

ENGLISH LEARNER ENTRY NOTIFICATION

Dear Parent/Guardian:

This letter is to inform to you that your child, _____,
Student 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. The School District of Philadelphia 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 your school's
Principal to schedule a meeting with the Office of Multilingual Curriculum and Programs (OMCP).

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

FREQUENTLY ASKED QUESTIONS

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 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, you can also communicate with the school's Principal. To find your Principal's contact information, visit <https://www.philasd.org/directory/school-directory/>.

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. For more information about the School District of Philadelphia's Special Education services, please contact your school's Principal or visit <https://www.philasd.org/specializedservices/>.

8. How can I be more involved in my child's school?

One way you can be involved in your child's education is your school's School Advisory Council (SAC). This council -- comprised of parents, teachers, students, and community members -- assists school leadership with school improvement planning and decision-making. Translated documents and interpretation services are provided for members with limited English language proficiency; language should not be a barrier to participation in the SAC. The District also facilitates "Welcome Wagon" meetings in various parts of the City throughout the school year. For more information about these events, please visit the Family and Community Engagement (FACE) office's website at <https://www.philasd.org/face/>.

9. Where can I find more information?

To learn more about being a parent to an English Learner, visit <https://wida.wisc.edu/teach/learners/engagement>. To learn more about the School District of Philadelphia's Office of Multilingual Curriculum and Programs, visit <https://www.philasd.org/multilingual/>.