITTEN PROGRAM PLAN AND DESCRIPTION**

**(REVISED 4/2021)**

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# I. PURPOSE

Pennsylvania Regulation, (22 PA. Code §4.26) requires that:

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

*As used here, the term "program" refers to:*

- 1) planned English language development instruction by a qualified ESL/Bilingual Education teacher, and*
- 2) adaptations/modifications in the delivery of content instruction and assessments by all teachers based on student's language proficiency levels and the Pennsylvania English Language Development Standards (PA ELDS) Framework for ELs as well as the Pennsylvania academic standards.*

According to **Unionville Chadds Ford School District Board Policy 138, Language Instruction Educational Program for English Language Learners**, the Board shall approve a written program plan of educational services for students whose dominant language is not English.

This document serves as the written program plan and Language Instruction Educational Program (LIEP) Description, which includes the ESL Program Design and Program Model.

\* "English as a second language (ESL)" is used synonymously with English Language Development (ELD) throughout this document. ELD is a required component of all LIEPs. ELD takes place daily throughout the day for ELs and is delivered by both ESL Teachers and non-ESL teachers.

## II. LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP) GOAL / ELD MISSION

The Language Instruction Education Program (LIEP) in the **Unionville Chadds Ford School District** provides English Learners (ELs) the support and English Language Development (ELD) needed to become successful within the core curriculum, as well as informed and productive members of the community.

### III. IDENTIFICATION AND PLACEMENT

ESL Teachers and Unionville Chadds Ford School District staff use the following process and resources to identify English Learner (ELs) and provide English Language Development (ELD) instruction.

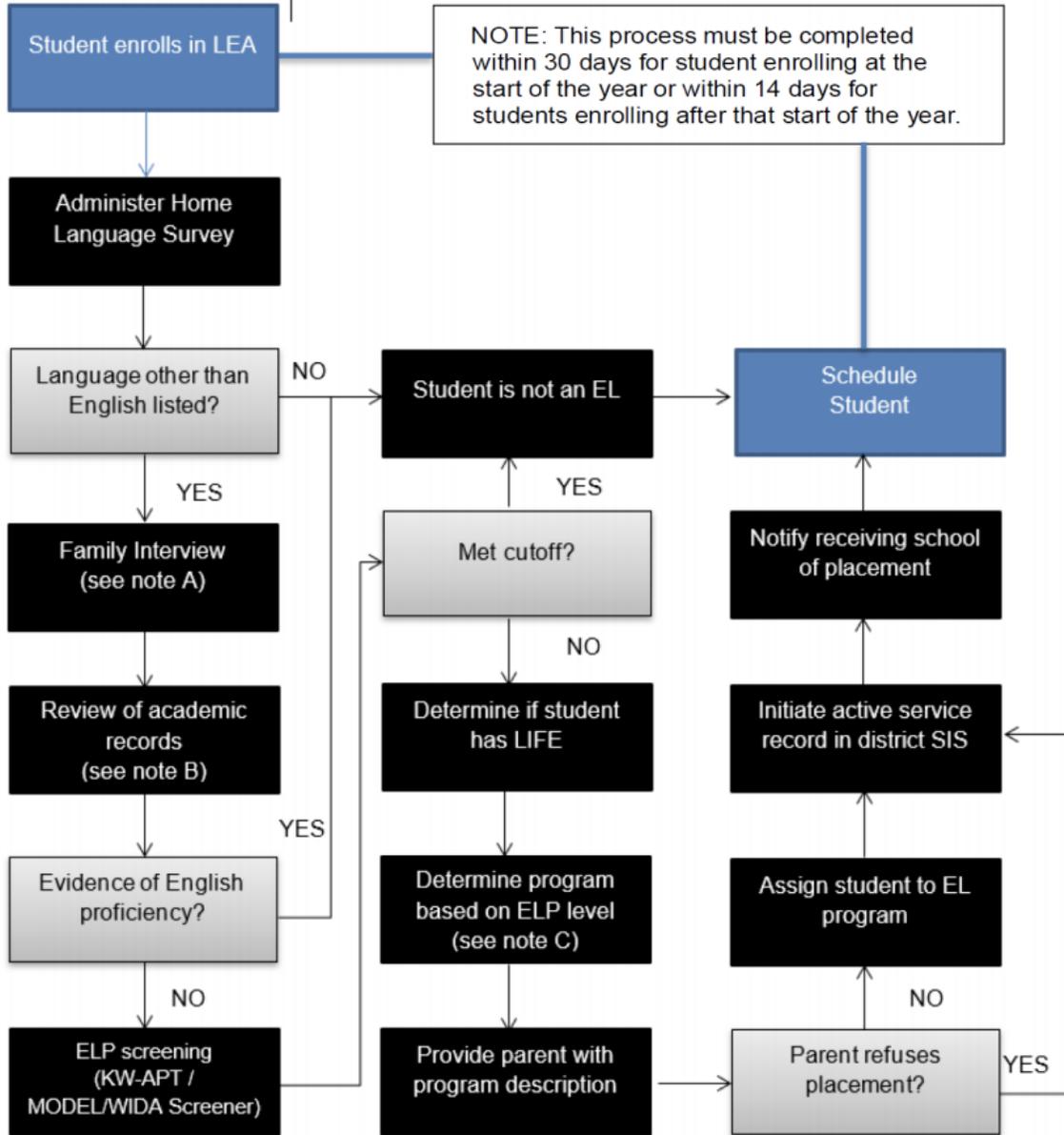
#### ENGLISH LEARNER (EL) IDENTIFICATION

All parents/guardians enrolling a student in the District must fill out a **Home Language Survey (HLS) (APPENDIX A)** when registering. The HLS is included as part of the registration packet for all new students. A translated version of the HLS can be generated from the Trans ACT website [www.transact.com](http://www.transact.com). Administrative staff places a completed copy of the HLS in the student's cumulative file. If the parent/guardian responds YES to any of the questions on the HLS, the office staff working through registration forwards a copy of the HLS to an ESL Teacher. Based on the responses to the questions on the HLS, the ESL Teacher follows the **PDE English Learner Identification Procedure K-12 (APPENDIX B)** (see flowchart below). This process must be completed within 30 calendar days for students enrolling at the start of the school year or within 14 calendar days for students enrolling after the start of the school year.

# English Learner (EL) Identification Procedure Flowchart

## Appendix B

English Learner (EL) Identification Procedure Flowchart



**Note A:**

Students are not automatically determined to be English Learners (EL) when they come from an environment where English is not the dominant language or if they have been exposed to another language. The purpose of the Family Interview is to determine if a student is an EL and if screening for English language proficiency is needed. Parent permission to screen for English language proficiency is not required; however, a Family Interview must be conducted prior to screening.

**Note B:**

If after completing a Family Interview it is unclear whether or not a student should be screened for English language proficiency, a complete review of any available academic records should be completed.

Some examples of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

**Note C - Special Education Consideration:**

If a student is identified as a potential EL via the HLS and has an Individualized Education Plan (IEP) or is suspected of having a disability, the ESL and Special Education personnel must collaborate to determine program and academic placement. If screening is required, it must be completed with appropriate accommodations and the results must be interpreted in consultation with Special Education personnel.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

## PLACEMENT PROCEDURE

1. Parent permission to identify students as ELs, including screening for English proficiency is **not** required, but a Family Interview should be completed prior to testing.
2. The KW-APT, WIDA SCREENER, or WIDA MODEL score, along with multiple criteria, must inform the identification and/or placement decision (See **APPENDIX B**).
3. Following the assessment, the ESL Teacher will notify parent(s)/guardian(s) of the screening results and/or placement in the District's Language Instruction Educational Program (LIEP). A copy of this letter must also be placed in the student's cumulative folder (**APPENDIX D: Program Placement Letter**). Placement into the LIEP may not be made without notifying the parent(s)/guardian(s). A copy of the screening results must also be placed in the student's cumulative folder. A translated version of the Program Placement Letter can be generated from the Trans ACT website [www.transact.com](http://www.transact.com).
4. Parents have the right to refuse placement in the **Unionville Chadds Ford School District** LIEP. This decision must be informed and voluntary. Should a parent choose to refuse placement, the procedures outlined in PDE's English Language Development Program **Parental Waiver Form (APPENDIX D)** should be followed.
5. Instructional placement of ELs must be age and grade appropriate. ELs must be given equal access to all educational programs, opportunities, and extracurricular activities. Students with IEPs must be placed in coordination with the IEP team.
6. Federal Law requires that ELs will be tested annually. PDE requires that the WIDA ACCESS for ELLs 2.0® be used until the student attains English proficiency. This includes ELs whose parent(s)/guardian(s) have completed the Parent Waiver Form. No students identified as an EL may be exempt from these tests, including those students with disabilities. Accommodations may be made based on PDE guidelines.

# IV. INSTRUCTIONAL PROGRAM

## PROGRAM DESIGN

The Language Instruction Educational Program (LIEP) is designed to provide English Learners (ELs) with English Language Development (ELD) instruction based on language proficiency levels, the **PA English Language Development Standards (Appendix E)**, **WIDA CAN DO Descriptors (Appendix F)**, PA Core Standards, and PA Academic Standards. Language instruction is provided by a qualified ESL Teacher and focuses upon needs in listening, speaking, reading, and writing. Language instruction is modified and adapted based on language proficiency levels. ELs participate in content area instruction where accommodations and/or modifications are determined and provided as a result of collaboration between the content area teacher and ESL Teacher. Based upon need, ELs have access to additional supports such as tiered interventions in literacy and mathematics, Special Education, and Gifted Support. ELs are included in special activities, such as field trips, assemblies, and school celebrations. They can also participate in extracurricular activities. In High School, ELs also have the opportunity to take Advanced Placement Courses, participate in dual enrollment opportunities, and attend the **Technical College High School Pennocks Bridge Campus**.

## ENGLISH PROFICIENCY LEVELS

ELD instruction in the LIEP is based on the following English proficiency levels:

**Entering Level 1** Knows and uses minimal social English and minimal academic language with visual support

**Beginning Level 2** Knows and uses social English and general academic language with visual support

**Developing Level 3** Knows and uses social English and general academic language with visual support

**Expanding Level 4** Knows and uses social English and some technical academic language

**Bridging Level 5** Knows and uses social and academic language working with grade level materials.

**Reaching Level 6** Knows and uses technical content area language and uses oral and written communication in English comparable to native speakers.

**Monitoring** Academic progress is monitored by an ESL Teacher for 2 years after the EL is reclassified as a Former English Learner (FEL)

## PROGRAM MODEL

The main Program Model of the District's LIEP is **Mixed Classes with English-Only Support**. ELs are included in classrooms where the students' native language is not used for instruction. English Language Development (ELD) instruction focuses on helping ELs acquire English language skills and an understanding of content. Support could be provided either inside or outside of the content area classroom. ELD may include:

- **Pull-Out Direct Instruction** is in addition to content area instruction and focuses on increasing the English proficiency of ELs. Pull-Out Instruction may include One-to-One and/or Small Group Instruction.
- **Push-In Classroom Support** focuses on assisting ELs in applying English language skills during content area instruction.
- **Consultation** is a process by which an ESL Teacher periodically meets with ELs to monitor progress with English proficiency in the classroom. It includes collaboration with the content area teacher and/or instructional assistants to facilitate the application of English language skills during content area instruction.

\*The Program Model for Newcomers in the district at the secondary level is **EL-Specific English-only Instruction**.

Language Focus: English language skills and content are the focus of instruction. The student's native language is not used in either instruction or support

Class Composition: ELs only

## V. ACCOMMODATIONS

### INSTRUCTIONAL ACCOMMODATIONS

ELD must be incorporated into all classes taught by non-ESL licensed teachers in which ELs are enrolled. These teachers are responsible for deliberately planning for and incorporating language instruction as well as supports, modifications, and accommodations needed to allow ELs to access the standards to which the course is aligned.

Evidence of all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency must be documented using the **EL Modification and Accommodation Checklists (APPENDIX G)**.

The non-ESL licensed teacher works collaboratively with the ESL Teacher in order to determine appropriate modifications and accommodations.

### TESTING ACCOMMODATIONS

PDE annually publishes the allowable accommodations for ELs on state academic achievement assessments. Visit the PDE Assessment and Accountability webpage for information on state testing and allowable accommodations.

The WIDA Consortium annually publishes the allowable accommodations for ELs on the ACCESS for ELLs. Visit the WIDA Assessment webpage for information on testing and allowable accommodations.

## VI. GRADING

English Learners (ELs) are graded using the same grading system as all other students. The ESL Teacher and the content area teacher collaborate to determine grades for each EL.

In addition to the information that is provided to all students, the WIDA ACCESS Parent Report is sent home annually to inform parent(s)/guardian(s) about English language proficiency.

### HIGH SCHOOL TRANSCRIPTS

The EL designation and/or English language development information must not appear on the EL's high school transcript unless it is part of a course title or code.

### FAILING AND RETENTION OF ENGLISH LEARNERS (ELs)

An EL may not fail a course or be retained in a grade based solely on his/her lack of English proficiency. Evidence must show that all appropriate modifications and accommodations to instruction and assessment aligned to the student's English language proficiency to all allow the EL meaningful access to the general curriculum as well as to promote second language learning were implemented and documented over time prior to considering failing or grade retention.

## VII. RECLASSIFICATION CRITERIA

The District employs uniform procedures in accordance with the State requirements for reclassifying ELs as Former ELs (FELs). Each school year, the English proficiency and school performance on English Learners (ELs) is evaluated using the State-Required English Learner Reclassification Criteria, (see APPENDIX H: State required Reclassification, Monitoring, and Re-designation of English Learners). Reclassification of ELs occurs annually between June and September 30<sup>th</sup>. Student's current status must be reported in the PIMS October Student Enrollment Collection.

In order to be considered for reclassification, an EL must demonstrate the ability to interact with students and teachers both academically and socially in the English language, as well as access challenging academic content in English. As per the State-required reclassification criteria, evidence of ability is determined through:

- WIDA ACCESS for ELLs 2.0 Scores  
(The State English language proficiency assessment)
- Two Language Use Inventories Scores (Listening, Speaking, Reading, Writing)

Based on results from the WIDA ACCESS for ELLs 2.0 assessment and the Language Use Inventories, a single score is produced. If that score exceeds the state-defined threshold, then the EL is eligible to be reclassified.

The Language Use Inventories are available in APPENDIX H. One Language Use Inventory is to be completed by the ESL Teacher when possible. The other inventory may be completed by a single content teacher or a team of content teachers. In cases in which an ESL teacher cannot complete the inventory (e.g. students whose parent have refused services and who are not seen by an ESL teacher or ELs in higher proficiency levels who do not work with an ESL Teacher regularly), both inventories may be completed by content teachers or teams of teachers. The inventories must be completed prior to the release of ACCESS scores for ELs who are likely to reach the threshold.

## VIII. MONITORING OF FORMER ELs (FELs)

Once ELs are reclassified as Former ELs (FELs), their academic progress is monitored for two years by an ESL Teacher. This is a collaborative process that includes the content area teacher(s) and other support service personnel as needed. This collaboration includes frequent and ongoing communication to ensure that FELs receive appropriate supports aligned with instructional needs.

After every marking period, a POST EXIT ELL MONITORING FORMS (APPENDIX I) is completed for all FELs who have been reclassified within the last two years. A copy of the report is filed in the student's LIEP folder.

After two years of monitoring, classroom grades for FELs are no longer actively monitored. However, their status continues to be documented for two more years for the State's reporting purposes.

## IX. FAMILY ENGAGEMENT

**Unionville Chadds Ford School District** is committed to reaching out to engage parent(s)/guardian(s) in being a partner in supporting their children's success. Parent(s)/Guardian(s) should feel open to share ideas and be part of the school community. Family engagement focuses on collaboration between parents and teachers to share the responsibility for student achievement.

Schools should:

- Connect with EL families
- Communicate important information
- Provide opportunities for parents to participate in their child's learning and the school community.

The following is available to promote family engagement:

- Annual Back to School Nights
- Oral Translation Services
- Document Translation
- Parent Teacher Conferences
- Opportunities to Volunteer

## X. PROGRAM EVALUATION

An annual evaluation of the LIEP is conducted. Evaluations are based on student outcomes. They must include evidence of student growth toward proficiency in English and may include evidence of academic achievement and/or feedback from stakeholders



# APPENDIX A

## Unionville-Chadds Ford

### HOME LANGUAGE SURVEY<sup>1</sup>

The Office of Civil Rights (OCR) requires that all Local Education Agencies (LEA's) identify limited English proficient (LEP) students in order to provide appropriate language instructional programs for them. Pennsylvania has selected the Home Language Survey as the initial step in the identification process.

**School District:** Unionville-Chadds Ford **Date:** \_\_\_\_\_

**School:** \_\_\_\_\_

**Student's Name:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**1. What is/was the student's first language?** \_\_\_\_\_

**2. Does the student speak a language(s) other than English?**  Yes  No

*(Do not include languages learned in school.)*

**If yes, specify the language(s):** \_\_\_\_\_

**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?**  Yes  No

**If yes, complete the following:**

Name of School	State	Dates Attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Person completing this form:** \_\_\_\_\_

*(if other than parent/guardian)*

**Parent/Guardian signature:** \_\_\_\_\_

<sup>1</sup> The local education agency (LEA) has the responsibility under the federal law to serve students who are limited English proficient and need English instructional services. Given this responsibility, the LEA has the right to ask for the information it needs to identify English Language Learners (ELLs). As part of the responsibility to locate and identify ELLs, the LEA may conduct screenings or ask for related information about students who are already enrolled in the school as well as from students who enroll in the LEA in the future.

## APPENDIX B



# English Learner Identification Procedure Grades K-12

*(See Pre-K identification guidance for Pre-K students)*

- STEP 1:** Review the Home Language Survey.
- If the HLS indicates a language other than English for **any** question, **proceed to STEP 2.**
- If the HLS indicates a language other than English **for all questions**, the family interview is optional and you may **skip to STEP 4.**

*NOTE: Pidgin and creole variations of English (e.g. English spoken in Liberia) constitute a language other than English for identification purposes.*

- STEP 2:** Conduct family interview to determine if the student is potentially an EL. Use an interpreter if necessary.

## **Family Interview**

**Conducted by district-trained enrollment personnel - not to be completed by the parent/guardian**

Interviewed:

Date: Phone:

Name of Student: PASID:

Students Date of Birth: Age:

Student's Date of Entry to U.S. (if born in the U.S., then same as DOB):

Parent Country of Origin: Student Country of Origin: Parents'

Primary Country of Education:

Complete the following table for the student. Indicate if the student moved schools, states, or countries during a school year.

Grade	State (City & School if PA)	Country	Primary Language of Instruction
Pre K			
K			
1			
2			
3			
4			
5			
6			
7			

1. Is this student a Native Alaskan, Native American, or Native Hawaiian?

YES  NO

2. Is this student's language influenced by a Tribal language through a parent, grandparent, relative, or guardian?

YES  NO

3. When at home, how often does this student hear a language other than English?  Always  Occasionally  Never

4. When at home, how often does this student speak a language other than English?  Always  Occasionally  Never

5. When interacting with their parents or guardians, how often does this student hear a language other than English?

Always  Occasionally  Never

6. Within the last 12 months, when interacting with caregivers other than parents/guardians, how often did this student hear a language other than English?

Always  Occasionally  Never

7. When interacting with siblings or other children in their home, how often does this student hear or use a language other than English?

- Always  Occasionally  Never

**Review of the family interview must be conducted by an ESL professional.**

Based on the answers to the parent interview questions, determine 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, then **proceed to STEP3.**

**Comments:**

**STEP 3: If the student has an IEP or is suspected of having a disability (e.g. the parent states that the student has a disability), then see [Appendix B](#) before proceeding.**

**STEP 4:** Conduct a review of the student's academic records from previous schooling if available. Look for evidence that the student has sufficient English proficiency to benefit from instruction in English without specialized supports or accommodations. Acceptable evidence might include scores from standardized summative or interim tests in English, passing grades for core content classes conducted in English, and/or work samples. If the academic records are not available, or they do not contain reasonable evidence of English proficiency, then **proceed to STEP5.**

*NOTE: A student who has an overall composite proficiency level ACCESS score from the previous school year that does not meet or exceed 4.5 does not need to be re screened. In this case, **skip to STEP 6.** If a student has an overall composite proficiency level ACCESS score from the previous school year that meets or exceeds 4.5, then the student may be reclassified if the additional criteria from the state-defined reclassification guidance are met (i.e. language use evaluations can be conducted prior to October 1).*

☐ **STEP 5:** Screen the student for English language proficiency using the KW-APT, K MODEL, WIDA screener (online or paper), or WIDA MODEL screener. Record the screening scores below. See Appendix D for information about the appropriate test form to administer.

Listening PL	Speaking PL	Reading PL	Writing PL	Literacy CPL	Oral CPL	Overall CPL

**KW-APT only**

Listening and Speaking raw score	Reading raw score	Writing raw score

If the student's scores meet the criteria for identification as an EL on the following table, then **proceed to STEP 6**. If not, then the student is not an EL and you do not need to proceed.

Grade Level	Screener	Criteria for identification as an EL
Kindergarten	KW-APT	Raw score for oral language of <b>19 or lower</b> OR <b>Between 20-24</b> inclusive AND reading $\leq 6$ OR writing score $\leq 4$ <i>See kindergarten identification and placement process flowchart in <a href="#">Appendix B</a></i>
Kindergarten	K MODEL	<i>1<sup>st</sup> semester K: <b>Assess all 4 domains</b></i> Oral language composite below <b>5.0</b> (Use literacy scores for instructional plans)  <i>2<sup>nd</sup> semester K: <b>Assess all 4 domains</b></i> Overall composite proficiency level below <b>5.0 AND</b> Literacy Composite below <b>4.2</b>
1 <sup>st</sup> semester 1 <sup>st</sup> grade	K MODEL	<b>Assess all 4 domains</b> Overall composite proficiency level below <b>5.0</b>
1-12	WIDA Screener	Overall composite proficiency level below <b>5.0</b>
1-12	MODEL Screener	Overall composite proficiency level below <b>5.0</b>

*NOTE: If a student is unable to complete the full screener (e.g. because of a disability or refusal), then the determination of EL status must be made based on the remaining available evidence gathered from the HLS, parent interview, and academic records review. If reasonable evidence of English proficiency cannot be established based on*

those sources along with the incomplete screener results, if any, then the student should be identified as an EL.

**STEP 6: OPTIONAL** - Screen the student for native language proficiency if a screening instrument is available. Record the score(s). If no screening instrument is available, then **proceed to STEP 7**.

Name of screener	Score(s)	Score descriptor

**STEP 7:** Determine if the student has **limited or interrupted formal education (LIFE)** using the criteria below:

- Is enrolling after grade two, AND
- Has a Literacy score of less than 3.5 on the W-APT, MODEL Screener, or WIDA Screener, AND
- Has at least two fewer years of age appropriate schooling than peers **or** has disenrolled from U.S. schools to enroll in schools in other countries (including Puerto Rico) more than two times in the past four years, AND
- Has limited encoding/decoding skills in native language (as indicated by family interview and/or native language measures and/or review of academic records and/or local measures)

**Does this student have limited or interrupted formal education?**

YES  NO

**Proceed to STEP 8.**

**STEP 8:** Determine the most appropriate language instruction educational program (LIEP) based on the student’s English language proficiency and native language proficiency if available.

*NOTE: If the student has an IEP, then EL and Special Education personnel MUST collaborate to determine program and academic placement.*

**Program Placement:**

**Proceed to STEP 9.**

**STEP 9:** Provide the parent with a detailed program description and explain the identification and placement decision. The parent has the right to refuse placement in a specialized, separate LIEP. See [PDE guidance concerning parental right to refuse services](#). **Proceed to STEP 10.**

**STEP 10:** The parent accepts or refuses placement in part or in whole in the LIEP. If, after the district notifies the parent of their option to refuse specialized LIEP services, the parent does not respond, then the district may proceed with the recommended program placement. **Proceed to STEP 11.**

**STEP 11:** Notify the receiving school of student's identification and placement. **Proceed to STEP 12.**

**STEP 12:** Initiate an active service record in the district SIS. If the student has limited or interrupted formal education, then ensure that LIFE is identified. **Proceed to STEP 13.**

**STEP 13:** Schedule the student based on program placement and English language proficiency.

NOTE: The school is responsible for ensuring that all teachers with whom ELs are scheduled have English language proficiency information for their ELs. *This includes general education teachers.*

**The procedure is complete. Attach the HLS form and parent refusal acknowledgement form (if completed) to this form and file them in student's record. Copies of this form should be given to ESL and general education teachers who will be working with this student.**

## **Appendix B**

### **Students who have or are suspected of having a disability**

If a student arrives with an IEP or is suspected of having a disability (i.e. parent informs enrollment personnel that the student has a disability), then enrollment personnel must coordinate with Special Education staff to complete this procedure.

#### **If the student arrives with an IEP:**

Screening, if required, must be completed with appropriate accommodations and the test results must be interpreted in consultation with Special Education personnel.

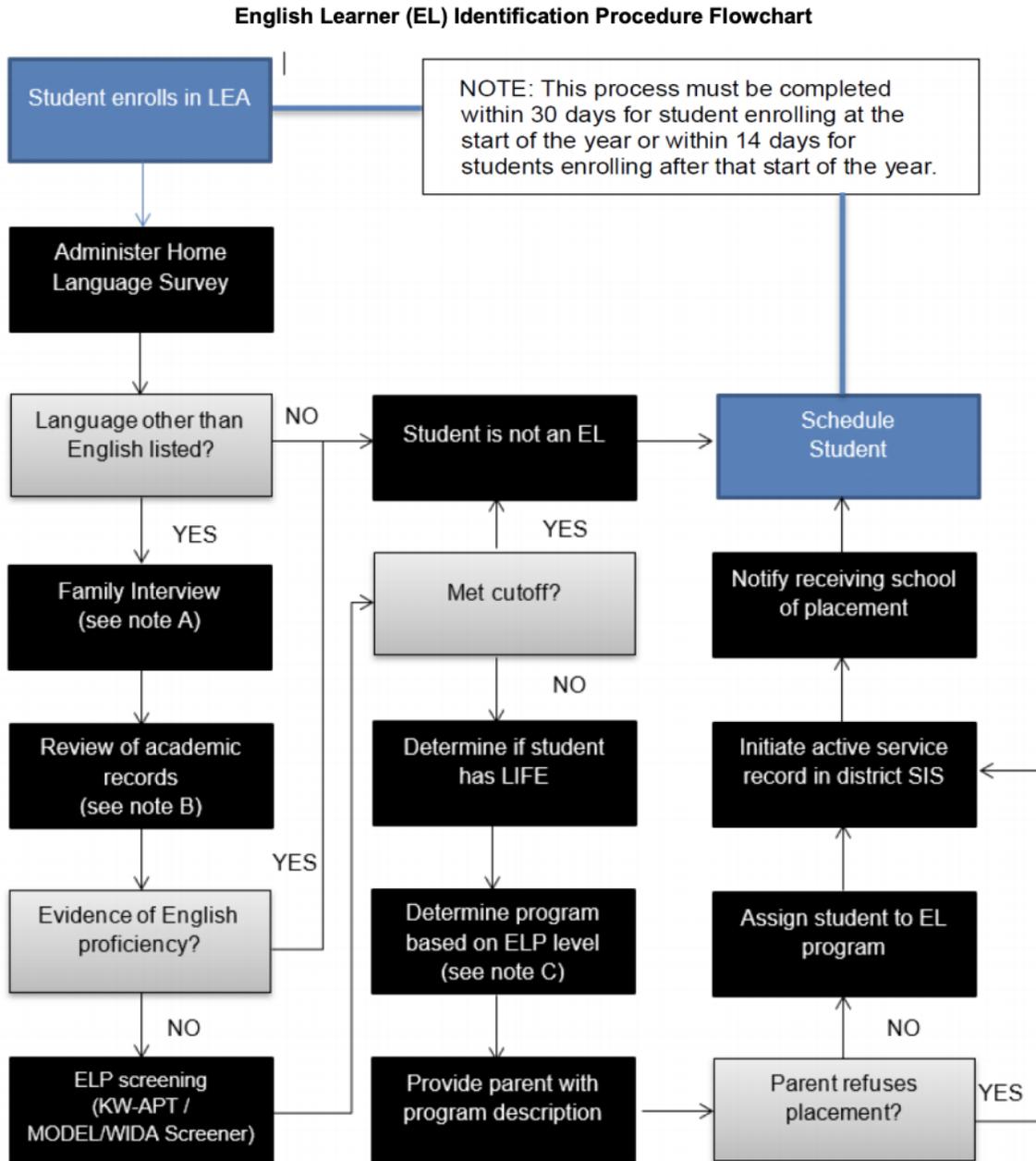
#### **If the student is suspected of having a disability but a determination cannot be made prior to completing this procedure:**

Screening, if required, must be completed with any administrative considerations, universal tools, or accommodations that the ESL/SPED educators deem necessary. This procedure must be completed in accordance with the outlined guidelines and the student must be placed in the appropriate language instruction educational program (LIEP) based on the information available at the conclusion of the identification procedure.

If, after the student is placed in the LIEP, the student is determined to have a disability that may have affected the screening (e.g. requires a testing accommodation that was not offered), then the student must be re-screened using the appropriate accommodations. If the student does not meet the criteria for identification as an EL based on this subsequent testing, then the district must contact PDE to remove the EL identifier and the student should be removed from the LIEP.

# Appendix B

## English Learner (EL) Identification Procedure Flowchart



**Note A:**

A student who comes from an environment where English is not the dominant language or who has been exposed to another language (HLS indicates other languages) is not necessarily an EL and does not necessarily need to be screened for English language proficiency if there is compelling evidence suggesting that the student is proficient in English. Parent permission to screen for language proficiency is **NOT** required; however, a parent interview must be conducted prior to screening. The parent interview should be standardized to some degree (see parent interview on pages 1 and 2) and the information gathered should be filed with the student's other enrollment documentation. The parent interview can serve to determine whether or not to screen a potential EL. If the evidence gathered during the parent interview is indeterminate, then an academic records review may be used to indicate English proficiency and preclude screening.

**Note B:**

If after the parent interview it is unclear whether or not a student should be screened for English proficiency, then a thorough review of any available academic records should be conducted to find evidence of English language proficiency. Some examples of this type of evidence are:

- Transcripts from previously attended U.S. schools with passing grades in core content classes
  
- Statewide assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- District assessment results from previously attended U.S. schools indicating English proficiency (may be from other states)
- Notes and/or other less formal indicators regarding language proficiency contained in the student's academic records

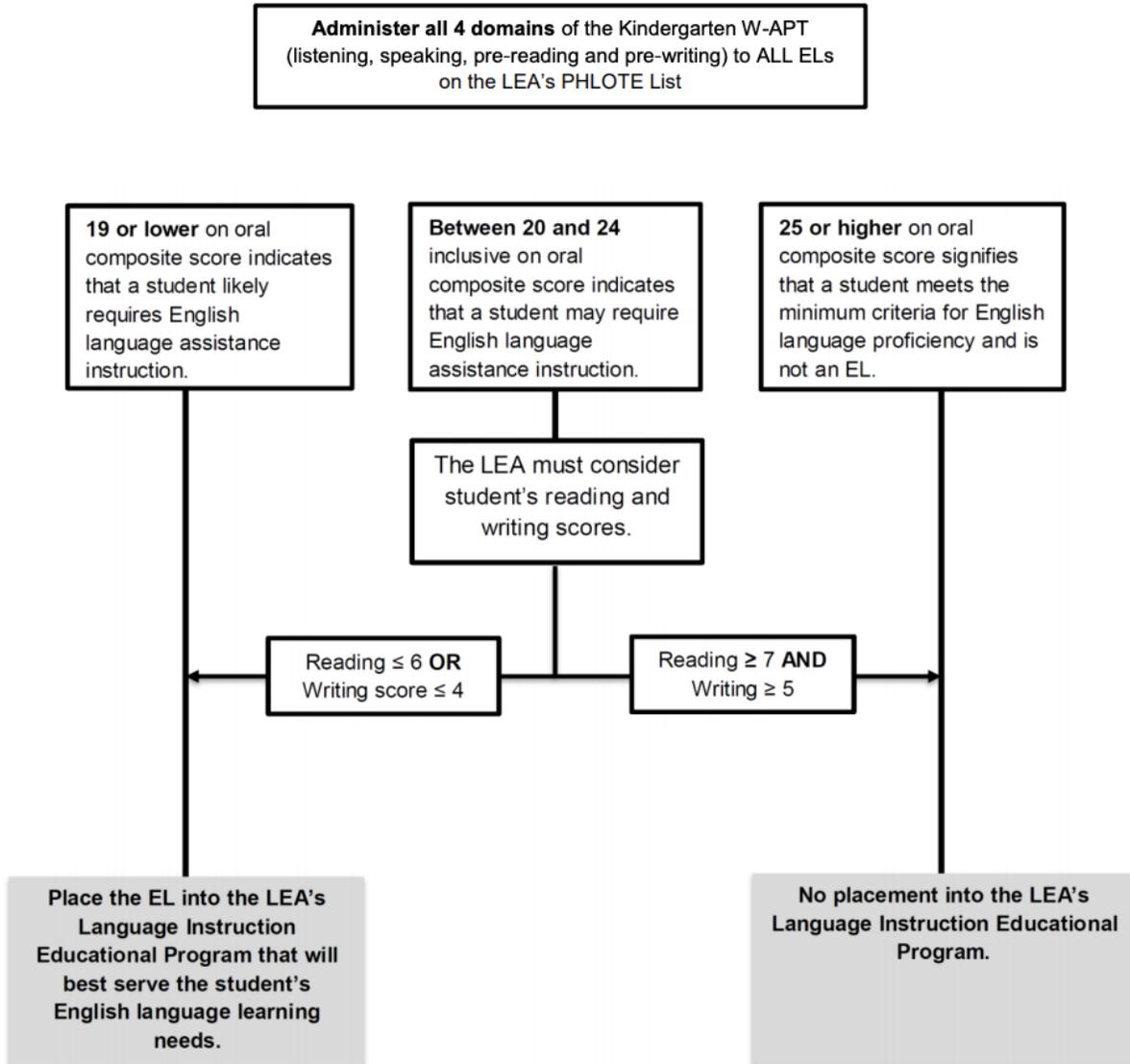
**Note C:**

If the student has an IEP, then EL and Special Education personnel **MUST** collaborate to determine program and academic placement.

# Appendix C

## Kindergarten English Learner (EL) Identification and Placement Process Flowchart

*When using the KW-APT only*



## Appendix C

### Selection of appropriate grade-level cluster test forms

For the WIDA Screener and MODEL, the appropriate grade-level cluster form to administer to students depends on the time of year when the test is being administered and the current grade of the student. For students in the first semester of the first year of a grade-level cluster, the district should administer the next lower grade cluster form. See the table below.

#### WIDA Screener Selection

Grade	1*	2	3	4	5	6	7	8	9	10	11	12										
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	Grade 1 Test		Grades 2-3 Test		Grades 4-5 Test		Grades 6-8 Test				Grades 9-12 Test											

\* Districts have the option of using the grade 1 WIDA Screener or the Kindergarten MODEL for first semester 1<sup>st</sup> graders.

#### WIDA MODEL Selection

GRADE	K	1	2	3	4	5	6	7	8	9	10	11	12									
Semester	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2	1	2
Grade-Cluster Form	K Screener	Grades 1-2 Screener		Grades 3-5 Screener			Grades 6-8 Screener			Grades 9-12 Screener												

Kindergarten students may be administered the KW-APT or the MODEL. The KW-APT may NOT be administered to first semester 1<sup>st</sup> graders.

#### KW-APT

GRADE	K	
Semester	1	2
Grade-Cluster Form	KW-APT	

## APPENDIX D

### **Unionville-Chadds Ford English Language Learner Program Initial Placement**

Name of Student:

Date:

School:

Grade:

Dear Parent or Guardian:

You completed a Home Language Survey when your child registered for school. On that form you indicated a language other than English is spoken by your child or in the home. Based on this information, the school gave your child an English proficiency test to determine his or her eligibility for placement in English Language Learner Services provided by funding from Title I, Title III or both. Based on the results of this test your child is eligible to receive English Language Learner Services.

The name of the English proficiency test your child took is: \_\_\_\_\_

Your child's Level of English Proficiency is \_\_\_\_\_. The highest score possible is: \_\_\_\_\_

Placement in the English Language Learner services that best meet your child's needs is based on 1) the results of this test, 2) how well your child is doing in school and 3) other educational information about your child. The English Learner Services chosen are designed to help your child learn English so that your child will be able to meet academic standards, succeed in school and graduate from high school. The UCFSD ESL program and planned course of study provides students with:

- Accommodations as needed until they gain proficiency in English
- Collaboration with content teachers to provide strategic information about high impact practices that promote language proficiency and academic achievement.
- Customized instruction, based on students' individual language needs that addresses phonics, phonemic awareness, grammar and vocabulary, reading and writing in a second language.
- Annual English Language Proficiency Testing in speaking, listening, reading, and writing

The method of instruction used in your child's English Learner Services is:

- Content-based English Learner Program:** Instruction is provided in English only and adapted to the student's English proficiency level. This instructional method is used to make academic instruction in English understandable to English learners. This will help them acquire proficiency in English while at the same time achieving in content areas. At the Secondary level (grades 6-12) students may also be enrolled in an ELL English course in addition to their regular English class.

- Pull-out English Learner or ESL:** Students leave their English -only classroom during the day for English learner or ESL instruction.
- Other:** \_\_\_\_\_

**Pennsylvania state law gives you the right to refuse English Language Services. If you do not want your child to receive English Language Services, please contact the ESL teacher at your child's school listed below.**

If you need assistance understanding any of the information included in this letter or have any questions, please contact:

Name: \_\_\_\_\_ Title: ESL Program Specialist

Email: \_\_\_\_\_ Phone: \_\_\_\_\_

\_\_\_\_\_

Thank you for your interest in the quality of your child's education.

**Please complete the section below and return this entire form to your child's school.**

Name of Parent or Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

## APPENDIX D

### ENGLISH LANGUAGE DEVELOPMENT PROGRAM Parental Waiver Form

Student Name: \_\_\_\_\_ School: \_\_\_\_\_  
Opt-out Date: \_\_\_\_\_ Grade: \_\_\_\_\_  
Student ID#: \_\_\_\_\_

As required by federal law, your child has taken an English language proficiency test to determine if she or he qualifies for English Language Development (ELD) instruction in order to comprehend daily lessons and participate socially in school. Your child has been tested in English reading, writing, speaking and listening. The test scores indicate that she or he is eligible to receive ELD instruction in a program designed to help students acquire English language proficiency and access grade level content instruction.

The school has described the ELD program they recommend for my child in detail. I have considered the program(s) offered by the school and have chosen to decline separate, specialized ELD instruction for my child. Specialized services or classes are those only provided for English Learners, for example ELD pull out classes, ESL tutoring, after-school English tutoring for ELs or content classes consisting of only ELs. This does not include a class composed of ELs and non-ELs in which ELD is supported through content instruction.

**Parental Right to Refuse ELD Services:** (By  checking each item below, I acknowledge that I have read and understand each statement.)

\_\_\_\_\_ I am aware of my child's English language assessment score and other information about my child's current academic progress, and understand why s/he was recommended for additional English language instruction.

\_\_\_\_\_ My decision to decline or opt-out of specialized ELD instruction is voluntary.

\_\_\_\_\_ The school district will report my child to Pennsylvania Department of Education as an English Learner (EL) until my child attains English proficiency.

\_\_\_\_\_ Federal and state law requires that my child will be tested annually with the WIDA ACCESS for ELs 2.0 until he or she attains English proficiency and is no longer considered EL status.

\_\_\_\_\_ The school district will monitor my child's academic progress without benefit of receiving specialized ELD instruction until my child attains English proficiency, and four years after exit from EL status.

\_\_\_\_\_ The school district will continue to inform me of my child's progress in attaining English proficiency.

\_\_\_\_\_ I can change my preference at any time by notifying the school district in writing, and allow my child the to enroll in the ELD program (s) offered by the school.

I, \_\_\_\_\_ (*parent/guardian name*), with a full understanding of the above information, wish to

\_\_\_\_\_ decline **all** of the specialized ELD programs and services offered to my child.

\_\_\_\_\_ decline **some** of the ELD programs and/or particular ELD services offered to my child.

I wish to decline (*List program/services*):

---

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**APPENDIX E** (45-page document)

[http://static.pdesas.org/content/documents/ELD\\_Standards\\_Document\\_DRAFT.pdf](http://static.pdesas.org/content/documents/ELD_Standards_Document_DRAFT.pdf)

**APPENDIX F** (multiple, grade-specific documents)

<https://wida.wisc.edu/teach/can-do/descriptors>

**APPENDIX G** (17- page document)

<https://www.education.pa.gov/Documents/K-12/Assessment%20and%20Accountability/PSSA/Accommodations/Accommodations%20Guidelines%20for%20ELs.pdf>

**APPENDIX H** (22-page document)

<https://www.education.pa.gov/Documents/Teachers-Administrators/Curriculum/ESL/Reclassification%20Monitoring%20and%20Redesignation%20of%20ELs.pdf>

**APPENDIX I** (link to data entry form)

<https://docs.google.com/document/d/1dgQqDcyer9EEWlkFY02aVITorTF4L37ZpxlGrCWIBK4/edit?copiedFromTrash>