APPENDIX B
NCAA INFORMATION
## NCAA Approved Course List for 2015–16

The following courses, organized by subject area, have been approved by the NCAA Eligibility Center for use towards initial eligibility. To view which courses are available at your school, please visit the [NCAA Eligibility Center High School Portal](http://ncaaeligibility.org).

### English Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Honors Course</th>
<th>AP Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 9</td>
<td>Honors English 9</td>
<td>AP English Language &amp; Composition</td>
</tr>
<tr>
<td>English 10</td>
<td>Honors English 10</td>
<td>AP English Literature &amp; Composition</td>
</tr>
<tr>
<td>English 11</td>
<td>Honors English 11</td>
<td></td>
</tr>
<tr>
<td>English 12</td>
<td>Honors English 12</td>
<td></td>
</tr>
<tr>
<td>Speech and Debate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journalism</td>
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</tr>
</tbody>
</table>

### Social Sciences Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Honors Course</th>
<th>AP Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Government</td>
<td>Honors American Government</td>
<td>AP Macroeconomics</td>
</tr>
<tr>
<td>US History</td>
<td>Honors US History</td>
<td>AP Microeconomics</td>
</tr>
<tr>
<td>World History</td>
<td>Honors World History</td>
<td>AP Psychology</td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td>AP US Government</td>
</tr>
<tr>
<td>Geography and Society</td>
<td></td>
<td>AP US History</td>
</tr>
<tr>
<td>World Geography</td>
<td></td>
<td>AP Human Geography</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Available in Limited Locations

- Arizona Government
- Arizona United States History
- US Government
- Civics
- Modern World History
- Texas World History

### Mathematics Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Honors Course</th>
<th>AP Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra 1</td>
<td>Honors Algebra 1</td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>Algebra 2</td>
<td>Honors Algebra 2</td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>Calculus</td>
<td>Honors Geometry</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precalculus</td>
<td>Honors Precalculus</td>
<td></td>
</tr>
<tr>
<td>Statistics</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Available in Limited Locations

- Adv. Algebra with Financial Applications
- Advanced Quantitative Reasoning
- Secondary Math I
- Secondary Math II
- Secondary Math III
## Natural/Physical Science Courses

An asterisk (*) denotes a course with a lab requirement.

<table>
<thead>
<tr>
<th>Biology*</th>
<th>Honors Biology*</th>
<th>AP Biology*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry*</td>
<td>Honors Chemistry*</td>
<td>AP Environmental Science*</td>
</tr>
<tr>
<td>Earth Science*</td>
<td>Honors Earth Science*</td>
<td></td>
</tr>
<tr>
<td>Environmental Science*</td>
<td>Honors Physical Science*</td>
<td></td>
</tr>
<tr>
<td>Physical Science*</td>
<td>Honors Earth Space Science</td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>Honors Marine Science</td>
<td></td>
</tr>
</tbody>
</table>

**Available in Limited Locations**

Texas Biology*
Texas Chemistry*
Texas Honors Biology*
Texas Honors Chemistry*
Integrated Chemistry and Physics*

## Additional Courses

<table>
<thead>
<tr>
<th>French I</th>
<th>Japanese I</th>
<th>Sign Language I</th>
</tr>
</thead>
<tbody>
<tr>
<td>French II</td>
<td>Japanese II</td>
<td>Sign Language II</td>
</tr>
<tr>
<td>French III</td>
<td>Latin I</td>
<td>Spanish I</td>
</tr>
<tr>
<td>French IV</td>
<td>Latin II</td>
<td>Spanish II</td>
</tr>
<tr>
<td>German I</td>
<td>Latin III</td>
<td>Spanish III</td>
</tr>
<tr>
<td>German II</td>
<td>Chinese I</td>
<td>Spanish IV</td>
</tr>
<tr>
<td>German III</td>
<td>Chinese II</td>
<td>AP Spanish Language</td>
</tr>
<tr>
<td></td>
<td>Chinese III</td>
<td></td>
</tr>
</tbody>
</table>
This appendix includes the following:

- Draft Special Education Procedures– page C-1
- Draft Special Education Policies– page C-35
- Prospective Providers – page C-142

These are draft policies provided to the Board of Trustees by Board Counsel and our partner, Connections. These will be used as the basis of school policies and are subject to modification by the Board of Trustees.

If the charter application is approved, these will be modified to reflect Reach Cyber Charter School’s mission and vision and compliance with all Pennsylvania laws and regulations.

To the extent that anything in these policies could be construed to conflict with state and/or federal law, the applicable state and/or federal laws control. These policies are not intended to conflict with charter requirements.
DRAFT
Reach Cyber Charter School Special Education Procedures

These are draft procedures provided to the Board of Trustees by our partner, Connections. These will be used as the basis of school procedures and are subject to modification by the Board of Trustees.

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Introduction

Reach Cyber Charter School (Reach) is committed to creating an environment of learning while remaining compliant with Federal and Pennsylvania state special education procedures. As such, Reach has aligned the school’s Special Education Procedures with Chapter 711: Charter School and Cyber Charter School Services and Programs for Children with Disabilities and the Individuals with Disabilities Education Act. Some language in this document is taken directly from Chapter 711.

Chapter 711

§ 711.2. Purposes and Intent

Reach will meet its obligation to ensure the school complies with IDEA and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities), and Section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance). This chapter does not prevent Reach and a school district from entering into agreements regarding the provision of services and programs to comply with this chapter, whether or not the agreements involve payment for the services and programs by the cyber charter school. Reach is exempt from Chapter 14 (relating to special education services and programs). Children with disabilities will have access to the general curriculum, and participate in State and local assessments as established and described in Chapter 4 (relating to academic standards and assessment) at Reach. Reach will utilize prereferral intervention strategies, in accordance with 34 CFR 300.226 (relating to early intervening services) and as outlined in § 711.23(c) (relating to screening) to promote students’ success in the general education environment.

§ 711.3. Incorporation of Federal Regulations

Reach will assume the duty to ensure that a free and public education (FAPE) is available to a child with a disability in compliance with IDEA and its implementing regulations in 34 CFR Part 300 (relating to assistance to states for the education of children with disabilities) and section 504 and its implementing regulations in 34 CFR Part 104 (relating to nondiscrimination on the basis of handicap in programs and activities receiving federal financial assistance). The requirements of 34 CFR Part 300 as published at 71 FR 46540—46845 (August 14, 2006), amended at 73 FR 73006—73029 (December 1, 2008) are incorporated by reference, as follows:

(1) 34 CFR 300.4—300.8(a) and (c) (relating to act; assistive technology device; assistive technology service; charter school; and child with a disability).

(2) 34 CFR 300.9—300.15 (relating to consent; core academic subjects; day; business day; school day; educational service agency; elementary school; equipment; and evaluation).

(3) 34 CFR 300.17—300.19 (relating to free appropriate public education; highly qualified special education teachers; and homeless children).

(4) 34 CFR 300.22 and 300.23 (relating to individualized education program; and individualized education program team).

(5) 34 CFR 300.27—300.30 (relating to limited English proficient; local educational agency; native language; and parent).
(6) 34 CFR 300.32—300.37 (relating to personally identifiable; public agency; related services; scientifically based research; and secondary school).

(7) 34 CFR 300.39 (relating to special education).

(8) 34 CFR 300.41—300.45 (relating to State educational agency; supplementary aids and services; transition services; universal design; and ward of the state).

(9) 34 CFR 300.101 and 34 CFR 300.102 (relating to free appropriate public education (FAPE); and limitation—exception to FAPE for certain ages).

(10) 34 CFR 300.104—300.108 (relating to residential placement; assistive technology; extended school year services; nonacademic services; and physical education).

(11) 34 CFR 300.113 and 300.114(a)(2) (relating to routine checking of hearing aids and external components of surgically implanted medical devices; and LRE requirements).

(12) 34 CFR 300.115—300.117 (relating to continuum of alternative placements; placements; and nonacademic settings).

(13) 34 CFR 300.122 (relating to evaluation).

(14) 34 CFR 300.148 (relating to placement of children by parents when FAPE is at issue).

(15) 34 CFR 300.160 (relating to participation in assessments).

(16) 34 CFR 300.172 (relating to access to instructional materials).

(17) 34 CFR 300.174 (relating to prohibition on mandatory medication).

(18) 34 CFR 300.207 (relating to personnel development).

(19) 34 CFR 300.210—300.213 (relating to purchase of instructional materials; information for SEA; public information; and records regarding migratory children with disabilities).

(20) 34 CFR 300.226 (relating to early intervening services).

(21) 34 CFR 300.300 and 300.301 (relating to parental consent; and initial evaluations).

(22) 34 CFR 300.302—300.307(a)(1)(2) and (b) (relating to screening for instructional purposes is not evaluation; reevaluations; evaluation procedures; additional requirements for evaluations and reevaluations; determination of eligibility; and specific learning disabilities).

(23) 34 CFR 300.308—300.311 (relating to additional group members; determining the existence of a specific learning disability; observation; and specific documentation for the eligibility determination).

(24) 34 CFR 300.320—300.325 (relating to definition of individualized education program; IEP Team; parent participation; when IEPs must be in effect; development, review, and revision of IEP; and private school placement by public agencies).

(25) 34 CFR 300.327 and 300.328 (relating to educational placements; and alternative means of meeting participation).

(26) 34 CFR 300.501—300.508 (relating to opportunity to examine records; parent participation in meetings; independent education evaluation; prior notice by the public agency, content of notice; procedural safeguards notice; electronic mail; mediation; filing a due process complaint; and due process complaint).
(27) 34 CFR 300.510—300.516 (relating to resolution process; impartial due process hearing; hearing rights; hearing decisions; finality of decision; appeal; partial review; timelines and convenience of hearings and reviews; and civil action).

(28) 34 CFR 300.518(a), (b) and (d) and 300.519 (relating to child’s status during proceedings; and surrogate parents).

(29) 34 CFR 300.530—300.537 (relating to authority of school personnel; determination of setting; appeal; placement during appeals; protections for children not determined eligible for special education and related services; referral to and action by law enforcement and judicial authorities; change of placement because of disciplinary removals; and state enforcement mechanisms).

(30) 34 CFR 300.610—300.625 (relating to confidentiality; definitions; notice to parents; access rights; record of access; records on more than one child; list of types and locations of information; fees; amendment of records at parent request; opportunity for a hearing; result of hearing; hearing procedures; consent; safeguards; destruction of information; and children’s rights).

(c) The requirements of 34 CFR Part 104 are incorporated by reference as follows:

1. 104.3(f), (h)—(j), (k)(2) and (1) (relating to definitions).
2. 104.4—104.8, regarding discrimination prohibited; assurances required; remedial action; designation of responsible employee; and notice.
3. 104.10 (relating to effect of state or local law or other requirements and effect of employment opportunities).
4. 104.11 and 104.12 (relating to discrimination prohibited; and reasonable accommodation).
5. 104.21—104.37, regarding accessibility.

§ 711.4. Supervision
Reach will provide general supervision of special education services and programs to ensure compliance with § 711.3 (relating to incorporation of Federal regulations). Reach will comply with IDEA in accordance with the policies and procedures in the Department’s IDEA grant application under 34 CFR 300.100 (relating to eligibility for assistance) and as approved by the United States Department of Education. Reach will:

1. Comply with the Department’s compliance monitoring requirements.
2. Provide the information requested by the Department.
3. Complete the corrective action required by the Department.

§ 711.5. Personnel
Reach will ensure the following appropriate certifications are required:

- Persons who provide special education or related services to children with disabilities at Reach will have appropriate certification, notwithstanding section 1724-A of the act (24 P. S. § 17-1724-A).
Educational Interpreters

An educational interpreter is an individual who provides students who are deaf or hard of hearing with interpreting or transliterating services in an educational setting. To serve as an educational interpreter at Reach, consistent with the Sign Language Interpreter/Transliterator State Registration Act (63 P. S. §§ 1725.1—1725.12), an individual will meet the following qualifications:

- Achieve and provide evidence of a score of 3.5 on the Educational Interpreter Performance Assessment (EIPA) for the appropriate grade level to which the person has been assigned.
- Be a qualified sign language interpreter or qualified transliterator under the Sign Language Interpreter or Transliterator State Registration Act and its implementing regulations.
- Provide evidence of a minimum of 20 hours of staff development activities relating to interpreting or transliterating services annually.

(c) Review of EIPA score. The Department, in consultation with the State Board of Education will review the EIPA score requirement every two years.

Paraprofessionals

(1) An instructional paraprofessional employed by Reach will be a school employee who works under the direction of a certificated staff member to support and assist in providing instructional programs and services to students with disabilities. This support and assistance includes one-on-one or group review of material taught by certificated staff, classroom management and implementation of positive behavior support plans. Services may be provided in a special education class, regular education class or other instructional setting as provided in the student’s IEP. Special education instructional paraprofessionals will meet one of the following qualifications:

- Have completed at least 2 years of postsecondary study.
- Possess an associate degree or higher.
- Meet a rigorous standard of quality as demonstrated through a State or local assessment.

(2) Nothing in subsection (a) should be construed to supersede the terms of a collective bargaining agreement in effect on July 1, 2008.

(3) Each school year, instructional paraprofessionals will provide evidence of 20 hours of staff development activities related to their assignment.

(4) A personal care assistant provides one-to-one support and assistance to a student, including support and assistance in the use of medical equipment (for example, augmentative communication devices; activities of daily living; and monitoring health and behavior). A personal care assistant may provide support to more than one student, but not at the same time. Personal care assistants will provide evidence of 20 hours of staff development activities related to their assignment each school year. The 20 hours of training may include training required by the school-based access program.
§ 711.6. Annual Report

Data Collection and Reporting for Special Education

Reach will follow the Pennsylvania Information Management System (PIMS) requirements and specifications and comply with Special Education Data Collection protocol. Templates will be submitted in the Special Education Domain as students enrolled in charter schools are reported by the charter school. The December Special Education Submission (Student template and special education snapshot) will include all special education students with a valid IEP as of 12/1 of the school year. The July Special Education submission (Student template and special education snapshot) will include all students that received special education services from July 1 through June 30 who exited at any time during the current school year.

The annual report required under section 1728-A(b) of the act (24 P. S. § 17-1728-A(b)) will include:

- The number of children with disabilities in special education.
- The services, programs, and resources being implemented by Reach.
- The services and programs utilized by Reach through contracting with another public agency, other organizations or individuals.
- The services and programs utilized by Reach through the assistance of an intermediate unit as prescribed under sections 1725-A(a)(4) and 1744-A(3) of the act (24 P. S. §§ 17-1725-A(a)(4) and 1744-A(3)).
- Staff training in special education utilized by Reach through the PDE’s training and technical assistance network and intermediate unit.

The annual report must include an assurance that Reach is in compliance with Federal laws and regulations governing children with disabilities and the requirements of this chapter.

The annual report must include the age and type of exceptionality for each enrolled child with a disability; the level of intervention provided to each child with a disability; certification of staff providing services to each child with a disability; and programs and services available to children with a disability.

§ 711.7. Enrollment

Reach will have an open enrollment policy: any eligible public school student in the Commonwealth of Pennsylvania can attend. The school will not discriminate in its admissions policies or practices on the basis of geography, intellectual or athletic ability, measures of achievement or aptitude, status as a student with a disability, test scores, disabilities, etc.

Reach will not deny enrollment or otherwise discriminate in its admission policies or practices on the basis of a child’s disability or the child’s need for special education or supplementary aids or services.

Reach will not discriminate in its admission policies or practices on the basis of intellectual ability. Admission criteria may not include measures of achievement or aptitude.
§ 711.8. Education Records

Confidentiality-The Family Educational Rights and Privacy Act (FERPA)

Reach recognizes the need to protect the confidentiality of personally identifiable information in the education records of children. Reach is prepared to ensure the privacy rights of eligible children in the collection, maintenance, release, and destruction of records. Reach will follow the provisions of the Regulations of the State Board of Education on Pupil Records (PA Code 22, Ch.12), the Family Educational Rights and Privacy Act of 1974 (FERPA), the Confidentiality Section of IDEA, and the Confidentiality Section of Pennsylvania Special Education Regulations and Standards.

Requests to View Files

A parent/guardian has the right to review the files of their child. The parent may also request and receive the following:

- An explanation of information in the student’s education records.
- A copy of all or part of the student’s education record (the cost of which will not exceed the costs of duplication).
- A list of the types and location of the student’s education record collected, maintained, or utilized by the LEA.

Student Access Rights

When a student is 18 years of age or attending a postsecondary education institution, the right accorded to and consent required of a student’s parent/guardian by law will only be accorded to and required of the student.

Parent Access Rights

Surrogate Parent

As part of the IEP process, Reach recognizes a qualified adult must participate as the “parent” (34 CFR 300.30) for the student. A surrogate parent is someone who acts on the child’s behalf in matters relating to the identification, evaluation, educational placement, and provision of FAPE to the child. A surrogate will be appointed and trained on how to participate and make decisions on the child’s behalf in the following situations: a biological, adoptive, foster, parent, or guardian are not available; a grandparent or step parent with whom the child lives or a person who is legally responsible for the child is not available; the child is an unaccompanied homeless youth.

Reach has a method in place to secure a surrogate when needed. When it is determined that a student is in need of a surrogate parent, the surrogate will be appointed within 30 calendar days. Reach will maintain a pool of trained parent surrogates and may collaborate with Intermediate Units (IUs) when additional surrogates are needed.

Reach will not allow the following persons to be appointed as a surrogate parent: employees of an agency already involved in the care or education of the student; school employees; persons with a potential conflict of interest.
A parent/guardian, eligible student, or designated representative will have access to the student’s education records within 45 days of receipt of written request in order to inspect, review or copy education records. A parent/guardian also has the right to request and receive the following:

- An explanation of information in the student’s education records.
- A copy of all or part of the student’s education record. If copies are to be released to anyone other than the parent/guardian, the Consent to Release Information form must be completed by the parent/guardian.
- A list of the types and location of the student’s education record collected, maintained, or utilized by the LEA.

Accessing Records

Reach will maintain a record indicating the names of those persons who have obtained access, the date of access, and the purpose of access. Administrators, teachers, instructional aides and the administrative assistant are authorized to have access to personally identifiable information.

The parent/guardian has the right to inspect the access record of their child’s records.

Maintenance Records

The Director of Special Education will be responsible for ensuring that the education records, confidentiality rules, and education records policy for eligible children are enforced and administered. This official will:

- Annually notify parents/guardians and eligible students of this policy, its procedures, and their rights. The notification will be in their primary language unless it is not feasible to do so.
- Develop system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, release and destruction.
- Be responsible for ensuring that all Reach faculty and subcontracted agency employees, who collect or use personally identifiable information, receive in-service training regarding the implementation of this policy. In-servicing will consist of providing, at the least, yearly presentation of the information to staff and subcontractors.

Third Party Access to Student Information

FERPA provisions allow the school to disclose certain student information to third parties, such as other schools, without the prior written consent of the parent/legal guardian or Eligible Student. This occurs in two situations: Directory Information and situations in which FERPA permits the school to release educational records without consent. All other disclosure of student information to third parties requires the written consent of the Caretaker or Eligible Student.

Release of Educational Records without Consent: Directory Information

The school may release Directory Information (defined by Reach as student name, student WebMail address, state of residence, student telephone number, and student grade level) to third parties as permitted by FERPA.
If the Caretaker or Eligible Student does **not** wish to have Directory Information released to third parties, s/he may prevent the release of this information by indicating so in the FERPA Directory Information section of the Student Information Form. If families do not make a selection, then the school may, without additional permission, disclose the Directory Information to third parties as permitted by FERPA.

**Release of Educational records without Consent: Legitimate Educational Interest**

Reach may provide a student’s educational records to third parties in certain situations listed under FERPA. Examples include the transfer of educational records to the student’s new school upon request from the new school, and the provision of educational records to school officials who possess a ‘legitimate educational interest’ in the student’s records, and the provision of educational records to contracted parties providing special education related services.

**Release of Student Records with Consent**

With the exception of that information which FERPA and/or applicable state law or court order allows the school to release without consent, as noted above, Reach will obtain written consent from the Caretaker or Eligible Student prior to releasing any educational record or personally identifiable information to any third party. Consent to release this information must be made in writing, be signed by the Caretaker or Eligible Student, and include the following information:

- A specific description of the information or record(s) to be released.
- The party or agency to which the information will be released and their address.
- The signature of the requestor, and the date of the request.

When the educational records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school or cyber charter school, the public agency, private school, approved private school or private agency from which the child transferred will forward all of the child’s educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in Reach.

When the educational records for a child with a disability are transferred to a public agency, private school, approved private school or private agency from Reach, the school will forward the child’s educational records, including the most recent IEP, within 10 school days after Reach is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

Reach will maintain educational records for children with disabilities consistent with the regulations for FERPA (20 U.S.C.A. § § 1221 note and 1232g) in 34 CFR Part 99 (relating to family educational rights and privacy).

**§ 711.9. Payments**

As a public school, Reach will comply with 22 PA. Code Chapter 711-Charter School and Cyber Charter School Services and Programs for Children with Disabilities and with the Individuals with Disabilities Education Improvement Act (IDEA), 20 U.S.C.A.§§ 1400 et.seq. and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). Reach will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, and planning educational
programs, and implementing placements in accordance with those Acts. Reach is prepared to serve as a Local Education Agency (LEA).

The child’s school district of residence will provide the special education payments required by section 1725-A(a)(3) of the act (24 P. S. § 17-1725-A(a)(3)) to Reach either when:

1. A child with an IEP begins attending Reach.
2. Reach has identified an enrolled child as a child with a disability under IDEA, has developed an IEP for the child and notifies the district of residence of the identification.

When a child for whom Reach received the special education payment required under section 1725-A(a)(3) of the act enrolls in another public agency, private school or private agency, Reach will immediately inform the child’s school district of residence that its payment responsibilities under section 1725-A(a)(3) of the act have ceased.

§ 711.10. Complaint Procedure

Procedural Safeguards Notice

Parents of children who receive or who may be eligible for special education services have rights under the IDEA. The Procedural Safeguards Notice provides a detailed explanation of those rights. Reach Cyber Charter School will give parents a copy of the Procedural Safeguards Notice and the explanatory Procedural Safeguards Letter at least once each school year. Parents can also obtain a copy of the Procedural Safeguards Notice from Reach Cyber Charter School at any time. An additional document is available to help parents to better understand the Notice document, The Parents’ Rights: Understanding the Procedural Safeguards Notice provides a summary of those rights. Parents will also receive the Parents’ Rights documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Reach Cyber Charter School will establish a complaint procedure consistent with 34 CFR 300.151—300.153 (relating to adoption of State complaint procedures; minimum State complaint procedures; and filing a complaint) and disseminate notice of that procedure.

IDENTIFICATION AND EVALUATION

§ 711.21. Child Find

Identifying Students and Child Find

As a cyber school in Pennsylvania, Reach is bound by the Child Find requirements of Chapter 711 of the Pennsylvania School Code, “Charter School and Cyber Charter School Services and Programs for Children with Disabilities,” as well as the requirements of the Individuals with Disabilities Education Improvement Act (IDEA 2004), Section 504 of the Rehabilitation Act of 1973, and the Family Educational Rights and Privacy Act (FERPA). Reach’s Director of Special Education will serve as the Child Find Coordinator and provide Child Find information to school staff, parents, and state and local organizations and agencies. These efforts will include compliance with the special education referral process, providing professional development to Reach staff and Student Support Team (SST), participating in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) process, including universal screening procedures, creating and maintaining written policies, and procedures related to Child Find, and involvement in public awareness activities related to Child Find of implementation of students enrolled in Reach.
School Professional Development Related to Child Find

The Director of Special Education and Student Support Team leader will provide the entire Reach staff with Child Find training and compliance progress updates. At the start of the school year, the staff will be provided information on documenting information received by parents regarding special education evaluation requests, including timelines and the importance of timeliness in responding and alerting the Reach special education team. Subsequent professional development for school staff will include how to interpret universal screening results, intervention processes and results, as well as measures of compliance with Pennsylvania Special Education Evaluation Timelines.

Written Policies and Public Awareness Related to Child Find

Reach's statement about Child Find will be accessible to the general public can be located on the general school public website as well as through banner messages on Caretaker homepages within Connexus. In addition, all families enrolled in Reach will receive Child Find information within the school newsletter, published on a semester basis. A link to the Pennsylvania Parent Guide to Special Education for School-Age Children will also be provided in all locations. To enable the Commonwealth to meet its obligations under 34 CFR 300.111 (relating to child find), Reach will establish written policies and procedures to ensure that all children with disabilities who are enrolled in Reach, and who are in need of special education and related services, are identified, located and evaluated. Reach’s written policy will include:

1. Public awareness activities sufficient to inform parents of children applying to or enrolled in the charter school or cyber charter school of available special education services and programs and how to request those services and programs. Written information will be published in the Reach handbook and website.

2. Systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Reach.

§ 711.22. Reevaluation

Reevaluation

Reach will remain in full compliance with regulations requiring triennial special education reevaluations to determine continued eligibility and need for special education services. Prior to conducting the reevaluation, the Reach IEP Team will meet to discuss the need for reevaluation, review existing data, and determine additional data needed to best meet the needs of the student. The review of existing data will be documented in the Reevaluation Report (RR) form. If the team agrees that a reevaluation is needed, the school will then issue a Permission to Reevaluate-Consent (PTR-Consent) form to obtain signed parental consent for reevaluation. Reach will not proceed with the reevaluation without parental consent and will make every attempt to receive consent.

Reach will complete all reevaluations within the 60 days of the receipt of signed parental consent, as required by Pennsylvania statute. Reevaluations will be conducted by a qualified examiner at a location proximate to the child. All evaluations conducted by Reach will take a child’s English Language ability and disability into consideration. Once the evaluation is complete, Reach will provide parents with a copy of the report. A multidisciplinary team will then review the report to determine continued eligibility. Once a child is found to continue to need special education services, and the RR form is completed and provided to parents, an IEP team meeting is scheduled to develop the IEP.
If the team, including the parent, agrees that reevaluation is not necessary, the school provides the Agreement to Waive Reevaluation form to the parents, with reasons the reevaluation was waived. Parents must sign this form as an agreement to waive the evaluation. If parents disagree, the reevaluation must proceed. If at any time, the parent or school believes they need an assessment to benefit the child, the team can convene to discuss conducting a reevaluation. The only exception to the three-year reevaluation requirement involves students that have been identified as intellectually disabled, who must be reevaluated every two years.

If at any time, a parent believes that Reach’s evaluation was not conducted properly, the parent has the right to request an Independent Education Evaluation (IEE). Reach will provide the IEE by an approved evaluator to the parent at Reach's expense. The IEE results will be taken into consideration when considering eligibility for special education.

**Students who Enroll in Reach with an IEP**

During enrollment families will be asked if their child has an IEP or 504 plan. Parents may provide a copy of the documents or Reach will obtain the documents. Reach will conduct IEP meetings within 30 days of enrollment for all new students to adopt the IEP, amend the IEP, or conduct an annual review. In addition to being active participants in the IEP team meetings, parents will be provided with Prior Written Notice detailing the decisions of the IEP team.

The parent or teacher of a child with a disability has the right under 34 CFR Part 300.303(b) (relating to reevaluations) to request a reevaluation annually. More frequent reevaluations may only occur if the parent and Reach agree. In addition to the requirements incorporated by reference in 34 CFR 300.303 (relating to reevaluation), reevaluation time line will be 60 calendar days, except that the calendar days from the day after the last day of the spring school term up to and including the day before the first day of the subsequent fall school term will not be counted. Reach will reevaluate students with disabilities at least once every three years. Children with disabilities who are identified as mentally retarded will be reevaluated at least once every two years.

**§ 711.23. Screening**

**Participation in the Multi-Tiered Systems of Support/Response to Intervention and Instruction (MTSS/RtII) Team**

Special education will be represented on Reach’s MTSS/RtII process, providing guidance to the team on specific instructional and behavioral approaches for students. The special education team member will ensure that students are referred for special education in a timely manner, engaging parents in the process. As a member of the team, the special educator will verify that the struggling student has received appropriate instruction and that the student’s difficulties are not related to Limited English Proficiency. Data related to academic achievement, behavior concerns, intervention results, and academic progress will also be reviewed.

**Universal Screening**

Reach will administer universal screening instruments including the LEAP and DIBELS assessments to identify students in need of instructional interventions and, potentially, special education evaluation.
**Pre-referral/Referral/Initial Evaluation**

Students may be referred for special education evaluation by their parents, teacher, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review struggling students. The SST will consult with the parents and address struggling students' needs through the MTSS/RtII process. With parental consent, the teacher will implement and document interventions and the student's response to interventions. The students' response to MTSS/RtII efforts are used as one data metric in the determination of special education eligibility. These interventions will not be used to delay or deny a parent-requested special education evaluation.

Reach will establish a system of screening which may include prereferral intervention services to accomplish the following:

1. Identification and provision of initial screening for students prior to referral for a special education evaluation, including those services outlined in subsection (c).
2. Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum.
3. Identification of students who may need special education services and programs.

The screening process must include:

1. Hearing and vision screening in accordance with section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.
2. Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Reach will develop a program of prereferral intervention services. In the case of Reach meeting the criteria in 34 CFR 300.646(b)(2) (relating to disproportionality), as established by the PDE, the services are required and include:

1. A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
2. For students with academic concerns, an assessment of the student’s performance in relation to State-approved grade level standards.
3. For students with behavioral concerns, a systematic observation of the student’s behavior in the school environment where the student is displaying difficulty.
4. A research-based intervention to increase the student’s rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
5. Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
6. A determination as to whether the student’s assessed difficulties are the result of a lack of instruction or limited English proficiency.
(7) A determination as to whether the student’s needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.

(8) Documentation that information about the student’s progress as identified in paragraph (5) was periodically provided to the student’s parents.

(9) Screening or prereferral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or prereferral intervention activities.

§ 711.24. Evaluation

Initial Evaluation

Students may be referred for special education evaluation by their parents, teacher, or the SST. The SST, consisting of general education teachers, intervention specialists, and school administrators will regularly review struggling students. When a parent requests a special education evaluation, the process occurs concurrently with the MTSS/RtII process if the student is in need of academic intervention. Reach will respond to the parent within 10 days with the Permission to Evaluate-Request (PTE-Request) form and send Permission to Evaluate-Consent (PTE-Consent) form to gain the parent’s permission to evaluate. This form outlines the reason for the special education evaluation referral and lists the assessments that will be used. Parental input and any outside evaluations will also be collected during the evaluation process. Parental rights will also be provided during this process by providing the parents with Parents’ Rights: Understanding the Procedural Safeguards Notice, the Procedural Safeguards Notice and the explanatory Procedural Safeguards Letter.

The special education evaluation will be coordinated with the parent and an evaluator in close proximity to the student and completed within 60 days of Reach’s receipt of signed PTE-Consent form. Once the evaluation is complete, the parents will join an interdisciplinary team meeting to review the assessment results and determine the student’s eligibility for special education, completing an Evaluation Report (ER). If the student is found eligible for special education, Reach will convene the IEP meeting within 30 days after the completion of an Evaluation Report (ER).

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations must take into account the child’s English language skills and ethnic background to ensure that the testing and evaluation will not be unfair for children of any race or culture. Tests must be given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible. Evaluations also must take into account the child’s disability to make certain the test measures what it is supposed to measure. For example, a child with a severe visual impairment should be provided with appropriately-sized testing materials to accommodate for his disability.

The group of qualified professionals, which reviews the evaluation materials to determine whether the child is a child with a disability under 34 CFR 300.306 (relating to determination of eligibility), will include a certified school psychologist when evaluating a child for autism, emotional disturbance, mental retardation, multiple disabilities, other health impairments, specific learning disability or traumatic brain injury. In addition to the requirements incorporated by reference in 34 CFR 300.301 (relating to initial evaluations), the initial evaluation will be completed and a copy of the evaluation report presented to the parents no later than 60 calendar days after the agency receives written parental consent for evaluation, except that the calendar days from the day of the last day of the spring school term up to
and including the day before the first day of the subsequent fall school term will not be counted. Parents may request an evaluation at any time, and the request must be in writing. Reach will make the permission to evaluate form readily available for that purpose. If a request is made orally to any professional employee or administrator of Reach, that individual will provide a copy of the permission to evaluate form to the parents within 10 calendar days of the oral request. Copies of the evaluation report will be disseminated to the parents at least 10 school days prior to the meeting of the IEP team unless this requirement is waived by a parent in writing.

**Disproportionality**

Reach will collect and examine data regularly to ensure disproportionality is not evident in the areas of identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices will be implemented to ensure students are found eligible for special education services without unjust bias:

- Evaluations will be administered by trained and licensed personnel
- More than one single measure or assessment will be used to determine a disability
- Evaluations that are not discriminatory or racially/culturally biased
- Evaluations will take into consideration the child’s English language skills, including ethnic background
- Evaluations will be administered in the child’s native language, or mode of communication

If there is any evidence of disproportionality, the school will review, and revise if needed, all procedures and policies that may be contributing.

**§ 711.25. Criteria for the Determination of Specific Learning Disabilities**

Following are State-level criteria for determining the existence of a specific learning disability. Reach will develop procedures for the determination of specific learning disabilities that conform to criteria in this section. These procedures will be included in the school’s charter application and annual report. To determine that a child has a specific learning disability, Reach will:

(1) Address whether the child does not achieve adequately for the child’s age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child’s age or State-approved grade-level standards:

   a. Oral expression.
   b. Listening comprehension.
   c. Written expression.
   d. Basic reading skill.
   e. Reading fluency skills.
   f. Reading comprehension.
   g. Mathematics calculation.
   h. Mathematics problem solving.
Use one of the following procedures:

a. A process based on the child’s response to scientific, research-based intervention, which includes documentation that:
   i. The student received high quality instruction in the general education setting.
   ii. Research-based interventions were provided to the student.
   iii. Student progress was regularly monitored.

b. A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

Have determined that its findings under this section are not primarily the result of any of the following:

a. A visual, hearing or orthopedic disability.
b. Mental retardation.
c. Emotional disturbance.
d. Cultural factors.
e. Environmental or economic disadvantage.
f. Limited English proficiency.

Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

a. Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

b. Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

IEP

§ 711.41. IEP

IEP Team Process

Once the evaluation team has determined a child has a disability and requires special education and related services, an IEP is developed within 30 days of the eligibility determination. From that point on, the IEP will be reviewed yearly unless a meeting prior to the annual due date is necessary. The annual IEP will be implemented within 10 school days of the IEP meeting. Special Education reevaluations will be conducted every three years or more frequently if needed. An IEP meeting takes place within 30 days of the completion of the reevaluation report. The report will be provided to the parent at least ten days prior to the reevaluation IEP meeting. If a student has an intellectual disability, the reevaluation will take place every two years or more frequently if needed. If a student comes from out of state, and the disability is not recognized in the state of Pennsylvania, the school will still provide FAPE and comparable
services while offering to conduct a new evaluation. The IEP team will include all required members including the parents, a minimum of one general education teacher, a minimum of one special education teacher, any related service providers, a designated school representative knowledgeable about the special education programs, curriculum and resources (LEA), the student if turning 14 years or older during the duration of the annual IEP (or if the parent wants the student to participate prior to age 14), a qualified person that can interpret the evaluation findings, and lastly, anyone else the parent would like present at the meeting that is familiar with the child and their education. Parents are IEP team members and Reach will take all steps needed to ensure that one or both of the parents are present at each IEP team.

The IEP developed will address any new evaluation reports, student strengths, parent input, both present level academic and functional performance, measurable yearly goals (and objectives if the student is alternatively assessed), how the disability affects progress in the general education curriculum, services and programs with dates (including transportation needs), progress reporting (at least quarterly during the school year) and how the progress will be evaluated, participation in general education classes (and other activities) with children without disabilities, accommodations (including supplementary aids and services), and participation in Pennsylvania statewide testing. The IEP team will also examine behaviors, including how they may interfere with learning (or that of peers) and if a behavioral management plan should be created. The team will take into account if the student has limited English proficiency, communication and assistive technology (AT) needs, as well as if eligibility for Extended School Year (ESY) services. If the student is transition age (14 years or older), transition assessments, annual goals, activities, and courses of study will be developed to support postsecondary goals.

**IEP Progress Reporting**

Student progress on annual goals and objectives will be monitored regularly using a variety of tools. The data will be summarized and provided to the parents quarterly throughout the school year, unless the IEP team agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum based assessments, tests, portfolios or fluency probes. Data may also be accumulated during small group or one on one instruction. Teachers will chart the data collected and analyze the data points weekly to ensure the student is on track to meet the goal by the annual IEP due date. If the student is not making expected progress on the annual goals or objectives, instructional adjustments will be made accordingly in an effort to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored and a summary included in the quarterly report provided to parents.

**Assistive Technology**

Reach will provide students with Assistive Technology as defined by IDEA 2004, any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve the functional capabilities of a child with a disability. Consistent with Pennsylvania Chapter 711, IEP teams will consider assistive technology needs for every student with an IEP. Students attending schools supported by Connections have ready access to closed captioning and American Sign Language interpreting. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative key boards and mice, and other AT as specified in the students’ IEP.
**Transition**

Students turning age 14 or older (or younger if appropriate) during the duration of the annual IEP will have a transition plan developed by the IEP team. The transition plan will prepare the student to move from school to post-school activities including post-secondary education, vocational education or adult education independent or supported employment and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the IEP meeting. The transition plan developed will include the following: Present Level of Academic Achievement and Functional Performance, Courses of Study and Transition Activities, agency linkages, measurable annual goals/objectives, and services that the student needs to reach the goals listed in the transition plan.

The following steps will occur to engage students in the transition process:

- The IEP Team Meeting Invitation will be addressed to the student.
- The Present Level of Academic Achievement and Functional Performance will include formal and/or informal transition assessments. The assessments will be both age-appropriate and student-focused to determine the students’ strengths, needs, goals and interests. The assessments selected may include, but are not limited to, the Casey Life Skills assessment, the Myers Briggs, Keys2Work, and/or PACareerzone.org.
- Courses of Study will be addressed by the IEP team to ensure the student is taking courses and making sufficient progress to meet their post-secondary goals by the time the student graduates or transitions to adult services.
- Transition activities will be tied to transition goals. Depending on the student’s post-secondary goals, activities may include college visitations and participation in state-wide Career Days. A vast number of agencies are available to support a student’s transition plan and activities throughout the Commonwealth.
- Goals and objectives will be developed as an IEP team and areas of focus will include education, employment, and independent living. Goals will be developed based on the transition assessment results.
- A transition specialist will monitor and support student internships and job shadow opportunities across the state by collaborating with local businesses, colleges and universities, and the PA Office of Vocational Rehabilitation (OVR). These opportunities will be based on the student’s interests and transition plan. Monitoring will include observing the student in the vocational setting, providing ongoing and frequent feedback and support and, when needed, modeling skills.

For students who are graduating or reaching maximum age, a Summary of Performance (SOP) document will be created to ensure the student has personal summary information that includes all of the student’s abilities and limitations summarized, recommendations for continued supports for a successful transition, and input from both the student and individuals supporting the student.

**Interagency Collaboration**

Reach will work with students’ resident districts and intermediate units to benefit enrolled students with IEPs. Interagency collaboration is a critical element of Reach’s continuum of special education services. This collaboration will be necessary when considering related services, mental health and welfare support, postsecondary transition planning, bridging to adult services, and placement.
considerations. This system will not replace the Reach's responsibilities to serve enrolled students with IEPs; rather, this intensive interagency collaboration is designed to provide additional placement considerations to students’ IEP teams when students need full-time support. Reach will contract with resident districts and intermediate units to establish these relationships. The interagency coordinator, a member of the Reach special education team, will serve as a resource for families and as the liaison between Reach and local districts and intermediate units.

**Related Services**

Cyber schools offer a vast range of options for the delivery of related services. Reach will contract with Connections to support the delivery of related services. Related services provided to students will include, but are not limited to:

- Speech-language services
- Occupational therapy
- Counseling services
- Social work services
- Behavior therapy
- Special transportation
- Physical therapy
- Audiology services
- Social Skills
- Autism support
- Parent training
- Orientation and mobility
- Closed-captioning
- American Sign Language

Related services will be equally accessible to all students in the Commonwealth. It is anticipated that most students receiving related services will receive a combination of speech-language services, occupational therapy services and counseling services. As determined by the IEP team the student may receive these services in a cyber-setting and/or face to face. Students attending cyber schools in Pennsylvania have been receiving services in both settings for many years. When the IEP team determines that the services will be provided face to face, the services are provided at a mutually convenient location for both the family and the provider. Options for locations include: the student’s home, the therapists business location, libraries, community centers, etc. For services provided outside of the home, special transportation will be provided or the parent may choose to receive mileage reimbursement from Reach for transporting their child. Reach provides related services by engaging IU5s, private businesses, agencies, hospitals, adult service providers, etc. For each provider serving enrolled students, Reach maintains copies of licensure and certification, background checks, etc. consistent with Pennsylvania law.
**Least Restrictive Environment (LRE)**

Reach provides special education and related services within the LRE for all students. This includes taking into consideration supplementary aids and services, accommodations, and ESY while ensuring the student is educated with nondisabled peers, to the maximum extent possible, and making expected gains on IEP goals. The Director of Special Education works closely with the general education teachers to ensure that every student receives accommodations, modifications, and all needed services to access and progress in the general education curriculum. Assistive technology may include collaboration with PaTTAN AT consultants and Intermediate Unit (IU) staff, collaboration with Connections Education AT support staff, access to PaTTAN’s short term AT loan library and AIM Center (Accessible Instructional Materials), closed captioning, speech to text, and text to speech. ESY will be considered by the IEP team, at each IEP meeting, determining if potential regression over school interruptions or other relevant factors may interfere with the student’s access to FAPE.

**Continuum of Services and Placement**

Reach will have a continuum of special education and alternative placements available to ensure FAPE is being provided in the LRE.

- Consultative support for the general education teachers to provide modifications and accommodations to the general education curriculum
- Itinerant, supplementary or full-time special education support will be provided via the telephone, Internet, LiveLesson sessions, as well as in person depending on the needs of the student
- Direct related service support (for example: speech-language, occupational, or physical therapy, psychological counseling,) provided face-to-face, via computer, in homes, community sites, and therapist offices
- Related services will include: parent training, autism support, parent groups, student support groups, and itinerant hearing or vision support consistent with the student’s IEP
- Ongoing progress monitoring for every student: including frequent and thorough review of student performance, attendance or non-attendance, and participation data as reported to the student, parent and teacher through their respective home pages
- Carefully logging every conversation (phone, WebMail message, LiveLesson session student attendance or non-attendance) and consultation with the student and/or parent as well as general education teachers
- Specific tracking and reporting for providers of direct/related services, with close scrutiny by the special education staff of any missed appointments or incomplete services
- Intermediate Unit classrooms
- Private placements

**Program for Alternatively Assessed Students**

Reach will provide a comprehensive program for students qualified to take Pennsylvania’s alternative state assessment, PASA. To the greatest extent possible, these students will be included with their same age classmates so they may enjoy age-appropriate communication and socialization. Students participating in the alternative curriculum program may or may not have classes with their general
education peers. For example, some alternative curriculum students will participate in only alternative courses, while others may participate in electives with their general education peers, in addition to their alternative core coursework. The Least Restrictive Environment will differ for these two groups of students and is determined by each student’s IEP team. The Alternative Education Program includes specially designed instruction to address each student’s IEP goals as well as alternative curriculum resources. Connections will provide support for teachers and special education leaders related to data analysis and related service provision for these students.

**Alternative Curriculum Resources**

**Compass Learning Odyssey** is a third-party web-based curriculum that uses interactive lessons to engage students in instruction. Alternatively assessed students will be assigned courses within the Compass Learning Odyssey at their instructional level and also receive exposure to grade level standards. Compass Learning Odyssey lessons are Common Core State Standards aligned.

**Unique Learning System** is an online, dynamic, standards-based curriculum specifically designed for students with special needs. Reach special education teachers will download monthly instructional thematic units of study. Themes center on Science and Social Studies topics. Each unit contains 30 special education lesson plans and downloadable materials that teachers can readily implement into special education classroom learning activities. All materials are created using SymbolStix graphics. Each lesson plan defines three levels of differentiated tasks to accommodate the diversity of learners with significant disabilities. Lesson plans are organized by chronological grade band; the high school level grade band lesson plans include postsecondary transition activities.

Reach special education teachers will be supported by Connections staff with the delivery of the alternative curriculum. This support will assist teachers in data analysis of student progress through the alternative curriculum as well as planning direct special education services to best meet students’ needs. Reach special educators will also work closely with parents and Learning Coaches to design the best learning environment for alternatively-assessed students and coordinate any related services provided virtually or in the community.

**Independent Living and Life Skills**

As part of Reach’s postsecondary transition planning and alternative curriculum program, Reach will implement independent living and life skills programming for students with IEPs. Designed to provide life skills support, this program will provide the instruction necessary for students to function independently as adults to the fullest extent possible. Independent living and life skills will be addressed in students’ IEPs with appropriate transition activities and goals clearly determined and outlined after conducting thorough transition interviews and assessments with the students and their families. All goals and associated activities will be directly aligned with students’ present levels. Activities may range from self-care to money management to community navigation. Frequent, regular progress monitoring and documentation of goal progress is an integral part of Reach’s life skills and independent living programming. As appropriate, the team may determine that intensive interagency collaboration is needed to best meet the independent living and life skills goals.

Reach will hold annual reviews of the IEP, including reviewing student progress within the existing IEP, reevaluating whether the student is benefitting from the program, creating new IEP goals. If the student is not benefitting from the program, a new IEP will be developed and changes will be recommended regarding the student’s placement.
§ 711.42. Transportation

For services provided outside of the home, special transportation will be provided or the parent may choose to receive mileage reimbursement from Reach for transporting their child.

Students are not required to attend a specific facility to receive their educational services. The act does not require that a student’s school district of residence provide transportation for Reach students. If transportation is required as a related service in the IEP of the student with disabilities, Reach will provide the required transportation. This chapter does not prohibit Reach and a school district from entering into agreements regarding the provision of transportation as a related service or accommodation to children with disabilities eligible under IDEA, or students eligible under Section 504.

§ 711.43. Educational Placement

Alternative placements will be considered when the virtual environment, including the use of supplementary aids and services, accommodations, and ESY are no longer meeting the needs of the student. Alternative placements include special classes, special schools, approved private placements and home and hospital instruction. Connections has prior experience supporting cyber schools in facilitating placements in both IU schools and in private placements. Resources to support alternative placement options may include collaboration with the student’s resident school district, IUs, and approved private schools (APS Directory 2015, Approved Private Schools, School Districts, PA IUs). Once an alternative placement is agreed upon by the team, a Prior Written Notice (PWN) and Procedural Safeguards will be issued to document the team decision. When the IEP team at a charter school or cyber charter school places a child in another public agency, private school or private agency, and the parents choose to keep their child enrolled in the charter school or cyber charter school, the charter school or cyber charter school is obligated to pay for that placement.

§ 711.44. Extended School Year (ESY)

ESY will be considered by the IEP team, at each IEP meeting, determining if potential regression over school interruptions or other relevant factors may interfere with the student’s access to FAPE. In addition to the requirements incorporated by reference in 34 CFR 300.106 (relating to extended school year services), Reach will use the following standards for determining whether a student with disabilities requires ESY as part of the student’s program:

1. At each IEP meeting for a student with disabilities, Reach will determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.

2. In considering whether a student is eligible for ESY services, the IEP team will consider the following factors, however, no single factor will be considered determinative:
   - Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
   - Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
Whether the student’s difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.

The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.

The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.

The extent to which successive interruptions in educational programming result in a student’s withdrawal from the learning process.

Whether the student’s disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.

Reliable sources of information regarding a student’s educational needs, propensity to progress, recoupment potential and year to year progress may include the following:

- Progress on goals in consecutive IEPs.
- Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
- Reports by parents of negative changes in adaptive behaviors or in other skill areas.
- Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
- Observations and opinions by educators, parents and others.
- Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

The need for ESY services will not be based on any of the following:

- The desire or need for day care or respite care services.
- The desire or need for a summer recreation program.
- The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a FAPE.

Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:

- Parents of students with severe disabilities will be notified by the charter school or cyber charter school of the annual review meeting to ensure their participation.
- An IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
- The notice of recommended educational placement (NOREP) will be issued to the parent no later than March 31 of the school year for students with severe disabilities.
If a student with a severe disability transfers into Reach after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.

Reach will consider the eligibility for ESY services of all students with disabilities at the IEP meeting. ESY determinations for students other than those described in subsection (d) are not subject to the time lines in subsection (d). However, these determinations will still be made in a timely manner. If the parents disagree with Reach’s recommendation on ESY, the parents will be afforded an expedited due process hearing.

§ 711.45. Access to Instructional Materials
National Instructional Materials Accessibility Standard (NIMAS)

Reach will ensure timely delivery of print instructional materials in accessible formats to blind or other enrolled students with print disabilities. Reach will work with Accessible Media Providers (AMPs), such as Bookshare, to provide eligible students files in the NIMAS standard. These files are based on the international DAISY (Digital Accessible Information System) standard, essentially the DAISY/NISO (National Information Standards Organization) Z39.86 2005 standard and is required by federal IDEA regulation. DAISY is an internationally recognized technical standard used to facilitate the creation of accessible content. These files are electronic documents created by textbook providers, submitted to AMPs, and then requested by public schools. These files will be provided to eligible students as part of its accessibility provision and assistive technology considerations of the students' IEP teams.

To ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities, Reach will adopt the National Instructional Materials Accessibility Standard (NIMAS). The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

Reach will, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, as defined in 2 U.S.C.A. § 135a regarding books and sound reproduction records for blind and other physically handicapped residents annual appropriations and purchases.

Reach will act in a timely manner in providing instructional materials under subsection (a) if they take all reasonable steps to ensure that children who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials. Reach will not withhold instructional materials from other students until instructional materials in accessible formats are available.

Receipt of a portion of the instructional materials in alternate accessible or specialized format will be considered receipt in a timely manner if the material received covers the chapters that are currently being taught in the student’s class.

If a child who is blind or other person with a print disability enrolls in school after the start of the school year, Reach will take all reasonable steps to ensure that the student has access to accessible format instructional materials within 10 school days from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.
Reach may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production of and delivery of accessible materials to children who are blind or other persons with print disabilities. The NIMAC refers to the central repository, established under section 674(e) of IDEA (20 U.S.C.A. § 1474(e)), which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

Reach coordinating with NIMAC will require textbook publishers to deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the Reach. Reach may on occasion choose not to coordinate with NIMAC may require that publishers deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the charter schools or cyber charter schools.

§ 711.46. Positive Behavior Support

Positive Behavior Interventions and Support

Reach believes that every student must be treated with respect and will implement an evidenced-based, data-driven, school wide program of positive behavioral supports to improve the academic and social outcomes of all students. This framework of positive behavior interventions and supports (PBIS) includes a variety of school wide as well as individual strategies focused on teaching and reinforcing positive school engagement and behaviors. Every student will receive positive reinforcement through frequent teacher feedback and interaction.

Components of Reach's PBIS program include all-staff professional development related to understanding students’ negative behaviors and their antecedents as well as how to use preventative measures to prevent them. When a student is in need of behavior interventions, the Reach Student Support Team will work with school staff, parents, Learning Coaches and the student to create positive behavior intervention plans based on data collected from interviews and observations of the student in the virtual classroom and the home, if necessary. Any prior or current behavior interventions plans will be reviewed in the process and adapted as necessary for the virtual environment. Data is analyzed and interventions are adapted as needed, based on that data, to determine how to modify environmental factors that may contribute to negative behaviors. Teachers and Learning Coaches will work together to support students’ efforts to control their own behaviors by teaching and reinforcing self-management and helping students to identify triggers that lead to negative behaviors.

Reach's PBIS framework will also include efforts related to dropout prevention. School general and special education staff will work collaboratively to monitor students at risk for dropout. These students will be targeted for additional intervention, IEPs may be updated, and families will be engaged. Of particular focus will be engagement with the Reach community, the local neighborhood, and opportunities for service learning. Reach will have staff members dedicated to facilitating service-learning, aligning efforts with students’ transition plans and postsecondary goals.

The family is a critical part of Reach's PBIS framework. As part of Reach's Learning Coach Instructional Support Initiatives, all parents and Learning Coaches will receive support and training on creating a positive learning environment to minimize negative behaviors and reinforcing positive behaviors. Reach's PBIS framework is a tiered system. Therefore, when tiered interventions have been attempted for a period of time, and data reveals that behaviors have not improved, upon
agreement of the parent, the student is referred to the Special Education Team for evaluation that may include a Functional Behavior Assessment and a Behavior Intervention Plan.

**Use of Seclusion or Restraint**

Reach does not have physical contact with students on a regular basis; however, it will maintain a Seclusion and Restraint plan to implement if necessary during occasions when staff has contact with students during field trips, state testing, or visits to the school offices. A copy of this plan will be available to students and their families in the school handbook.

Every effort will be made to avoid the need for the use of restraint or seclusion of a student. Physical seclusion or restraint will not be used except when used as a last resort and only when:

- the student's behavior poses imminent risk of injury to self or others; and,
- other less restrictive interventions are ineffective.

A student will never be secluded or physically restrained by a school employee who has not received extensive training by the school in the use of seclusion and restraint procedures. These strategies may be used in rare and clearly unavoidable emergency circumstances when fully trained school personnel are not immediately available. Untrained staff will request assistance from trained staff as soon as possible.

Physical restraint or seclusion of a student may only be used for a short period of time and will be ended as soon as the imminent risk of injury to self or others has dissipated, usually a matter of minutes. The use of any drug, medication, or other chemical to control behavior or restrict freedom of movement (except as authorized by a licensed physician or other qualified health care professional) is prohibited. An Reach employee will never give a student any drug or medication that is not a standard treatment or dosage, or both, for the student's medical or psychiatric condition unless otherwise prescribed by a physician.

Every instance in which seclusion or restraint is used will be carefully, continuously, and visually monitored to ensure the safety of the student, other students and school employees. Immediately after the imminent risk of injury to self or others has ended, the student should no longer be physically restrained or secluded and a school employee, not involved with the seclusion or restraint, will examine the student to ascertain if any injury has been sustained during the seclusion or restraint of the student.

After each incident a debriefing procedure is followed and the incident is documented. Reach will annually review this seclusion and restraint policy. Regular professional development and training on these procedures will be provided to school staff.

**When Seclusion and Restraint Procedures Will Not Be Employed**

Physical restraint and seclusion will not be used unless the student's behavior poses imminent risk of injury to self or others and other less restrictive interventions are ineffective. A verbal threat or verbally aggressive behavior does not itself indicate an imminent risk of injury, and will not result in seclusion or restraint. Unless a student’s destruction or damage to property creates an imminent risk of injury to the student or others, the destruction or damage of property does not itself indicate an imminent risk of injury and will not be the justification for seclusion or restraint of a student.
Time-Out
Time-out is a behavior reduction procedure in which access to reinforcement is withdrawn for a certain period of time. Time-out occurs when the ability of a student to receive normal reinforcement in the school environment is restricted. Short time-out sessions will be both developmentally and behaviorally appropriate.

Debriefing
As soon as practical and after every instance in which seclusion or restraint is used on a student, the school administrator or designee will do the following:

- meet with at least one school employee who participated in the implementation, monitoring, and supervision of the seclusion or restraint to discuss whether proper seclusion or restraint procedures were followed, including the use of proper procedures to prevent the need for restraint or seclusion;
- direct a staff person, who was not part of the seclusion or restraint of the student, to debrief the incident with the student in a manner appropriate to the student's age and developmental ability and to discuss the behavior(s), if any, that precipitated the use of restraint or seclusion; and,
- provide a copy of an incident report to the parent(s) or guardian(s) and offer the opportunity to request a meeting regarding the incident of restraint or seclusion.

Incident Documentation and Reporting
Every instance in which seclusion or restraint is used on a student will be documented in order to memorialize the events that led up the use of either seclusion or restraint. Documentation must be made on the form prescribed by the school and will include the following:

- The student's name;
- The date and time of the incident;
- The duration of any seclusion or restraint or the beginning and ending times of the restraint or seclusion, or both;
- A description of any relevant events leading up to the incident;
- A description of the incident or student behavior that resulted in implementation of seclusion or restraint including a description of the danger of injury which resulted in the seclusion or restraint;
- A description of relevant interventions used immediately prior to the implementation of seclusion or restraint;
- A summary of the student's behavior during seclusion or restraint, including a description of the restraint technique or techniques used and any other interaction between the student and staff;
- A description of any injuries to students, staff, or others or property damage;
- A list of school employees who participated in the implementation, monitoring and supervision of the seclusion or restraint; and,
• If applicable, a statement that intervention used was consistent with the student’s most current behavioral intervention plan or IEP.

The Principal or designee will attempt to verbally report every instance in which seclusion or restraint is used on a student to the student’s parent or guardian no later than the end of the school day or as soon as practical. The building administrator or designee will also send written notification, as soon as practical, to the student’s parent or guardian after every instance in which seclusion or restraint is used on a student.

Training
Reach will provide all school employees with training on:
• Appropriate use of effective alternatives to physical seclusion and restraint,
• Conflict de-escalation procedures,
• Positive supports and behavioral interventions techniques,
• The dangers of seclusion and restraint,
• Procedures for contacting fully trained and certified staff when behavioral crises occur
• The safe use of seclusion and restraint.
• Steps to avoid the use of seclusion or restraint.
• Debriefing practices and procedures.

This training will be recurrent and will be provided to new school employees.

A core group of appropriate personnel will be trained in each building in crisis intervention techniques, which will include the use of seclusion and restraint procedures. Any member of the core group, trained in crisis intervention techniques, including the safe use of seclusion or restraint procedures, may provide training to other school employees under this plan.

Recurrent training will be provided to school employees on a regular basis at least annually.

Annual Review, Planning Process, and Oversight
The Principal will be designated as the coordinator of data, planning and oversight of the use of seclusion or restraint procedures. Reach will establish a team to conduct an annual review of all individual and program-wide data associated with this policy. The Committee will review the following components related to the use of restraint:
• incident reports;
• procedures used during restraint, including the proper administration of specific Reach-approved restraint techniques;
• preventative measures or alternatives tried, techniques or accommodations used to avoid or eliminate the need of the future use of restraint;
• documentation and follow up of procedural adjustments made to eliminate the need for future use of restraint;
• injuries incurred during a restraint;
• notification procedures;
• staff training needs;
• specific patterns related to staff or student incidents;
• environmental considerations, including physical space, student seating arrangements, and noise levels.

Upon review of the data, the Committee will identify any issues and/or practices that require further attention and provide written recommendations to the Superintendent of Schools for changes in policies or practices. The Committee may recommend review of the training program to ensure the most current knowledge and techniques are reflected in Reach training curriculum.

Positive rather than negative measures will form the basis of positive behavior support programs to ensure that all students will be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints. Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student’s opportunity for learning and self-fulfillment. Behavior support programs and plans will be based on a functional assessment of behavior and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary. The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including deescalation techniques in accordance with subsection (c)(2). Notwithstanding the requirements incorporated by reference in 34 CFR 300.34, 300.324, 300.530 (relating to related services; development, review, and revision of IEP; and authority of school personnel), with regard to a child’s behavior, the following words and terms, when used in this section, have the following meanings, unless the context clearly indicates otherwise:

Aversive techniques—Deliberate activities designed to establish a negative association with a specific behavior.

Positive behavior support plan—A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan will be developed by the IEP team, be based on a functional behavior assessment and become part of the student’s IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student’s behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints:
• The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student’s body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student’s hand to safely escort him from one area to another.
• Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student’s parents and specified in the
IEP. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition, and governed by subsection (d).

- Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

- The use of restraints to control the aggressive behavior of an individual student will cause the charter school or cyber charter school to notify the parent of the use of restraint and will cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team will consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.

- The use of restraints may only be included in a student’s IEP when:
  - Utilized with specific component elements of positive behavior support.
  - Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
  - Staff are authorized to use the procedure and have received the staff training required.
  - There is a plan in place for eliminating the use of restraint through the application of positive behavior support.

- The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student is held face down on the floor.

- The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

- Reach will maintain and report data on the use of restraints as prescribed by the Secretary. The report will be reviewed during cyclical compliance monitoring conducted by the PDE.

- Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student’s parents. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

The following aversive techniques of handling behavior are considered inappropriate and will not be used by Reach in educational programs:

- Corporal punishment.
- Punishment for a manifestation of a student’s disability.
• Locked rooms, locked boxes or other locked structures or spaces from which the student cannot readily exit.
• Noxious substances.
• Deprivation of basic human rights, such as withholding meals, water or fresh air.
• Suspensions constituting a pattern.
• Treatment of a demeaning nature.
• Electric shock.

Reach will have the primary responsibility for ensuring that behavior support programs are in accordance with this chapter, including the training of personnel for the use of specific procedures, methods and techniques, and for having a written policy and procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

Reach may convene a review, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints.

Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan will be required.

PROCEDURAL SAFEGUARDS

§ 711.61. Suspension and Expulsion

Discipline Procedures for Students with Disabilities (Suspension and Expulsion)

Reflected in the Reach handbook is careful protection of the rights of disabled students through the fair application of due process. Given the nature of the cyber school and limited face to face contacts with students, suspensions and expulsions are extremely rare.

Reach staff may order the removal of a student from school for disciplinary reasons to the extent the removal is applied to non-disabled students, as long as the removals do not constitute a change of placement. A change in placement occurs if the student is removed from school for disciplinary reasons for more than ten consecutive school days or if the student is subjected to a series of removals (15 cumulative school days in a school year) that constitute a pattern of removal.

If a student with a disability is removed from his/her current placement for more than ten days during a school year, the school staff will provide services to the student to the extent necessary for the student to appropriately progress in the general curriculum and appropriately toward achieving the goals in his/her IEP. School staff may order a change of placement to an appropriate alternative setting for no more than 45 days. The extent of the student’s removal for disciplinary reasons is applied to non-disabled students if a student carries a weapon to a school function, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or causes serious bodily injury to another person while at a school function. The interim alternative setting must enable the student to continue to progress in the general curriculum and to receive those services and modifications to enable the student to progress on the goals set out in his/her IEP.
If the school staff is considering a disciplinary action that involves changing a student’s placement, a manifestation determination must be completed within ten school days of any decision to change the placement of the child with a disability. The parent and relevant members of the child’s IEP team must review all relevant information, including the IEP, teacher observations, information provided by the parent to determine if the behavior in question was a result of or had a direct substantial relationship to the child’s disability or failure to implement the IEP. If the result of the IEP team is that the behavior was not a manifestation of the student’s disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. However, Reach will provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately toward achieving the goals set out in his/her IEP.

After changing a student’s placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team.

Reach will comply with Chapter 12 (relating to students) and 34 CFR 300.530—300.537, regarding discipline procedures. Any removal from the current educational placement is a change of placement for a student who is identified with mental retardation. When a child with a disability has been expelled from Reach, the school will provide the child with a disability with the education required under § 12.6(e) until Reach is notified in writing that the child is enrolled in another public agency, private school, approved private school or private agency. Notwithstanding the requirements incorporated by reference in 34 CFR 300.530(b) and 300.536 (relating to authority of school personnel; and change of placement because of disciplinary removals), a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement.

§ 711.62. Procedural Safeguards

Procedural Safeguards Notice

Parents of children who receive or who may be eligible for special education services have rights under the IDEA. The Procedural Safeguards Notice provides a detailed explanation of those rights. Reach will give parents a copy of the Procedural Safeguards Notice and the explanatory Procedural Safeguards Letter at least once each school year. Parents can also obtain a copy of the Procedural Safeguards Notice from Reach at any time. An additional document is available to help parents to better understand the Notice document, The Parents’ Rights: Understanding the Procedural Safeguards Notice provides a summary of those rights. Parents will also receive the Parents’ Rights documents upon initial referral or upon the parents request for an evaluation and in accordance with discipline procedures when a change in placement occurs.

Reach will ensure that procedures are established and implemented to allow parties to disputes regarding any matter described in 34 CFR 300.503(a)(1) (relating to prior notice by the public agency, content of notice), to resolve the dispute through a mediation process that, at a minimum, must be available whenever a hearing is requested under 34 CFR 300.507 (relating to filing a due process complaint) or 34 CFR 300.530—300.537, regarding discipline procedures. The following apply to coordination services for special education and Section 504 hearings and to hearing officers:
• The Secretary may contract for coordination services in support of hearings conducted by Reach. The coordination services will be provided on behalf of charter schools or cyber charter schools and may include arrangements for stenographic services, arrangements for hearing officer services, scheduling of hearings and other functions in support of procedural consistency and the rights of the parties to hearings.

• A hearing officer may not be an employee or agent of Reach which is responsible for the education of the student, or of the school district in which the parents or student reside or of any other agency which is responsible for the education or care of the student. A hearing officer will promptly inform the parties of a personal or professional relationship the officer has or has had with any of the parties.

• Reach may request a hearing to proceed with an initial evaluation or a reevaluation when a parent fails to respond to Reach's evaluation or reevaluation. When a parent rejects Reach's proposed identification of a child, proposed evaluation, proposed provision of a FAPE or proposed educational placement, other than the initial placement, Reach may request an impartial due process hearing. If the parent fails to respond or refuses to consent to the initial provision of special education services, neither due process nor mediation may be used to obtain agreement or a ruling that the services may be provided.

The following time line applies to due process hearings:

• A hearing will be held after the conclusion of the resolution session under 34 CFR 300.510 (relating to resolution process) or after one of the parties withdraws from mediation or the parties agree to waive or end the resolution session.

• The hearing officer's decision will be issued within 45 days after the resolution or mediation session ends without resolution or agreement date.

Except as provided by 34 CFR 300.533 (relating to placement during appeals), during the pendency of any mediation proceeding conducted in accordance with 34 CFR 300.506 (relating to mediation), unless Reach and the parents of the child agree otherwise, the child that is the subject of the mediation will remain in the child's then current education placement until the mediation process is concluded.

The resolution session required by 34 CFR 300.510 will be available to parents of both school age and eligible young children with disabilities. Parent advocates may attend the sessions.
DRAFT SPECIAL EDUCATION POLICIES

These are draft policies provided to the Board of Trustees by Board Counsel. These will be used as the basis of school policies and are subject to modification by the Board of Trustees.

If the charter application is approved, these will be modified to reflect Reach Cyber Charter School’s mission and vision and compliance with all Pennsylvania laws and regulations.

To the extent that anything in these policies could be construed to conflict with state and/or federal law, the applicable state and/or federal laws control. These policies are not intended to conflict with charter requirements.

1. Special Education Access to Instructional Material
2. Special Education Alternate Assessments
3. Special Education Annual Notices
4. Special Education Assistive Technology
5. Special Education Child Find
6. Special Education Disciplinary Exclusions for Special Education Students
7. Special Education Dispute Resolution
8. Special Education Extended School Year (ESY)
9. Special Education Exceptional Student Records
10. Special Education Free and Public Education (FAPE)
11. Special Education Family Educational Rights and Privacy Act (FERPA)
12. Special Education Independent Educational Evaluation (IEE) policy
13. Special Education Independent Educational Evaluation (IEE)
14. Special Education Individualized Education Program (IEP)
15. Special Education Inclusion
16. Special Education Intensive Interagency
17. Special Education Least Restrictive Environment
18. Special Education Nonacademic Services and Settings
19. Special Education Physical Education
20. Special Education Positive Behavioral Support
21. Special Education Program Options
22. Special Education Psychological Services
23. Special Education Related Services
24. Special Education Section 504
25. Special Education Students with Specific Learning Disabilities (SLD)
26. Special Education Student Enrollment
27. Special Education Surrogate Parent
28. Special Education Training
29. Special Education Transition Services
30. Special Education
Reach Cyber Charter School

Board of Trustees Policy

Access to Instructional Materials Policy

The Pennsylvania State Board of Education adopted the National Instructional Materials Accessibility Standard (NIMAS) as defined in the Education of Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”), for the purpose of providing print instructional materials in alternate accessible formats or specialized formats to blind persons or other persons with print disabilities in a timely manner. Pursuant to the state regulations which incorporate the IDEA, Reach Cyber Charter School (“Charter School”) will adopt NIMAS to ensure the timely provision of high quality, accessible instructional materials to children who are blind or other persons with print disabilities. The NIMAS refers to a standard for source files of print instructional materials created by publishers that may be converted into accessible instructional materials.

The Charter School, shall, in a timely manner, provide print instructional materials in specialized, accessible formats (that is, Braille, audio, digital, large-print, and the like) to children who are blind or other persons with print disabilities, as defined in 2 U.S.C.A. § 135a (regarding books and sound-reproduction records for blind and other physically handicapped residents; annual appropriations; and purchases).

The Charter School, shall, in a timely manner, provide instructional materials under 2 USCS Section 135 subsection (a) if they take steps to ensure that children who are blind or other persons with print disabilities have access to their accessible format instructional materials at the same time that students without disabilities have access to instructional materials. The Charter School will not withhold instructional materials from other students until instructional materials in accessible formats are available.

Receipt of a portion of the instructional materials in alternate accessible or specialized format will be considered receipt in a timely manner if the material received covers the chapters that are currently being taught in the student’s class.

If a child who is blind or other person with a print disability enrolls in the Charter School after the start of the school year, Charter School shall take steps to ensure that the student has access to accessible format instructional materials within 10 school days from the time it is determined that the child requires printed instructional materials in an alternate accessible or specialized format.
The Charter School may coordinate with the National Instructional Materials Access Center (NIMAC) to facilitate the production of and delivery of accessible materials to children who are blind or other persons with print disabilities. The NIMAC refers to the central repository, established under section 674(e) of the Education of Individuals with Disabilities Education Act, which is responsible for processing, storing and distributing NIMAS files of textbooks and core instructional materials.

Schools coordinating with NIMAC shall require textbook publishers to deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the School. Schools that choose not to coordinate with NIMAC may require that publishers deliver the contents of print instructional materials to the NIMAC in NIMAS format files on or before delivery of the print instructional materials to the School.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Alternate Assessment of Students Policy

The CEO/Principal or his/her designee shall ensure that all children with disabilities are included in all general state and district-wide assessment programs, including the PSSA, with appropriate accommodations and alternate assessments where necessary and as indicated in their respective IEPs.

Alternate assessments such as the PASA must be aligned with the state's academic content standards and student academic achievement standards or if the state has adopted alternate academic achievement standards, measure the achievement of children with disabilities against those standards.

Reach Cyber Charter School (“Charter School”) must maintain information regarding the number of children who: participate in regular assessments; were provided accommodations in order to participate in those assessments; and participate in alternate assessments.

The CEO/Principal or his/her designee is directed to develop procedures to ensure that students with disabilities participate in the PSSA or PASA to the extent consistent with applicable law.

The CEO/Principal or his/her designee is directed to monitor student participation in statewide assessment to foster participation.

The CEO/Principal or his/her designee is directed to provide training opportunities to personnel regarding statewide assessment participation and PSSA and PASA requirements.

The CEO/Principal or his/her or her designee is directed to make Pennsylvania’s guidelines regarding statewide assessments available to personnel.

The CEO/Principal or his/her designee is directed to develop procedures to prepare students in test-taking techniques prior to test administration.

The CEO/CAO/Principal or his/her designee is directed to review assessment data and use data to drive any needed program changes. The CEO or his/her designee is directed to report to the Board what changes are recommended and needed.
The CEO/CAO/Principal or his/her designee must maintain information regarding the performance of children with disabilities on regular assessments and on alternate assessments.

IEPs must include a description of benchmarks or short-term objectives for children who take alternate assessments aligned to alternate achievement standards.

IEPs must include a statement of any accommodations that are necessary to measure the academic achievement and functional performance of the child on statewide and district-wide assessments consistent with law.

IEPs must, if the IEP team determines that the child shall take an alternate assessment on a particular statewide or school-wide assessment of student achievement, provide a statement of why the child cannot participate in the regular assessment, and why the particular alternate assessment selected is appropriate for the child.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

2016-2017 School Year

Annual Public Notice of Special Education Services and Programs and Rights for Students with Disabilities
And
Notification of Rights under the Family Educational Rights and Privacy Act

All children with disabilities residing in the Commonwealth, regardless of the severity of their disabilities, and who are in need of special education and related services, are to be located, identified and evaluated. This responsibility is required by a federal law called the Individuals with Disabilities Education Improvement Act of 2004, 20 U.S.C. 1200 et. seq. (“IDEA 2004”).

Chapter 711 of Title 22 of the Pennsylvania Code requires the publication of a notice to parents regarding public awareness activities sufficient to inform parents of Reach Cyber Charter School (“Charter School”) children of available special education services and programs and how to request those services and programs, and of systematic screening activities that lead to the identification, location and evaluation of children with disabilities enrolled in Charter School.

In addition, the federal Family Educational Rights and Privacy Act of 1974 (“FERPA”), which protects confidentiality, requires educational agencies to notify parents annually of their confidentiality rights.

Charter School fulfills its duties with this Annual Notice and has incorporated several sections of the PaTTAN Procedural Safeguards Notice and other applicable guidelines from the Pennsylvania Department of Education into the Board-approved Child Find Notice and Policies and Procedures described below. **Charter School also directs parents to the procedural safeguards notice from PaTTAN available at the School’s main office for additional information regarding rights and services.** Parents may contact Charter School’s Director of Special Education, ________________, at Harrisburg, Pennsylvania AND PHONE NUMBER at any time to request a copy of the Procedural Safeguards Notice or with any other questions about special education services, screenings, policies, or procedures. The Procedural Safeguards Notice is provided to parents of special education students by Charter School once per school year or: (1) upon initial referral or parent request for evaluation; (2) upon filing by parents of their first State complaint under 34 CFR §300.151 through 300.153 and upon filing by parents of their first due process complaint under §300.507 in a school year; (3) when a decision is made to take a disciplinary action that constitutes a change of placement; and (4) upon parent request. [34 CFR §300.504(a)].

The purpose of this Annual Notice is to comply with Charter School’s obligations under Chapter 711 of Title 22 of the Pennsylvania Code and to describe: (1) the types of disabilities that might qualify the child for special education; (2) the special education programs and related services that are available; (3) the process by which Charter School screens and evaluates such students to determine eligibility; (4) the special rights that pertain to such children and their parents or legal guardians; and (5) the confidentiality rights that pertain to student information.

A copy of this Annual Notice is also available on the School’s website at: www.

Qualifying for special education and related services
Under the federal Individuals with Disabilities Education Improvement Act of 2004, or “IDEA 2004,” children qualify for special education and related services if they have one or more of the following disabilities and, as a result, need special education and related services: mental retardation; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; emotional disturbance; orthopedic impairment; autism; traumatic brain injury; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities.

IDEA 2004 provides legal definitions of the disabilities that qualify a student for special education and related services, which may differ from those terms used in medical or clinical practice or common usage.

**Section 504 Services**

Under Section 504 of the federal Rehabilitation Act of 1973, some school-age children with disabilities who do not meet the eligibility criteria outlined above might be eligible for special protections and for adaptations and accommodations in instruction, facilities, and activities. Children are entitled to such protections, adaptations, and accommodations if they have a mental or physical disability that substantially limits or prohibits participation in or access to an aspect of the school program and otherwise qualify under the applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code and Section 504.

Charter School must ensure that qualified handicapped students have equal opportunity to participate in the School program and activities to the maximum extent appropriate for each individual student. In compliance with applicable state and federal laws, Charter School provides to each qualifying protected handicapped student without discrimination or cost to the student or family, those related aids, services or accommodations which are needed to provide equal opportunity to participate in and obtain the benefits of the school program and activities to the maximum extent appropriate to the student’s abilities and to the extent required by the laws.

These services and protections for “protected handicapped students” may be distinct from those applicable to eligible or thought-to-be eligible students. Charter School or the parent may initiate an evaluation if they believe a student is a protected handicapped student. For further information on the evaluation procedures and provision of services to protected handicapped students, parents should contact the school [INSERT CONTACT INFORMATION FOR SECTION 504 COORDINATOR].

**Least Restrictive Environment (“LRE”)**

Charter Schools ensure that children with disabilities are educated to the maximum extent possible in the regular education environment or “least restrictive environment”. To the maximum extent appropriate, students with disabilities are educated with students who are not disabled. Special classes, separate schooling, or other removal of students with disabilities from the general educational environment occurs only when the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. Programs and services available to students with disabilities might include: (1) regular class placement with supplementary aides and services provided as needed in that environment; (2) regular class placement for most of the school day with itinerant services by a special education teacher either in or out of the regular classroom; (3) regular class placement for most of the school day with instruction provided by a special education teacher in a resource classroom; (4) part time special education class placement in a regular public school or alternative setting; and (5) special education class placement or special education services provided outside the regular class for most or all of the school day, either in a regular public school or alternative setting. This is a team decision.
Depending on the nature and severity of the disability and least restrictive environment consideration, Charter School could provide special education programs and services as determined appropriate by the IEP team, in locations such as: (1) the classroom/building the child would attend if not disabled; (2) an alternative regular class either in or outside the school; (3) a special education center operated by an Intermediate Unit; (4) an approved private school or other private facility licensed to serve children with disabilities; (5) a residential school; (6) approved out-of-state program; or (7) the home. This is a team decision.

Special education services are provided according to the educational needs of the child, not the category of disability. Types of services that may be available, depending upon the child’s disability and needs might include, but are not limited to: (1) learning support; (2) life skills support; (3) emotional support; (4) deaf or hearing-impaired support; (5) blind or visually-impaired support; (6) physical support; (7) autistic support; (8) multiple disabilities support; (9) speech and language support; (10) extended school year support; and (11) vision support. This is a team decision.

Related services are designed to enable the child to participate in or access his or her program of special education. Examples of related services that a child may require include, but are not limited to: speech and language therapy; transportation; occupational therapy; physical therapy; school nursing services; audiology counseling services; parent counseling or training; certain medical services for diagnostic or evaluation purposes; social work; recreation; and transition. Some students may also be eligible for extended school year services if determined needed by their IEP teams in accordance with Chapter 711 regulations.

Charter School, in conjunction with parents, determines the type and intensity of special education and related services that a particular child needs based on the unique program of special education and related services that the School develops for that child. The child’s program is described in writing in an individualized education program, or “IEP,” which is developed by an IEP team. The participants in the IEP team are dictated by IDEA 2004. The parents of the child have the right to be notified of and to be offered participation in all meetings of their child’s IEP team. The IEP is revised as often as circumstances warrant, but reviewed at least annually. The law requires that the program and placement of the child, as described in the IEP, be reasonably calculated to ensure meaningful educational benefit to the student. In accordance with IDEA 2004, there may be situations in which a Charter School may hold an IEP team meeting if the parents refuse or fail to attend the IEP team meeting.

IEPs generally contain: (1) a statement of the student’s present levels; (2) a statement of measurable annual goals established for the child; (3) a statement of how the child’s progress toward meeting the annual goals will be measured and when periodic reports will be provided; (4) a statement of the special education and related services and supplementary aids and services, and a statement of the program modifications or supports for School personnel that will be provided, if any; (5) an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in activities; (6) a statement of any individual appropriate accommodations that are necessary to measure the performance of the child on State and School assessments; and (7) the projected date for the beginning of the services and modifications, and the anticipated frequency, location, and duration of those services or modifications.

Beginning not later than the first IEP to be in effect when the child turns 14, or younger if determined appropriate by the IEP Team, and updated annually, thereafter, the IEP must include appropriate measurable postsecondary goals and transition services needed to assist in reaching those goals. Charter School must invite the child to the IEP team meeting at which the transition plan is developed.
Beginning not later than one year before the child reaches the age of majority under State law, the IEP must include a statement that the child has been informed of the child’s rights, if any, that will transfer to the child on reaching the age of majority.

**Screening and Evaluation Procedures for Children to Determine Eligibility**

**Screening**

Charter School has established a system of screening which may include pre-referral intervention services to accomplish the following:

1. Identification and provision of initial screening for students prior to referral for a special education evaluation.
2. Provision of peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum and special education curriculum.
3. Identification of students who may need special education services and programs.

The screening process includes:

- Hearing and vision screening in accordance with Section 1402 of the Public School Code of 1949 (24 P. S. § 14-1402) for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education.

- Screening at reasonable intervals to determine whether all students are performing based on grade-appropriate standards in core academic subjects.

Charter School has established and implements procedures to locate, identify, and evaluate children suspected of being eligible for special education. These procedures involve screening activities which may also include, but are not limited to: review of data and student records; motor screening; and speech and language screening. The School assesses the current achievement and performance of the child, designs school-based interventions, and assesses the effectiveness of interventions. If the concern can be addressed without special education services, or is the result of limited English proficiency or appropriate instruction, a recommendation may be made for interventions other than a multidisciplinary team evaluation. Parents have the right to request a multidisciplinary team evaluation at any time, regardless of the outcome of the screening process.

Except as indicated above or otherwise announced publicly, screening activities take place on-going at periods throughout the school year. Screening is conducted at Charter School, unless other arrangements are necessary or arranged.

The screening of a student by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not to be considered an evaluation for eligibility for special education and related services.

If parents need additional information regarding the purpose, time, and location of screening activities, they should call or write ___________________, Director of Special Education of Charter School at:

Reach Cyber Charter School
Harrisburg, Pennsylvania
PHONE NUMBER
Screening or pre-referral intervention activities may not serve as a bar to the right of a parent to request an evaluation, at any time, including prior to or during the conduct of screening or pre-referral intervention activities.

Disproportionality

In accordance with Chapter 711, in the event that Charter School would ever meet the criteria in 34 CFR § 300.646 (relating to disproportionality), as established by the State Department of Education, the services that would be required would then include:

1. A verification that the student was provided with appropriate instruction in reading, including the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act (ESEA) (20 U.S.C.A. § 6368(3)), and appropriate instruction in math.
2. For students with academic concerns, an assessment of the student's performance in relation to State-approved grade-level standards.
3. For students with behavioral concerns, a systematic observation of the student's behavior in the school environment where the student is displaying difficulty.
4. A research-based intervention to increase the student's rate of learning or behavior change based on the results of the assessments under paragraph (2) or (3), or both.
5. Repeated assessments of achievement or behavior, or both, conducted at reasonable intervals, reflecting formal monitoring of student progress during the interventions.
6. A determination as to whether the student's assessed difficulties are the result of a lack of instruction or limited English proficiency.
7. A determination as to whether the student's needs exceed the functional ability of the regular education program to maintain the student at an appropriate instructional level.
8. Documentation that information about the student's progress as identified in paragraph (5) was periodically provided to the student's parents.

Evaluation

An evaluation under IDEA 2004 involves the use of a variety of assessment tools and strategies to gather relevant functional, developmental, and academic information about the child, including information provided by the parent that may assist in determining whether the child is a child with a disability and the content of the child’s IEP. Charter School does not use any single measure or assessment as a sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child. Technically sound instruments are used to assess the relative contribution of cognitive and behavioral factors in addition to physical or developmental factors.

Parental consent must be obtained by Charter School prior to conducting an initial evaluation to determine if the child qualifies as a child with a disability, and before providing special education and related services to the child. Parental consent for an evaluation shall not be construed as consent for their child to receive special education and related services. The screening of a child by a teacher or specialist to determine appropriate instructional strategies for curriculum implementation is not considered to be an evaluation for eligibility for special education and related services; therefore, parental consent is not required in this instance.

The law contains additional provisions and due process protections regarding situations in which parental consent for an initial evaluation is absent or refused discussed more fully below and in the PaTTAN Procedural Safeguards Notice. If you have any questions about where to obtain a copy of the PaTTAN Procedural

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Safeguards Notice, kindly contact the Director of Special Education, ________________, at Harrisburg, Pennsylvania AND PHONE NUMBER.

The evaluation process is conducted by a Multi-Disciplinary Team ("MDT"), which includes a teacher, other qualified professionals who work with the child, the parents and other members as required by law. The Multi-Disciplinary Evaluation ("MDE") process must be conducted in accordance with specific timelines and must include protective procedures. For example, tests and procedures used as part of the Multi-Disciplinary Evaluation may not be racially or culturally biased.

The MDE process culminates with a written report called an Evaluation Report ("ER"). This report makes recommendations about a student’s eligibility for special education based on the presence of a disability and the need for specially designed instruction.

Parents who think their child is eligible for special education may request, at any time, that Charter School conduct a Multi-Disciplinary Evaluation. Requests for a Multi-Disciplinary Evaluation must be made in writing to the Director of Special Education, ________________, at ADDRESS Harrisburg, Pennsylvania.

If a parent makes an oral request for a Multi-Disciplinary Evaluation, Charter School shall provide the parent with a form(s) for that purpose. If the public school denies the parents’ request for an evaluation, the parents have the right to challenge the denial through an impartial hearing or through voluntary alternative dispute resolution such as mediation.

Reevaluations are conducted if Charter School determines that the educational or related services needs, including improved academic achievement and functional performance, of the child warrant a reevaluation; or if the child’s parent or teacher requests a reevaluation. A reevaluation may occur not more than once a year, unless the parent and Charter School agree; and must occur once every 3 years, unless the parent and Charter School agree that a reevaluation is unnecessary. Students with mental retardation must be reevaluated every two years under State law.

Educational Placement

The determination of whether a student is eligible for special education is made by an Individualized Education Program (IEP) team. The IEP team includes: the parents of a child with a disability; not less than one regular education teacher, if the child is, or may be, participating in the regular education environment; not less than one special education teacher, or when appropriate, not less than one special education provider; a representative of the School who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of children with disabilities, is knowledgeable about the general education curriculum, and is knowledgeable about the availability of resources of Charter School; an individual who can interpret the instructional implications of evaluation results, who may be a member of the team described above; other individuals, at the discretion of the parent or the agency, who have knowledge or special expertise regarding the child, including related services personnel as appropriate; and whenever appropriate, a child with a disability. IEP team participation is directly addressed by the regulations. If the student is determined to be eligible for special education, the IEP team develops a written education plan called an IEP. The IEP shall be based in part on the results of the Multi-Disciplinary Evaluation. When the IEP team decides that a student is not eligible for special education, recommendations for educational programming in regular education may be developed from the ER.
Placement must be made in the “least restrictive environment”, as described more fully above, in which the student’s needs can be met with special education and related services. All students with disabilities must be educated to the maximum extent appropriate with children who are not disabled.

Parents and Surrogate Parents

For purposes of this Notice, Charter School considers parents to be biological or adoptive parents of a child; a foster parent; a guardian generally authorized to act as the child’s parent, or authorized to make educational decisions for the child; an individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or a surrogate parent.

A surrogate parent must be appointed when no parent can be identified; a public agency, after reasonable efforts, cannot locate a parent; the child is a ward of the State under the laws of Pennsylvania, or the child is an unaccompanied homeless youth as defined by the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434a(6). A person selected as a surrogate parent must not be an employee of the SEA, Charter School, or any other agency that is involved in the education or care of the child; has no personal or professional interest that conflicts with the interest of the child the surrogate parent represents; and has knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, and educational placement of the child and the provision of FAPE to the child. Reasonable efforts must be made to ensure the assignment of a surrogate parent not more than 30 days after it is determined that the child needs a surrogate parent.

Prior Written Notice

Charter School will notify the parent whenever Charter School:

a. Proposes to initiate or to change the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education (“FAPE”) to the child; or
b. Refuses to initiate or to change the identification, evaluation, or educational placement of your child, or the provision of FAPE to the child.
c. Change of placement for disciplinary reasons.
d. Due process hearing, or an expedited due process hearing, initiated by Charter School.
e. Refusal of Charter School to agree to an independent educational evaluation (“IEE”) at public expense.

In Pennsylvania, prior written notice is provided by means of a Prior Written Notice Form/Notice of Recommended Educational Placement (“NOREP”). You should be given reasonable notice of this proposal or refusal so that if you do not agree with Charter School you may take appropriate action. Reasonable Notice means ten (10) days.

The prior written notice must:

Describe the action that Charter School proposes or refuses to take:

1. Explain why Charter School is proposing or refusing to take the action;
2. Describe each evaluation procedure, assessment, record, or report Charter School used in deciding to propose or refuse the action;
3. Include a statement that you have protections under the procedural safeguards provisions in Part B of IDEA;
4. Tell how you can obtain a description of the procedural safeguards if the action that Charter School is proposing or refusing is not an initial referral for evaluation;
5. Include resources for you to contact for help in understanding Part B of the IDEA;
6. Describe any other choices that your child’s IEP Team considered and the reasons why those choices were rejected; and
7. Provide a description of other reasons why Charter School proposed or refused the action.

The notice must be:
1) Written in language understandable to the general public; and
2) Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.
3) If your native language or other mode of communication is not a written language, Charter School will ensure that:
   a) The notice is translated for you orally or by other means in your native language or other mode of communication;
   b) You understand the content of the notice; and
   c) There is written evidence that 1 and 2 have been met.

Native language, when used with an individual who has limited English proficiency, means the following:

1. The language normally used by that person, or, in the case of a child, the language normally used by the child’s parents;
2. In all direct contact with a child (including evaluation of a child), the language normally used by the child in the home or learning environment.

For a person with deafness or blindness, or for a person with no written language, the mode of communication is what the person normally uses (such as sign language, Braille, or oral communication).

Parental Consent

WHEN IS PARENTAL CONSENT NEEDED?

Initial Evaluations (34 CFR §300.300)

Charter School cannot conduct an initial evaluation of your child to determine whether your child is eligible under Part B of the IDEA to receive special education and related services without first providing you with prior written notice of the proposed action and without obtaining your consent as described under the heading Parental Consent.

We will make reasonable efforts to obtain your informed consent for an initial evaluation to decide whether your child is a child with a disability. Your consent for initial evaluation does not mean that you have also given your consent to start providing special education and related services to your child. If you have refused to provide consent or failed to respond to a request to provide consent for an initial evaluation, we may, but are not required to, seek to conduct an initial evaluation of your child by utilizing mediation or due process complaint, resolution meeting, and impartial due process hearing procedures. We will not violate our
obligations to locate, identify and evaluate your child if we do not pursue an evaluation of your child in these circumstances.

Special rules for initial evaluation of wards of the State

Under Pennsylvania law, if a child is designated a ward of the state, the whereabouts of the parent are not known or the rights of the parent have been terminated in accordance with State law. Therefore, someone other than the parent has been designated to make educational decisions for the child.

For initial evaluations only, if the child is a ward of the State and is not residing with the child’s parent, the public agency is not required to obtain informed consent from the parent for an initial evaluation to determine whether the child is a child with a disability if:

1. Despite reasonable efforts to do so, the public agency cannot discover the whereabouts of the parent of the child;
2. The rights of the parents of the child have been terminated in accordance with State law; or
3. The rights of the parent to make educational decisions have been subrogated by a judge in accordance with State law and consent for an initial evaluation has been given by an individual appointed by the judge to represent the child.

Consent for an initial evaluation should, therefore, be obtained from the individual so designated to make educational decisions for the child.

Ward of the State, as used in the IDEA, encompasses two other categories, so as to include a child who is:

1. A foster child who does not have a foster parent;
2. Considered a ward of the State under State law; or
3. In the custody of a public child welfare agency.

Consent for Initial Placement in Special Education (34 CFR §300.300)

We must obtain your informed consent before providing special education and related services to your child for the first time. We must make reasonable efforts to obtain your informed consent before providing special education and related services to your child for the first time.

If you do not respond to a request to provide your consent for your child to receive special education and related services for the first time, or if you refuse to give such consent, we may not use the procedural safeguards (i.e. mediation, due process complaint, resolution meeting, or an impartial due process hearing) in order to obtain agreement or a ruling that the special education and related services as recommended by your child’s IEP Team may be provided to your child without your consent.

If you refuse to give your consent for your child to start receiving special education and related services, or if you do not respond to a request to provide such consent and we do not provide your child with the special education and related services for which consent is sought, Charter School:

1. Is not in violation of the requirement to make FAPE available to your child for its failure to provide those services to your child; and
2. Is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.
Consent for Reevaluations (34 CFR §300.300)

We must obtain your informed consent before your child is reevaluated, unless:

1. Charter School took reasonable steps to obtain your consent for your child’s reevaluation; and
2. You did not respond.

What is Documentation of Reasonable Efforts to Obtain Parental Consent? (34 CFR §300.300, §300.322)

We will maintain documentation of reasonable efforts to obtain parental consent for initial evaluations, to provide special education and related services for the first time, to reevaluation and to locate parents of wards of the State for initial evaluations. The documentation will include a record of attempts in these areas, such as:

1. Detailed records of telephone calls made or attempted and the results of those calls;
2. Copies of correspondence sent to the parents and any responses received; and
3. Detailed records of visits made to the parent’s home or place of employment and the results of those visits.

When is Consent Not Required Related to Evaluate?

1. Review existing data as part of your child’s evaluation or a reevaluation; or
2. Give your child a test or other evaluation that is given to all children unless, before that test or evaluation, consent is required from all parents of all children.

When there is Refusal to Consent to a Reevaluation?

If you refuse to consent to your child’s reevaluation, we may, but are not required to, pursue your child’s reevaluation by using the mediation, due process complaint, resolution meeting, and impartial due process hearing procedures to seek to override your refusal to consent to your child’s reevaluation. As with initial evaluations, we do not violate obligations under Part B of the IDEA if we decline to pursue the reevaluation in this manner.

We may not use your refusal to consent to one service or activity to deny you or your child any other service, benefit, or activity.

Disagreements with an Evaluation

a. Independent Educational Evaluations (34 CFR §300.502)

1) General

As described below, you have the right to obtain an independent educational evaluation (IEE) of your child if you disagree with the evaluation of your child that was obtained by Charter School. If you request an IEE, Charter School must provide you with information about where you may obtain an IEE and about Charter School’s criteria that apply to IEEs.

2) Definitions
a) *Independent educational evaluation* means an evaluation conducted by a qualified examiner who is not employed by Charter School and responsible for the education of your child.

b) *Public expense* means that Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you, consistent with the provisions of Part B of the IDEA, which allow each State to use whatever State, local, Federal and private sources of support are available in the State to meet the requirements of Part B of the Act.

3) **Parent right to evaluation at public expense**

You have the right to an IEE of your child at public expense if you disagree with an evaluation of your child obtained by Charter School, subject to the following conditions:

a) If you request an IEE of your child at public expense, Charter School must, without unnecessary delay, either: (a) File a due process complaint to request a hearing to show that its evaluation of your child is appropriate; or (b) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation of your child that you obtained did not meet Charter School’s criteria.

b) If Charter School requests a hearing and the final decision is that Charter School’s evaluation of your child is appropriate, you still have the right to an IEE, but not at public expense.

c) If you request an IEE of your child, Charter School may ask why you object to the evaluation of your child obtained by Charter School. However, Charter School may not require an explanation and may not unreasonably delay either providing the IEE of your child at public expense or filing a due process complaint to request a due process hearing to defend Charter School’s evaluation of your child.

d) You are entitled to only one IEE of your child at public expense each time Charter School conducts an evaluation of your child with which you disagree.

e) Charter School criteria

If an IEE is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that Charter School uses when it initiates an evaluation (to the extent those criteria are consistent with your right to an IEE). Except for the criteria described above, Charter School may not impose conditions or timelines related to obtaining an IEE at public expense.

b. **Parent-initiated evaluations**

If you obtain an IEE of your child at public expense or you share with Charter School an evaluation of your child that you obtained at private expense:

1) Charter School must consider the results of the evaluation of your child, if it meets Charter School’s criteria for IEEs, in any decision made with respect to the provision of FAPE to your child; and

2) You or Charter School may present the evaluation as evidence at a due process hearing regarding your child.

c. **Requests for evaluations by hearing officers**

If a hearing officer requests an IEE of your child as part of a due process hearing, the cost of the evaluation must be at public expense.
ANNUAL NOTICE OF RIGHTS REGARDING STUDENT RECORDS:

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION
(34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Except under the circumstances specified below, your consent is not required before personally identifiable information is released to officials of participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:
   a. Destruction means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
   b. Education records means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232g (FERPA)).
   c. Participating agency means any Charter School, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
   d. Personally identifiable (34 CFR § 300.32) means information that has:
      1) Your child’s name, your name as the parent, or the name of another family member;
      2) Your child’s address;
      3) A personal identifier, such as your child’s social security number or student number; or
      4) A list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

2. Access Rights (34 CFR §300.613)
   a. Parent Access
   Charter School must permit you to inspect and review any education records relating to your child that are collected, maintained, or used by Charter School under Part B of the IDEA. Charter School must comply with your request to inspect and review any education records on your child without unnecessary delay and before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after you have made a request.
      1) Your right to inspect and review education records includes:
      2) Your right to a response from Charter School to your reasonable requests for explanations and interpretations of the records;
      3) Your right to request that Charter School provide copies of the records if you cannot effectively inspect and review the records unless you receive those copies; and
      4) Your right to have your representative inspect and review the records.
a) Charter School may presume that you have authority to inspect and review records relating to your child unless advised that you do not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

b) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

c) On request, each Charter School must provide you with a list of the types and locations of education records collected, maintained, or used by Charter School.

b. Other Authorized Access (34 CFR §300.614)
Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

2. Fees
Charter School may charge a fee or copies of records (34 CFR §300.617) that are made for you under Part B of the IDEA, if the fee does not effectively prevent you from exercising your right to inspect and review those records. Charter School may not charge a fee to search for or to retrieve information under Part B of the IDEA.

3. Amendment of Records at Parent’s Request (34 CFR §300.618)
If you believe that information in the education records regarding your child collected, maintained, or used under Part B of the IDEA is inaccurate, misleading, or violates the privacy or other rights of your child, you may request Charter School to change the information. Charter School must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of your request. If Charter School refuses to change the information in accordance with your request, it must inform you of the refusal and advise you of the right to a hearing for this purpose.

4. Opportunity for a Records Hearing (34 CFR §300.619)
Charter School must, on request, provide you an opportunity for a hearing to challenge information in education records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child.

a. Hearing Procedures (34 CFR §300.621)
A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (“FERPA”), 34 CFR § 99.22:

1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.

2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in Reach of the hearing.

3) The hearing may be conducted by any individual, including an official of the educational agency or institution, who does not have a direct interest in the outcome of the hearing.

4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student’s
education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.

5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.

6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620)
If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must amend the information accordingly and inform you in writing. If, as a result of the hearing, Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, Charter School must inform you of the right to place in the records that Charter School maintains on your child a statement commenting on the information or providing any reasons you disagree with the decision of the participating agency.
Such an explanation placed in the records of your child must:
1. Be maintained by Charter School as part of the records of your child as long as the record or contested portion is maintained by Charter School; and
2. If Charter School discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)
Charter School must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages. One official at Charter School must assume responsibility for ensuring the confidentiality of any personally identifiable information. All persons collecting or using personally identifiable information must receive training or instruction regarding State policies and procedures regarding confidentiality under Part B of the IDEA and FERPA. Charter School must maintain, for public inspection, a current listing of the names and positions of those employees within Charter School who have access to personally identifiable information.

5. Destruction of Information (34 CFR §300.624)
Charter School must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child, and the information must be destroyed at your request.
However, a permanent record of your child’s name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

PROCEDURES FOR DISCIPLINARY EXCLUSION OF CHILDREN WITH DISABILITIES.
There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons:

AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)
1. **Case-by-case determination**
   School personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. **General**
   To the extent that they also take such action for children without disabilities, school personnel may, for not more than **10 consecutive school days**, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than **10 consecutive school days** in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see *Change of Placement Because of Disciplinary Removals* for the definition, below) or exceed **10 cumulative school days in a school year**. Once a child with a disability has been removed from his or her current placement for a total of **10 school days** in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading *Services*.

3. **Additional authority**
   If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see *Manifestation determination*, below) and the disciplinary change of placement would exceed **10 consecutive school days**, Charter School may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under *Services*. The child’s IEP Team determines the interim alternative educational setting for such services. Under PA special education regulations, a disciplinary exclusion of a student with a disability for **more than 10 cumulative school days** in a school year can be considered a pattern so as to be deemed a change in educational placement (explained under *Change of Placement Because of Disciplinary Removals*). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or more than 10 cumulative days).

4. **Services**
   The services that must be provided to a child with a disability who has been removed from the child’s current placement may be provided to an interim alternative educational setting. A Charter School is only required to provide services to a child with a disability who has been removed from his or her current placement for **10 school days or less** in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their Charter School.
   A child with a disability who is removed from the child’s current placement for **more than 10 consecutive school days** must:
   a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; **and**
   b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.
After a child with a disability has been removed from his or her current placement for more than 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child’s teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

If the removal is a change of placement (see definition below), the child’s IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

5. Manifestation Determination

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine:

a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or
b. If the conduct in question was the direct result of Charter School’s failure to implement the child’s IEP.

If Charter School, the parent, and relevant members of the child’s IEP Team determine that either of those conditions was met, the conduct must be determined to be a manifestation of the child’s disability.

If Charter School, the parent, and relevant members of the child’s IEP Team determine that the conduct in question was the direct result of Charter School’s failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. Determination that behavior was a manifestation of the child’s disability

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child’s disability, the IEP Team must either:

a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or
b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. Special circumstances

Whether or not the behavior was a manifestation of the child’s disability, School personnel may remove a student to an interim alternative educational setting (determined by the child’s IEP Team) for up to 45 school days, if the child:

a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School;
b. Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or

c. Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of Charter School.

8. Definitions

a. Controlled substance means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).

b. Illegal drug means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.

c. Serious bodily injury has the meaning given the term “serious bodily injury” under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.

d. Weapon has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification

On the date it makes the decision to make a removal that is a change of placement of the child with a disability because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a Procedural Safeguards Notice.

Change Of Placement Because Of Disciplinary Removals (34 CFR §300.536)

A removal of a child with a disability from the child’s current educational placement is a change of placement requiring a NOREP/prior written notice if:

1. The removal is for more than 10 consecutive school days; or
2. The removal is for more than 15 cumulative school days; or
3. The child has been subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than 10 school days in a school year;
   b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals; and
   c. Because of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another.

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

Determination of Setting (34 CFR §300.531)

The IEP must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings Additional authority and Special circumstances, above.

1. General

The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:

a. Any decision regarding placement made under these discipline provisions; or
b. The manifestation determination described above.
Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer
A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision.

The hearing officer may:

a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child’s behavior was a manifestation of the child’s disability; or

b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or a Charter School files a due process complaint to request such a hearing, a hearing must be held in accordance with the following:

1. Charter School must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.

2. Unless the parents and Charter School agree in writing to waive the resolution meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

Special Rules for Students with Mental Retardation
The disciplinary removal of a child with mental retardation attending either a Charter School for any amount of time is considered a change in placement and requires NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a Charter School may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

Protections For Children Not Yet Eligible For Special Education and Related Services (34 CFR §300.534)
1. **General**
   If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. **Basis of knowledge for disciplinary matters**
   Charter School must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:
   a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel of Charter School, or a teacher of the child;
   b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
   c. The child’s teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to Charter School’s Director of Special Education or to other supervisory personnel of Charter School.

3. **Exception**
   A Charter School would not be deemed to have such knowledge if:
   a. The child’s parent has not allowed an evaluation of the child or refused special education services; or
   b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. **Conditions that apply if there is no basis of knowledge**
   If prior to taking disciplinary measures against the child, Charter School does not have knowledge that a child is a child with a disability, as described above under the sub-headings Basis of knowledge for disciplinary matters and Exception, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, the child remains in the educational placement determined by School authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

**REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES (34 CFR §300.535)**

1. **The state and federal regulations do not:**
   a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
   b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

   Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.
2. Transmittal of records
If Charter School reports a crime committed by a child with a disability, Charter School must ensure that copies of the child’s special education and disciplinary records are transmitted for consideration by the authorities to whom Charter School reports the crime and may transmit copies of the child’s special education and disciplinary records only to the extent permitted by FERPA.

THIS ANNUAL NOTICE AND STATEMENT OF POLICY AND PROCEDURES HAS BEEN WRITTEN IN ACCORDANCE WITH CHAPTER 711 OF TITLE 22 OF THE PA CODE AND INCORPORATED INFORMATION FROM APPLICABLE PDE AND STATE FORMS AND SOURCES INCLUDING THE PATTAN PROCEDURAL SAFEGUARDS NOTICE.

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH LANGUAGE. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK _______________, DIRECTOR OF SPECIAL EDUCATION OF CHARTER SCHOOL FOR AN EXPLANATION. CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION).

THIS NOTICE IS ONLY A SUMMARY OF THE SPECIAL EDUCATION SERVICES, EVALUATION AND SCREENING ACTIVITIES, AND RIGHTS AND PROTECTIONS PERTAINING TO CHILDREN WITH DISABILITIES, CHILDREN THOUGHT TO BE DISABLED, AND THEIR PARENTS AND IS ONLY A SUMMARY OF THE CONFIDENTIALITY RIGHTS REGARDING STUDENT INFORMATION.

FOR MORE INFORMATION OR TO REQUEST EVALUATION OR SCREENING OF A CHARTER SCHOOL STUDENT CONTACT _________________, DIRECTOR OF SPECIAL EDUCATION OF CHARTER SCHOOL AT Reach CYBER CHARTER SCHOOL, ADDRESS HARRISBURG, PENNSYLVANIA, PHONE NUMBER.

NOTHING IN THIS NOTICE IS INTENDED TO CONFLICT WITH OR SUPPLANT THE INFORMATION CONTAINED IN THE PENNSYLVANIA DEPARTMENT OF EDUCATION’S CURRENT “PROCEDURAL SAFEGUARDS NOTICE” WHICH IS AVAILABLE THROUGH THE SCHOOL FOR YOUR REVIEW OR WITH APPLICABLE STATE AND/OR FEDERAL LAWS.
Reach Cyber Charter School

Board of Trustees Policy

Assistive Technology (AT) Policy and Procedures

As defined in federal and state law, assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of children with disabilities. Assistive technology devices range from a simple switch for a child with particular physical limitations to a sophisticated vocal output augmentative communication device for a child with severe speech impairment.

Assistive technology service means any service that directly assists a child with a disability in the selection, acquisition, or use of an assistive technology device.

By virtue of these expansive definitions, an exhaustive yet specific list of what constitutes assistive technology devices and/or services would be impossible to create.

By way of example:

Hearing aids worn in school by children with hearing impairments, including deafness, must be functioning properly.

External components of surgically implanted medical devices must be functioning properly.

The Board recognizes that assistive technology devices and/or services may be essential factors in meeting the educational needs of children with disabilities. Both federal and state special education laws explicitly include assistive technology devices and/or services among those services which must be provided for a child with a disability, at no cost to parents, if determined by the Individualized Education Program (IEP) team to be necessary for the student to receive a free appropriate public education (FAPE). Such services may be required as part of special education, related services, or supplementary aids and services required to enable a child to be educated in the least restrictive environment.

The Board further recognizes that, as with every other special education service, the IEP team is responsible for determining if an assistive technology device and/or service is necessary for a child with a disability to receive FAPE. It is important to remember that assistive technology devices and/or services are not ends in themselves. The IEP team should focus on whether or not assistive technology devices and/or services are necessary for the eligible child to meet educational demands and therefore receive FAPE.
THEREFORE

To the extent that assistive technology devices and/or services may be required as part of special education, related services, or supplementary aids or services, a child's IEP must include a statement describing the full extent of devices (e.g., no, low, and high technology and back-up strategies) and service(s) as well as the amount of such service(s). The provision of assistive technology devices and/or services may not be made conditional on subsequent approval by entities outside the IEP process (i.e., IU availability, Medical Access Reimbursement, etc.).

All procedural safeguards and time lines set forth in federal and state laws for completing multidisciplinary evaluations, reevaluations, and developing and implementing IEPs are fully applicable to assistive technology devices and/or services when they are necessary to ensure eligible children receive FAPE. Assistive technology devices should be secured on loan or leased if manufacturer delay is anticipated.

It is the charter school's responsibility to provide assistive technology devices and services when included as part of a student's IEP. The charter school is responsible for the maintenance and repair of assistive technology devices used to implement a child's IEP.

The Chief Executive Officer (“CEO”)/Principal or his/her designee is directed to seek any necessary assistance from the Commonwealth regarding the purchase and payment for Assistive Technology. According to PDE, the CEO/Principal or his/her designee should inform the family not to assume the device will be billed to Medical Assistance (MA), even if a child's MA number is provided on an equipment acquisition form. If the device is billed to MA, the CEO/Principal or his/her designee will notify the parents by sending a transfer of ownership letter. When the parents are in receipt of the transfer of ownership letter, the billing process has begun. If the billing is ultimately rejected by MA, the parents will be informed by letter. The CEO/Principal or his/her designee may not delay or deny a student's receipt of assistive technology while it attempts to secure MA funding and is directed to comply with any applicable procedures as modified by PDE.

Additional Administrative Procedures: The CEO/Principal or his/her designee is charged with implementing procedures to ensure that devices are properly maintained and functioning, including hearing aids and surgically implanted medical devices.

Routine checks and tests of those devices will be administered and results logged or otherwise noted when necessary. The CEO/Principal or his/her designee is directed to implement a process to address: the need for AT, effective maintenance of all AT devices, the selection of age and developmentally appropriately AT devices, review of recommendations from qualified personnel including speech language pathologists regarding AT, and the maintenance of AT by the charter school. All AT devices are to be maintained in a manner
deemed appropriate for their intended use and purpose as directed by the manufacturer to the maximum extent possible.

The need for AT services and devices are to be identified with specificity in students’ IEPs and AT services and devices are to be reviewed at least annually in the course of an IEP team meeting, or as requested by the IEP team and/or parent.

The CEO/Principal or his/her designee is directed to have AT devices promptly repaired when needed and in the interim a device or back up plan is to be in place while the device is being repaired/maintained.

The CEO/Principal or his/her designee is further directed to have a plan in place to provide AT services without interruption.

The CEO/Principal or his/her designee is charged with making personnel aware of the availability of AT resources.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADOPTED this _____ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
In accordance with Chapter 711 of Title 22 of the Pennsylvania Code, the CEO/CAO/Principal or his/her designee shall ensure that children with disabilities, regardless of the severity of their disabilities, and who are enrolled at the charter school and are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Child Find includes children who are suspected of having a disability under Section 300.8 of the federal regulations that implement IDEA 2004 and in need of special education, even though they are advancing from grade to grade; and highly mobile children, including migrant children and homeless youth, as appropriate.

Public Awareness

The CEO/CAO/Principal or his/her designee shall ensure that the following public awareness activities occur concerning programs and services for children with disabilities who are enrolled at the Reach Cyber Charter School (“Charter School”).

Charter School shall publish annually a written notice (attached hereto), in means accessible to the Charter School families. Such notice must be included in the Charter School’s Handbook and on the Charter School’s website. The Notice may also be made available in means accessible to the public, such as: at the Charter School’s main office, in the Charter School’s special education office, through local Intermediate Units and/or through other generally accessible print and electronic media deemed appropriate, and with the Board meeting minutes a description of: child identification activities, of the Charter School’s special education services and programs, of the manner in which to request services and programs, and of the procedures followed by the Charter School to ensure the confidentiality of student information pertaining to students with disabilities pursuant to state and federal law.

Outreach Activities

The CEO/CAO/Principal or his/her designee shall ensure that the following outreach activities occur concerning programs and services for children with disabilities who attend the Charter School:
• Offer parents and family (including foster and surrogate parents) information regarding training activities and publicize the availability of such activities to all parents (trainings in the areas of behavior support, response to intervention, inclusive practices, transition, assistive technology, autism, and interagency coordination are important and parents may also be directed to PaTTAN training opportunities). Parent input is to be sought to determine what parent trainings are needed/desired;

• Provide to interested health and mental health professionals, daycare providers, county agency personnel and other interested professionals, including: professionals and agencies who work with homeless and migrant or other highly mobile youth, wards of the state, as well as to students attending private schools (where applicable), information concerning the types of special education programs and services available in and through the Charter School and information regarding the manner in which parents can request and access those services.

• Provide or obtain periodic training for the Charter School’s regular education staff and special education staff concerning the identification and evaluation of, and provision of special education programs and services to students with disabilities.

• The public outreach awareness system utilized by the Charter School shall include methods for reaching homeless children, wards of the state, and highly mobile children, including migrant children.

• The Charter School shall conduct child find activities to inform the public of its special education services and programs and the manner in which to request them.

• The Charter School’s child find effort must include information regarding potential signs of developmental delays and other risk factors that could indicate disabilities.

• Efforts must be made to identify enrolled students who have a native language other than English and to ensure that notices and other outreach efforts are available to them in their native language as required by law and unless it is clearly and absolutely not feasible to do so.

**Screening**

The CEO/CAO or his/her designee shall establish a system of screening in order to:

• Identify and provide screening for students prior to referral for an initial special education multidisciplinary team evaluation;

• Provide peer support for teachers and other staff members to assist them in working effectively with students in the general education curriculum;
• Conduct hearing and vision screening in accordance with the Public School Code of 1949 for the purpose of identifying students with hearing or vision difficulty so that they can be referred for assistance or recommended for evaluation for special education if necessary;

• Identify students who may need special education services and programs.

• Maintain the confidentiality of information in accordance with applicable state and federal regulations.

Pre-Evaluation Screening

The pre-evaluation screening process shall include:

• For students with academic concerns, an assessment of the student’s functioning in the curriculum including curriculum-based or performance-based assessments;

• For students with behavioral concerns, a systematic observation of the student’s behavior in the classroom or area in which the student is displaying difficulty (“FBA” or functional behavior assessment);

• An intervention based on the results of the assessments conducted;

• An assessment of the student’s response to the intervention, if applicable;

• A determination of whether or not the assessed difficulties of the student are the result of a lack of instruction or limited English proficiency;

• A determination of whether or not the student’s needs exceed the functional capacity of the regular education program, without special education programs and services, to maintain the student at an instructional level appropriate to the level and pace of instruction provided in that program;

• Activities designed to gain the participation of parents;

• Controls to ensure that if screening activities have produced little or no improvement within the specified timeframe after initiation, the student shall be referred for a multidisciplinary team evaluation.

The screening activities shall not serve as a bar to the right of a parent to request a multidisciplinary team evaluation at any time. When the completion of screening activities prior to referral for a multidisciplinary team evaluation will result in serious mental or physical
harm, or significant educational regression, to the student or others, the Charter School may initiate a multidisciplinary team reevaluation without completion of the screening process in accordance with Chapter 711. Whenever an evaluation is conducted without a pre-evaluation screening, the activities described shall be completed as part of that evaluation whenever possible.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Disciplinary Exclusions of Special Education Students Policy

There are special rules in Pennsylvania for excluding children with disabilities for disciplinary reasons as set forth in Chapter 711 of Title 22 of the Pennsylvania Code as well as the Procedural Safeguards Notice available through PaTTAN. The Board of Trustees directs compliance with these requirements and directs the Chief Executive Officer/Principal or his/her designee to implement procedures necessary to effectuate the following:

**AUTHORITY OF SCHOOL PERSONNEL (34 CFR §300.530)**

1. **Case-by-case determination**
   Reach Cyber Charter School (“Charter School”) personnel may consider any unique circumstances on a case-by-case basis, when determining whether a change of placement, made in accordance with the following requirements related to discipline, is appropriate for a child with a disability who violates a school code of student conduct.

2. **General**
   To the extent that they also take such action for children without disabilities, school personnel may, for not more than 10 consecutive school days, remove a child with a disability (other than a child with mental retardation) who violates a code of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension. School personnel may also impose additional removals of the child of not more than 10 consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement (see Change of Placement Because of Disciplinary Removals for the definition, below) or exceed 15 cumulative school days in a school year. Once a child with a disability has been removed from his or her current placement for a total of 10 school days in the same school year, Charter School must, during any subsequent days of removal in that school year, provide services to the extent required below under the sub-heading Services.

3. **Additional authority**
   If the behavior that violated the student code of conduct was not a manifestation of the child’s disability (see Manifestation determination, below) and the disciplinary change of placement would exceed 10 consecutive school days, school personnel may apply the disciplinary procedures to that child with a disability in the same manner and for the same duration as it would to children without disabilities, except that the school must provide services to that child as described below under Services. The child’s IEP Team determines the interim alternative educational setting for such services.
special education regulations, a disciplinary exclusion of a student with a disability for more than 15 cumulative school days in a school year will be considered a pattern so as to be deemed a change in educational placement (explained under Change of Placement Because of Disciplinary Removals). Charter School is required to issue a NOREP/Prior Written Notice to parents prior to a removal that constitutes a change in placement (removal for more than 10 consecutive days or 15 cumulative days).

4. **Services**

The services that must be provided to a child with a disability who has been removed from the child’s current placement may be provided in an interim alternative educational setting. A charter school is only required to provide services to a child with a disability who has been removed from his or her current placement for 10 school days or less in that school year, if it provides services to a child without disabilities who has been similarly removed. Students may have the responsibility to make up exams and work missed while being disciplined by suspension and may be permitted to complete these assignments within guidelines established by their charter school.

A child with a disability who is removed from the child’s current placement for more than 10 consecutive school days must:

a. Continue to receive educational services, so as to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP; and

b. Receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications that are designed to address the behavior violation so that it does not happen again.

After a child with a disability has been removed from his or her current placement for 10 school days during one school year, or if current removal is for 10 consecutive school days or less, and if the removal is not a change of placement (see definition below), then school personnel, in consultation with at least one of the child’s teachers, determine the extent to which services are needed to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

If the removal is a change of placement (see definition below), the child’s IEP Team determines the appropriate services to enable the child to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child’s IEP.

5. **Manifestation determination**

Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct (except for a removal that does not constitute a change in educational placement i.e., is for 10 consecutive school
days or less and not a change of placement), Charter School, the parent, and relevant members of the IEP Team (as determined by the parent and Charter School) must review all relevant information in the student’s file, including the child’s IEP, any teacher observations, and any relevant information provided by the parents to determine:

   a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child’s disability; or

   b. If the conduct in question was the direct result of Charter School’s failure to implement the child’s IEP.

If Charter School, the parent, and relevant members of the child’s IEP Team determine that either of those conditions were met, the conduct must be determined to be a manifestation of the child’s disability.

If Charter School, the parent, and relevant members of the child’s IEP Team determine that the conduct in question was the direct result of Charter School’s failure to implement the IEP, Charter School must take immediate action to remedy those deficiencies.

6. **Determination that behavior was a manifestation of the child’s disability**

If Charter School, the parent, and relevant members of the IEP Team determine that the conduct was a manifestation of the child’s disability, the IEP Team must either:

   a. Conduct a functional behavioral assessment, unless Charter School had conducted a functional behavioral assessment before the behavior that resulted in the change of placement occurred, and implement a behavioral intervention plan for the child; or

   b. If a behavioral intervention plan already has been developed, review the behavioral intervention plan, and modify it, as necessary, to address the behavior.

Except as described below under the sub-heading Special circumstances, the Charter School must return the child to the placement from which the child was removed, unless the parent and Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

7. **Special circumstances**

Whether or not the behavior was a manifestation of the child’s disability, school personnel may remove a student to an interim alternative educational setting (determined by the child’s IEP Team) for up to 45 school days, if the child:

   a. Carries a weapon (see the Definitions below) to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of Charter School; or

   b. Knowingly has or uses illegal drugs (see the Definitions below), or sells or solicits the sale of a controlled substance, (see the Definitions below), while at school, on school premises, or at a school function under the jurisdiction of Charter School; or
c. Has inflicted serious bodily injury (see the Definitions below) upon another person while at school, on school premises, or at a school function under the jurisdiction of the State Educational Agency or a charter school.

8. Definitions
   a. **Controlled substance** means a drug or other substance identified under schedules I, II, III, IV, or V in section 202 (c) of the Controlled Substances Act (21 U.S.C. 812(c)).
   b. **Illegal drug** means a controlled substance; but does not include a controlled substance that is legally possessed or used under the supervision of a licensed health-care professional or that is legally possessed or used under any other authority under that Act or under any other provision of Federal law.
   c. **Serious bodily injury** has the meaning given the term "serious bodily injury" under paragraph (3) of subsection (h) of section 1365 of title 18, United States Code.
   d. **Weapon** has the meaning given the term “dangerous weapon” under paragraph (2) of the first subsection (g) of section 930 of title 18, United States Code.

9. Notification
   On the date it makes the decision to make a removal that is a change of placement of the child because of a violation of a code of student conduct, Charter School must notify the parents of that decision, and provide the parents with a procedural safeguards notice.

**Change Of Placement Because Of Disciplinary Removals**

A removal of a child with a disability from the child’s current educational placement is a change of placement requiring a NOREP/prior written notice if:
1. The removal is for more than 10 consecutive school days; or
2. The removal is for 15 cumulative school days total in any one school year;
3. The child has been subjected to a series of removals that constitute a pattern because:
   a. The series of removals total more than 10 school days in a school year;
   b. The child’s behavior is substantially similar to the child’s behavior in previous incidents that resulted in a series of removals;
   c. Of such additional factors as the length of each removal, the total amount of time the child has been removed, and the proximity of the removals to one another; and

Whether a pattern of removals constitutes a change of placement is determined on a case-by-case basis by Charter School and, if challenged, is subject to review through due process and judicial proceedings.

**Determination of Setting**
The IEP team must determine the interim alternative educational setting for removals that are changes of placement, and removals under the headings Additional authority and Special circumstances, above.

1. General
   The parent of a child with a disability may file a due process complaint (see above) to request a due process hearing if he or she disagrees with:
   a. Any decision regarding placement made under these discipline provisions; or
   b. The manifestation determination described above.
   Charter School may file a due process complaint (see above) to request a due process hearing if it believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.

2. Authority of hearing officer
   A hearing officer that meets the requirements described under the sub-heading Impartial Hearing Officer must conduct the due process hearing and make a decision. The hearing officer may:
   a. Return the child with a disability to the placement from which the child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading Authority of School Personnel, or that the child’s behavior was a manifestation of the child’s disability; or
   b. Order a change of placement of the child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of the child is substantially likely to result in injury to the child or to others.
   These hearing procedures may be repeated, if Charter School believes that returning the child to the original placement is substantially likely to result in injury to the child or to others.

Whenever a parent or charter school files a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings Due Process Complaint Procedures, Hearings on Due Process Complaints, except as follows:

1. The SEA must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is filed and must result in a determination within 10 school days after the hearing.
2. Unless the parents and the Charter School agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within 7 calendar days of receiving notice of the due process complaint. The hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.
A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings. When, as described above, the parent or Charter School has filed a due process complaint related to disciplinary matters, the child must (unless the parent and the State Educational Agency or Charter School agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of removal as provided for and described under the heading Authority of School Personnel, whichever occurs first.

**Special Rules for Students with Mental Retardation**

The disciplinary removal of a child with mental retardation attending a charter school for any amount of time is considered a change in placement and requires a NOREP/prior written notice (if the disciplinary event does not involve drugs, weapons and/or serious bodily injury). A removal from school is not a change in placement for a child who is identified with mental retardation when the disciplinary event involves weapons, drugs, and/or serious bodily injury.

According to certain assurances the Commonwealth entered into related to the PARC consent decree, a charter school may suspend on a limited basis a student with mental retardation who presents a danger to himself or others upon application and approval by the Bureau of Special Education and only to the extent that a student with a disability other than mental retardation could be suspended.

**Protections For Children Not Yet Eligible For Special Education and Related Services**

1. **General**
   If a child has not been determined eligible for special education and related services and violates a code of student conduct, but Charter School had knowledge (as determined below) before the behavior that brought about the disciplinary action occurred, that the child was a child with a disability, then the child may assert any of the protections described in this notice.

2. **Basis of knowledge for disciplinary matters**
   A charter school must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:
   a. The parent of the child expressed concern in writing that the child is in need of special education and related services to supervisory or administrative personnel, or a teacher of the child;
   b. The parent requested an evaluation related to eligibility for special education and related services under Part B of the IDEA; or
   c. The child’s teacher, or other Charter School personnel expressed specific concerns about a pattern of behavior demonstrated by the child directly to
Charter School’s director of special education or to other supervisory personnel of the Charter School.

3. **Exception**
   **A charter school would not be deemed to have such knowledge if:**
   a. The child’s parent has not allowed an evaluation of the child or refused special education services; or
   b. The child has been evaluated and determined to not be a child with a disability under Part B of the IDEA.

4. **Conditions that apply if there is no basis of knowledge**
   If prior to taking disciplinary measures against the child, a charter school does not have knowledge that a child is a child with a disability, as described above under the subheadings **Basis of knowledge for disciplinary matters** and **Exception**, the child may be subjected to the disciplinary measures that are applied to children without disabilities who engaged in comparable behaviors. However, if a request is made for an evaluation of a child during the time period in which the child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner.

   Until the evaluation is completed, the child remains in the educational placement determined by school authorities, which can include suspension or expulsion without educational services. If the child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by Charter School, and information provided by the parents, Charter School must provide special education and related services in accordance with Part B of the IDEA, including the disciplinary requirements described above.

**B. REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES**

1. **The state and federal regulations do not:**
   a. Prohibit an agency from reporting a crime committed by a child with a disability to appropriate authorities; or
   b. Prevent State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of Federal and State law to crimes committed by a child with a disability.

   Subsequent to a referral to law enforcement, an updated functional behavior assessment and positive behavior support plan are required.

2. **Transmittal of records**
   If a charter school reports a crime committed by a child with a disability, the charter school must ensure that copies of the child’s special education and disciplinary records are
transmitted for consideration by the authorities to whom the agency reports the crime; and may transmit copies of the child’s special education and disciplinary records *only* to the extent permitted by FERPA.
NON-DISCRIMINATION

Charter School shall not discriminate in its discipline policies or practices on the basis of intellectual ability, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws.

The CEO/Principal or his/her designee is directed to develop procedures and practices related to the use of positive behavioral interventions and supports, and procedural safeguards and to ensure that those policies and procedures are implemented.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ________________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Dispute Resolution and Alternative Dispute Resolution Policy

It is the policy of Reach Cyber Charter School ("Charter School") to ensure that disputes between parents and Charter School regarding the identification, evaluation, programming and services available to eligible students are addressed effectively and in accordance with applicable state and federal laws.

Every effort should be made to address and resolve disputes at the building/IEP team level if possible. The Chief Executive Officer ("CEO“)/Principal or his/her designee is directed to be aware of alternative dispute resolution procedures and programs, including facilitated IEP team meetings and mediation, and utilize those programs when deemed appropriate.

The CEO/Principal or his/her designee is responsible for ensuring that any agreements entered into as a result of a mediation session are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

When alternative dispute resolution is not practical or otherwise appropriate, or when a due process complaint is filed, the CEO/Principal or his/her designee is directed to follow applicable state procedures regarding the filing and answering of a due process complaint, including requirements relating to dissemination of procedural safeguards.

The CEO/Principal or his/her designee is responsible for ensuring that due process decisions are implemented in accordance with the state regulations and is directed to maintain evidence of implementation.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of__________________, 2015

________________________________________
President

________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Extended School Year Services (“ESY”) Policy

The Board of Trustees directs that the Reach Cyber Charter School (“Charter School”) comply with the requirements incorporated by reference in 34 CFR §300.106 (relating to extended school year services).

The CEO/CAO/Principal or his/her designee is directed to ensure that the Charter School uses the following standards for determining whether a student with disabilities requires ESY as part of the student's program:

1. At each IEP meeting for a student with disabilities, the charter school shall determine whether the student is eligible for ESY services and if so, make subsequent determinations about the services to be provided.

2. In considering whether a student is eligible for ESY services, the IEP team shall consider the following factors, however, no single factor will be considered determinative:

   (i) Whether the student reverts to a lower level of functioning as evidenced by a measurable decrease in skills or behaviors which occurs as a result of an interruption in educational programming (Regression).
   (ii) Whether the student has the capacity to recover the skills or behavior patterns in which regression occurred to a level demonstrated prior to the interruption of educational programming (Recoupment).
   (iii) Whether the student's difficulties with regression and recoupment make it unlikely that the student will maintain the skills and behaviors relevant to IEP goals and objectives.
   (iv) The extent to which the student has mastered and consolidated an important skill or behavior at the point when educational programming would be interrupted.
   (v) The extent to which a skill or behavior is particularly crucial for the student to meet the IEP goals of self-sufficiency and independence from caretakers.
   (vi) The extent to which successive interruptions in educational programming result in a student's withdrawal from the learning process.
   (vii) Whether the student's disability is severe, such as autism/pervasive developmental disorder, serious emotional disturbance, severe mental retardation, degenerative impairments with mental involvement and severe multiple disabilities.
Reliable sources of information regarding a student’s educational needs, propensity to progress, recoupment potential and year to year progress may include the following:

1. Progress on goals in consecutive IEPs.
2. Progress reports maintained by educators, therapists and others having direct contact with the student before and after interruptions in the education program.
3. Reports by parents of negative changes in adaptive behaviors or in other skill areas.
4. Medical or other agency reports indicating degenerative-type difficulties, which become exacerbated during breaks in educational services.
5. Observations and opinions by educators, parents and others.
6. Results of tests, including criterion-referenced tests, curriculum-based assessments, ecological life skills assessments and other equivalent measures.

The need for ESY services will not be based on any of the following:

1. The desire or need for day care or respite care services.
2. The desire or need for a summer recreation program.
3. The desire or need for other programs or services that while they may provide educational benefit, are not required to ensure the provision of a FAPE.

Students with severe disabilities such as autism/pervasive developmental disorder, serious emotional disturbance; severe mental retardation; degenerative impairments with mental involvement; and severe multiple disabilities require expeditious determinations of eligibility for ESY services to be provided as follows:

1. Parents of students with severe disabilities shall be notified by Charter School of the annual review meeting to ensure their participation.
2. An IEP review meeting must occur no later than February 28 of each school year for students with severe disabilities.
3. The notice of recommended educational placement (NOREP) shall be issued to the parent no later than March 31 of the school year for students with severe disabilities.
4. If a student with a severe disability transfers into Charter School after the dates in paragraphs (2) and (3), and the ESY eligibility decision has not been made, the eligibility and program content must be determined at the IEP meeting.

The eligibility for ESY services of all students with disabilities shall be considered at the IEP meeting. ESY determinations for students other than those described above as having severe disabilities are not subject to the timelines for students with the severe disabilities.
described above. However, determinations for those other students shall still be made in a timely manner.

If the parents disagree with Charter School’s recommendation on ESY, the parents will be afforded an expedited due process hearing in accordance with applicable laws. Parents are to be provided with the required procedural safeguards notice.

ESY programs are to be individualized with regard to the amount of services and individually appropriate goals and related services.

In cases where ESY is denied, evidence to support the denial is to be made part of the student’s file.

The CEO/CAO/Principal or his/her designee is directed to develop procedures consistent with this policy and applicable laws.

TIMELINES CONTAINED IN THIS POLICY MAY BE CHANGED BY THE PENNSYLVANIA DEPARTMENT OF EDUCATION AND THE SCHOOL MUST FOLLOW.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Exceptional Student Records Confidentiality Policy

The Reach Cyber Charter School (“Charter School”) recognizes the need to protect the privacy rights of Charter School’s exceptional students and their parents. The classification, collection, use, maintenance and dissemination of any information about a student or his or her family raises issues regarding the privacy of that information. Thus, Charter School shall adhere to the provisions of federal and state laws pertaining to those privacy rights, including but not limited to the Family Educational Rights and Privacy Act of 1974 ("FERPA"), as amended, and its accompanying regulations; the applicable provisions of the Individuals with Disabilities Education Improvement Act (2004) ("IDEA"), as amended, and its implementing regulations; the applicable provisions of the Pennsylvania Public School Code of 1949, and the applicable provisions of Chapters 12 and 711 of the Pennsylvania Administrative Code containing the regulations of the Pennsylvania State Board of Education and other provisions applicable to charter schools. The Chief Executive Officer ("CEO“)/Principal or his/her designee is designated as the administrator responsible for the maintenance, access, use and release of exceptional student records. This policy is to be used in combination with Charter School’s Student Records Policy.

The CEO/Principal or his/her designee shall be responsible for the implementation of this policy.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION (34 CFR §300.622)

Unless the information is contained in education records, and the disclosure is authorized without parental/legal guardian consent under FERPA, the student’s parent’s/legal guardian’s consent (or student’s consent if the student has reached the age of majority and is otherwise eligible to have record rights transferred to him or her) must be obtained before personally identifiable information about that student is disclosed to parties other than officials of Charter School. Except under the circumstances specified below, parental consent is not required before personally identifiable information is released to officials of Charter School for purposes of meeting a requirement of Part B of IDEA 2004.

A parent’s (legal guardian’s) consent, or consent of an eligible child who has reached the age of majority under State law, must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.
ACCESS TO CONFIDENTIAL INFORMATION RELATED TO STUDENT (34 CFR §300.611)

1. Related to the confidentiality of information, the following definitions apply:
   a. **Destruction** means physical destruction or removal of personal identifiers from information so that the information is no longer personally identifiable.
   b. **Education records** means the type of records covered under the definition of “education records” in 34 CFR Part 99 (the regulations implementing the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. §1232g (FERPA)).
   c. **Participating agency** means any charter school, agency or institution that collects, maintains, or uses personally identifiable information, or from which information is obtained, under Part B of the IDEA.
   d. **Personally identifiable (34 CFR §300.32)** means information that has:
      1) A child’s name, a parent’s name, or the name of another family member;
      2) A child’s address;
      3) A personal identifier, such as a child’s social security number or student number; or
      4) A list of personal characteristics or other information that would make it possible to identify a child with reasonable certainty.

2. Access Rights (34 CFR §300.613)
   a. **Parent Access**
      Charter School must permit a parent to inspect and review any education records relating to the parent’s child that are collected, maintained, or used by the charter school under Part B of the IDEA. The charter school must comply with a parent’s request to inspect and review any education records on the parent’s child without unnecessary delay or before any meeting regarding an IEP, or any impartial due process hearing (including a resolution meeting or a hearing regarding discipline), and in no case more than 45 calendar days after the parent has made a request.
      A Parent’s right to inspect and review education records includes:
      1) A parent’s right to a response from Charter School to reasonable requests for explanations and interpretations of the records;
      2) A parent’s right to request that Charter School provide copies of the records if the parent cannot effectively inspect and review the records unless the parent receives those copies; and
      3) A parent’s right to have a representative inspect and review the records.
a) Charter School may presume that a parent has authority to inspect and review records relating to the parent’s child unless advised that the parent does not have the authority under applicable State law governing such matters as guardianship, or separation and divorce.

b) If any education record includes information on more than one child, the parents of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

c) On request, each charter school must provide the parent with a list of the types and locations of education records collected, maintained, or used by Charter School.

b. Other Authorized Access (34 CFR §300.614)
Charter School must keep a record of parties obtaining access to education records collected, maintained, or used under Part B of the IDEA 2004 (except access by parents and authorized employees of the participating agency), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

2. Fees
Charter School may charge a fee for copies of records (34 CFR §300.617) that are made for a parent under Part B of the IDEA, if the fee does not effectively prevent the parent from exercising the right to inspect and review those records. Charter School may not charge a fee to search for or to retrieve information under Part B of IDEA 2004.

3. Amendment of Records at Parent’s Request (34 CFR §300.618)
If a parent believes that information in the education records regarding the parent’s child collected, maintained, or used under Part B of IDEA 2004 is inaccurate, misleading, or violates the privacy or other rights of the child, the parent may request the charter school that maintains the information to change the information.

Charter School must decide whether to change the information in accordance with the parent’s request within a reasonable period of time of receipt of the parent’s request.

If Charter School refuses to change the information in accordance with the parent’s request, it must inform the parent of the refusal and advise the parent of the right to a hearing for this purpose.
4. Opportunity for a Records Hearing (34 CFR §300.619)
Charter School must, on request, provide the parent an opportunity for a hearing to challenge information in education records regarding the parent’s child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child.

a. Hearing Procedures (34 CFR §300.621)
A hearing to challenge information in education records must be conducted according to the following procedures for such hearings under the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. Section 1233g (FERPA):
1) The educational agency or institution shall hold the hearing within a reasonable time after it has received the request for the hearing from the parent or eligible student.
2) The educational agency or institution shall give the parent or eligible student notice of the date, time, and place, reasonably in Reach of the hearing.
3) The hearing may be conducted by any individual, including an official of the educational agency or institution who does not have a direct interest in the outcome of the hearing.
4) The educational agency or institution shall give the parent or eligible student a full and fair opportunity to present evidence to challenge the content of the student’s education records on the grounds that the information contained in the education records is inaccurate, misleading, or in violation of the privacy rights of the student. The parent or eligible student may, at their own expense, be assisted or represented by one or more individuals of his or her own choice, including an attorney.
5) The educational agency or institution shall make its decision in writing within a reasonable period of time after the hearing.
6) The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision.

b. Result of Hearing (34 CFR §300.620)
If, as a result of the hearing, Charter School decides that the information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the child, it must change the information accordingly and inform the parent in writing. If, as a result of the hearing, the Charter School decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the parent’s child, the parent may place in the records that it maintains on the parent’s child a statement commenting on the information or providing any reasons the parent disagrees with the decision of the participating agency.
Such an explanation placed in the records of the parent’s child must:
1. Be maintained by Charter School as part of the records of the child as long as the record or contested portion is maintained by Charter School; and
2. If Charter School discloses the records of the child or the challenged portion to any party, the explanation must also be disclosed to that party.

c. Safeguards (34 CFR §300.623)
Each charter school must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

The CEO/Principal or his/her designee must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding Pennsylvania’s policies and procedures regarding confidentiality under Part B of IDEA 2004 and FERPA.

Each charter school must maintain, for public inspection, a current listing of the names and positions of those employees within the agency who have access to personally identifiable information.

Persons who have access to personally identifiable information at the charter school will include members of the child’s IEP team, Charter School’s records custodian and the CEO/Principal or his/her designee. Any individual accessing a student’s personally identifiable information must sign a sheet evidencing review of the records. The sheet will be maintained with the student records.

5. Destruction of Information (34 CFR §300.624)

Charter School must inform the parent when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to the parent’s child, and the information must be destroyed at the parent’s request.

However, a permanent record of the child’s name, address, and phone number, his or her grades, attendance record, classes attended, grade level completed, and year completed may be maintained without time limitation.

Charter School must comply with record maintenance requirements in accordance with FERPA and Chapters 711 and 12 of Title 22 of the Pennsylvania Code, together with directives of PDE.
with regard to record maintenance. Special Education records must also be maintained in accordance with PDE 6-year cyclical monitoring period guidelines established by PDE.

TRANSFER OF RECORDS BETWEEN SCHOOLS

When the education records for a child with a disability are transferred from a public agency, private school, approved private school or private agency, to a charter school, the public agency, private school, approved private school or private agency from which the child transferred shall forward all of the child’s educational records, including the most recent IEP, within 10 days after the public agency, private school, approved private school or private agency is notified in writing that the child is enrolled in a charter school.

When the educational records for a child with a disability are transferred to a public agency, private school approved private school or private agency from a charter school, the charter school shall forward the child’s educational records, including the most recent IEP, within 10 school days after the charter school is notified in writing that the child is enrolled at another public agency, private school, approved private school or private agency.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES AND RECORD TRANSMITTAL

Charter School reporting a crime committed by a child with a disability must ensure that copies of the special education and disciplinary records of the child are transmitted for consideration by the appropriate authorities to whom the crime is reported. A charter school reporting a crime may transmit copies of the child’s special education and disciplinary records only to the extent that the transmission is permitted by FERPA.

ELECTRONIC TRANSMISSIONS

Charter School will ensure that any records kept or transmitted electronically are subject to high standards of electronic security. Charter School uses electronic firewalls and encryption systems, and monitors and tests the system regularly to ensure its stability and integrity. All the Charter School electronic mail correspondence shall include the following:
CONFIDENTIALITY NOTICE
The information in this transmission is intended only for the individual or entity named above. It may be legally privileged and confidential. If you have received this information in error, notify us immediately by calling Charter School at PHONE NUMBER. Send the original transmission to us by mail. Return postage is guaranteed. If the reader of this message is not the intended recipient, you are hereby notified that any disclosure, dissemination, distribution or copying of this communication or its contents is strictly prohibited.

ADMINISTRATIVE PROCEDURES:
The CEO/Principal or his/her designee shall be responsible for ensuring that the education records, confidentiality policies and procedures established under IDEA 2004 (relating to confidentiality of education records of exceptional students) are enforced and administered. This official shall:

- Notify parents on an annual basis of the policies and procedures regarding exceptional student education records and the rights of parents under both Federal and State Law concerning the confidentiality of education records of exceptional students;

- Develop a system of safeguards which will protect the confidentiality of personally identifiable information at the point of collection, storage, use, maintenance, release and destruction;

- Provide training and instruction in the implementation of records policy requirements for all educational agency personnel who collect or use exceptional student personally identifiable information; and

- Maintain a current listing of the names and positions of those agents and employees of Charter School who are authorized by the school to have access to personally identifiable information of exceptional students.

An education record shall not be destroyed by Charter School if there is an outstanding request to inspect and review it by the parent or eligible student.

Charter School will inform the parents of an exceptional student when personally identifiable information collected, maintained, or used in the records of the exceptional student is no longer needed to provide
educational services to the exceptional student.

Upon request of the parents, information no longer relevant to and necessary for the provision of educational services to the exceptional student must be destroyed by Charter School. However, a written record of an exceptional student's name, address, phone numbers, grades, attendance records, classes attended, grade level completed, and year completed will be maintained for an unlimited time period.

Prior to the destruction of the information referred to in the above paragraph, Charter School shall send written notification to the parents which shall inform the parents of their right to receive a copy of the material to be destroyed.

Charter School shall not destroy education records containing information necessary for the education of an exceptional student who is enrolled or has been enrolled in an education program operated by the school.

Except as is stated in the above paragraph of this subsection, nothing in this section shall be construed to mean that Charter School is required to destroy education records and the Charter School Administration is directed to implement any procedures necessary to maintain student records consistent with this policy and applicable state and federal laws and regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of_______________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board Of Trustees Policy

Free Appropriate Public Education (FAPE) Policy

Reach Cyber Charter School (“Charter School”) must ensure that FAPE is available to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

The determination that a child described above is eligible, must be made on an individual basis by the group responsible within the Charter School for making eligibility determinations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________ , 2015

___________________________________
President

___________________________________
Secretary
Reach Cyber Charter School

2016-2017 School Year

Annual Notification of Rights under Family Educational Rights and Privacy Act (FERPA) for the 2015-2016 School Year / Notice to Parents and Guardians Regarding the Disclosure of Student “Directory Information”

The Family Educational Rights and Privacy Act (FERPA), a federal law, affords parents, legally emancipated students, and students over eighteen (18) years of age (“eligible students”) certain rights with respect to the student’s educational records.

These rights are briefly summarized below and are explained more fully in the Board’s Student Records Policy, which is on file at the School and is available upon request:

1. The right to inspect and review the student’s educational records within forty-five (45) days of the day Reach Cyber Charter School (“Charter School”) receives a request for access. Parents or eligible students should submit to Charter School’s CEO/Principal a written request that identifies the record(s) they wish to inspect. The Charter School official will make arrangements for access and notify the parent or eligible student of the time and place where the record(s) may be inspected.

2. The right to request the amendment of the student’s educational record(s) the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Charter School to amend a record that they believe is inaccurate or misleading. Parents or eligible students should write to Charter School’s Principal, clearly identifying the part of the record(s) they want amended, and specify why the record(s) is inaccurate or misleading. If the Charter School decides not to amend the record(s) as requested by the parent or eligible student, the Charter School will notify the parent or eligible student of the decision in writing and advise of the right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student’s educational record(s) except to the extent that FERPA authorizes disclosure without consent, as discussed below.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Charter School to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:
Release of Records Without Consent

Generally, the Charter School must have written permission from parents or eligible students in order to release any information from a student’s education records. However, FERPA allows the Charter School to disclose that information without consent, to the following parties or under the following conditions:

- School officials with legitimate educational interests. A School Official may include a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law unit personnel); a person serving on the Board; a person or company with whom the Charter School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); contractors, consultants, volunteers, and other outside service providers used by the Charter School; or a parent or student serving on official committee, such as a disciplinary or grievance committee, or assisting another Charter School official in performing his/her tasks. A School Official has a legitimate educational interest if the official needs to review an educational record(s) in order to fulfill his or her professional responsibility;

- Other schools, school systems, or institutions of postsecondary education to which a student is transferring;

- Authorized representatives of the U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities. Disclosures may be made in connection with an audit or evaluation of Federal or State supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. The entities and officials identified here may re-disclose student information to outside entities and/or individuals that are designated as “authorized representatives” to conduct an audit or evaluation, or enforcement or compliance activity on their behalf. A designation of an “authorized representative,” other than an employee, shall be memorialized in a written agreement. The same agreement shall contain provisions intended to guard the privacy of student information. Student records for children seven (7) years or older is exempt from the use of authorized representatives for agencies running programs to improve social, emotional and physical development;
• Appropriate parties in connection with financial aid for which a student has applied or has received, if the information is necessary to determine eligibility for aid, determine the amount of aid, determine the conditions of aid, or enforce the terms and conditions of aid;

• Organizations conducting certain studies for or on behalf of the school, to develop, validate or administer predictive tests; administer student aid programs; or improve instruction. The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education, or State and local educational authorities may re-disclose student information to organizations conducting studies identified here. Any re-disclosure of student information, whether by schools or the entities and officials identified here, requires a written agreement. The written agreement shall contain provisions intended to guard the privacy of student information;

• Accredit ing organizations;

• To parents of dependent students for IRS tax purposes;

• To comply with a judicial order or lawfully issued subpoena;

• Appropriate officials in cases of health and safety emergencies; and

• State and local authorities within a juvenile justice system, pursuant to specific State law.

The Charter School must maintain records of each request for access and disclosure of information from a student’s education record(s), except for disclosures to school officials with legitimate educational interests, disclosures to parties with written consent from parents or eligible students, disclosures of Directory Information (discussed below), disclosures under select judicial orders or lawfully issued subpoenas, and disclosures to parents or eligible students. Parents and eligible students have a right to inspect and review the records of requests for access and disclosures.

Release of Directory Information

Directory Information includes information contained in the educational record(s) of a student, which is not considered harmful or an invasion of privacy if disclosed, so that it may be disclosed without prior parental consent, unless parents or eligible students have advised the Charter School to the contrary in accordance with Charter School procedures. The primary purpose of Directory Information is to allow the Charter School to include this type of information from the student’s educational records in certain school-related publications or notices.
As part of the Charter School’s annual notification under FERPA, Charter School designates for the 2016-17 School Year the following types or categories of information as “Directory Information”: 

- Student Name 
- Participation in officially recognized activities, clubs, and sports 
- Naming of student to the Honor Roll, National Honor Society or as Valedictorian 
- Address 
- Telephone listing 
- Weight and height of members of athletic teams 
- Electronic Mail Address 
- Photograph 
- Degrees, honors, awards received 
- Date and place of birth 
- Major field of study 
- Dates of attendance 
- Grade level 
- The most recent educational agency or institution attended 

“Directory Information” for the 2016-17 School Year also includes: 

- Except for social security number, a student ID number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user; and
- Except for social security number, a student ID number or other unique personal identifier that is displayed on a student ID badge, but only if the identifier cannot be used to gain access to education records except when used with one or more factors, such as a PIN, password, or other factor known or possessed only by the authorized user.

Examples of how and where the Charter School may disclose Directory Information include:

- Newsletters 
- A playbill showing student’s role in a drama production 
- The annual yearbook 
- Honor Roll or other recognition lists 
- Graduation programs 
- Sports activity sheets, such as for wrestling: showing weight and height of team members 
- Companies or outside organizations that manufacture class rings or yearbooks 
- Newspapers or other news sources
- Class Lists
- Staff and/or Student Directories and/or listings
- Charter School Website
- Charter School Bulletin Boards
- Institutions of Higher Learning requesting Directory information

These examples are for illustration only and are not an exclusive list of the manner in which Directory Information may be disclosed. This Notice provides parents and eligible students with an opportunity to object in writing to any or all of those types of information that the Charter School has designated as Directory Information. Parents and eligible students have the right to refuse to permit the release by notifying the Charter School in writing that they do not want any or all of those types of information to be designated as Directory Information.

Please note that an opt out of Directory Information disclosures does not prevent the Charter School from identifying a student by name or from disclosing a student’s name, identifier or institutional e-mail address in class in which the student is enrolled. The right to opt out of Directory Information disclosures does not include a right to remain anonymous in class, and may not be used to impede routine classroom communications and interactions, whether class is held in a specified physical location or on-line through electronic communications. Likewise, an opt out of Directory Information disclosures does not prevent the Charter School from requiring a student to wear, to display publicly, or to disclose a student ID card or badge that exhibits information that the Charter School designated as “Directory Information” for the 2016-17 School Year above.

YOUR ACTION IS REQUIRED IF YOU WISH “DIRECTORY INFORMATION” NOT TO BE PUBLISHED. Please submit any refusal with the types of information you wish removed from the list of Directory Information and mail your written objections on or before September ____, 2016, to the CEO/Principal of the Charter School at:

Reach Cyber Charter School
ADDRESS

If you have any questions regarding this Notice, please call or write the CEO/Principal at Charter School at: Harrisburg, Pennsylvania. If you do not submit a written refusal on or before September ____, 2016 then the Charter School may disclose directory information without your prior consent.

THE CONTENT OF THIS NOTICE HAS BEEN WRITTEN IN STRAIGHTFORWARD, SIMPLE ENGLISH. IF A PERSON DOES NOT UNDERSTAND ANY OF THIS NOTICE, HE OR SHE SHOULD ASK THE PRINCIPAL OF CHARTER SCHOOL FOR AN EXPLANATION. THE CHARTER SCHOOL WILL ARRANGE FOR AN INTERPRETER FOR PARENTS WITH LIMITED ENGLISH PROFICIENCY. IF A PARENT IS DEAF OR BLIND OR HAS NO WRITTEN LANGUAGE, THE CHARTER SCHOOL WILL ARRANGE FOR COMMUNICATION OF THIS NOTICE IN THE MODE NORMALLY USED BY THE PARENT (E.G., SIGN LANGUAGE, BRAILLE, OR ORAL COMMUNICATION). IF A STUDENT HAS A DISABILITY, ADDITIONAL INFORMATION IS AVAILABLE IN THE CHARTER SCHOOL’S ANNUAL
PUBLIC NOTICE OF SPECIAL EDUCATION SERVICES AND PROGRAMS AND RIGHTS FOR STUDENTS WITH DISABILITIES.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Independent Evaluations Policy

The Board of Trustees recognizes that in accordance with applicable state and federal laws, including Chapter 711 of Title 22 of the Pennsylvania Code, a parent has the right to obtain an independent educational evaluation ("IEE") of his or her child if the parent disagrees with an evaluation by Reach Cyber Charter School ("Charter School") to the extent permitted by law, including the right of Charter School, to file a due process complaint to show that its evaluation is appropriate and to contest the need for an independent evaluation.

If a parent requests an IEE, the CEO/CAO/Principal or his/her designee is directed to provide the parent with information about where the parent may obtain an IEE and about Charter School’s criteria that apply to IEEs. As this policy contains information about Charter School’s criteria, this policy should be provided to parents upon request.

An Independent Educational Evaluation or IEE is defined under applicable requirements as an evaluation conducted by a qualified examiner who is not employed by Charter School.

Public expense is defined as follows: Charter School either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to the parent, consistent with the provisions of Part B of IDEA 2004.

A parent has the right to an IEE of his or her child at public expense if the parent disagrees with an evaluation of the child obtained by Charter School, SUBJECT TO THE FOLLOWING CONDITIONS:

If a parent requests an IEE at public expense, Charter School must, without unnecessary delay, either: (1) File a due process complaint to request a hearing to show that its evaluation of the child is appropriate; or (2) Provide an IEE at public expense, unless Charter School demonstrates in a hearing that the evaluation obtained did not meet Charter School’s criteria.

The CEO/CAO/Principal or his/her designee is directed to notify parents when declining the parent’s request for an IEE at public expense and the reason for denial of the IEE.

The CEO/CAO/Principal or his/her designee must not unreasonably delay either providing the IEE at public expense or initiating due process.

The CEO/CAO/Principal or his/her designee is directed to ensure that the IEP team considers a valid IEE.
The CEO/CAO/Principal or his/her designee is directed to maintain a list of qualified independent evaluators in each of the various disciplines commonly relied upon to provide education-related evaluations and assessments and shall make that list reasonably available to any parent who requests it.

If Charter School initiates a hearing and the final decision is that Charter School’s evaluation is appropriate, the parent still has the right to an independent evaluation, but not at public expense.

If a parent requests an evaluation at public expense, Charter School shall ask in writing for the parent’s reason why he or she objects to the public evaluation. However, it must be made clear that the explanation by the parent may not be required and the School may not unreasonably delay either providing the independent evaluation at public expense or initiating a hearing to defend its evaluation.

If a parent obtains an independent evaluation at private expense the results of the evaluation must be considered by Charter School, if it meets Charter School’s criteria, in any decision made with respect to the provision of FAPE to the child and may be presented as evidence at a hearing relating to the child.

If an independent evaluation is at public expense, the criteria under which the evaluation is obtained including the location of the evaluation and qualifications of the examiner must be the same as the criteria that Charter School uses when it initiates an evaluation to the extent that those criteria are consistent with the parents’ right to an independent evaluation. This criteria must be made known to the parent.

Charter School may not impose conditions or timelines related to obtaining an evaluation at public expense.

All evaluations performed must take into account the child’s English language skills and ethnicity to ensure that the testing and evaluation will not be unfair or discriminatory. Tests must be given in the child’s native language or mode of communication (such as Braille or sign language) of the child, unless it is clearly not feasible to do so.

Evaluations must also take into account the child’s disability to be sure the test measures what it is supposed to measure.

The specific tests used in the evaluation process depend upon the problems the child is experiencing.

In most cases, the child will be given several tests to help find strengths and needs.

Teacher and IEP team member input must be considered.
Information that parents provide must also be included in the evaluation.

Evaluators must be properly certified and qualified to administer the tests, assessments and evaluation techniques used. Such certification and qualification requirements must meet those mandated in Pennsylvania.

Evaluation techniques must be consistent with the most up to date techniques commonly practiced in the evaluator’s field.

Evaluations must not be racially, culturally or otherwise biased or discriminatory.

Recommendations must be based upon the child and must not be generalized.

A complete copy of the independent evaluation report must be made available to the IEP team.

Parents are to be given a release of records so that information from Charter School (including records, observations and other information gathered regarding the child) about the child may be disclosed to the independent evaluator.

Charter School will comply with and monitor changes in all state and federal time lines, procedures and due process requirements throughout the entire independent evaluation process. In the event that there are changes in state or federal law with regard to any part of this policy, Charter School will comply with state and federal law.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ______________, 2015

__________________________________________
President

__________________________________________
Secretary
INDEPENDENT EDUCATION EVALUATIONS (IEE) 
ADMINISTRATIVE PROCEDURES

A parent who disagrees with an evaluation performed or obtained by Reach Cyber Charter School (“Charter School”) may request an independent educational evaluation (IEE) at public expense to the extent allowed by applicable state and federal regulations. If the request is received verbally, the staff member who receives the IEE request shall inform the parent that the staff member is forwarding the request to the CEO/CAO/Principal. The staff member is to forward the request to the CEO/CAO/Principal without delay.

The CEO/CAO/Principal or his/her designee shall take the following steps to the extent that they remain consistent with applicable state and federal regulations regarding IEEs:

The CEO/CAO/Principal may, upon receipt of the request for an IEE, request that the parent state her reasons for disagreement with the evaluation conducted or proposed by the Charter School. The CEO/CAO/Principal shall not require the parents to do so, however, and shall not delay the process for providing or disputing an IEE.

Within ten school days of receipt of a request for an IEE in writing from a parent, the CEO/CAO/Principal of Charter School shall issue a NOREP and Procedural Safeguards Notice to the Parent in which the CEO either approves or denies the request for the IEE.

If the parent refuses to consent to the decision not to provide an IEE, the CEO or his/her designee must file a Due Process Hearing Request with the Office for Dispute Resolution and notify the parent in writing that Charter School has done so. The parent must be copied on the Due Process Hearing Request in the same manner as it is sent to the Office for Dispute Resolution. The parent must be provided with a copy of the Procedural Safeguards Notice upon filing of a Due Process Hearing Request.

If the CEO/CAO/Principal consents to provide an IEE, the parent must receive written documentation from the CEO/CAO/Principal with the NOREP and the Procedural Safeguards Notice. The written documentation must include the following:

(1) Charter School will pay for an IEE provided the IEE meets all of the requirements of an appropriate evaluation as defined in the enclosed Charter School IEE policy. (The IEE policy will also be included with the written documentation).
(2) The CEO/CAO/Principal shall provide a list of qualified independent evaluators to the parent in the discipline requested.
(3) Charter School will not pay for the IEE until the CEO/CAO/Principal receives from the evaluator a complete copy of a report of that evaluation and determines that the evaluation meets all of the requirements of Charter School’s policy.
(4) A request that the parents consider accessing reimbursement for all or part of the evaluation from public or private sources of insurance or reimbursement, together with a clear
assurance that the parent is not required to do so and that Charter School would pay any cost not covered by such sources;

(5) Directions that the parent is responsible for arranging for the IEE and for ensuring that the evaluator contacts the CEO/CAO/Principal to arrange for payment of the evaluation.

(6) If the evaluation has already been conducted and paid for, the correspondence shall advise the parent that Charter School will not reimburse the parent for the IEE until it receives a complete and unredacted copy of the report of the evaluation and determines that the evaluation meets all of the requirements of the Charter School IEE policy and documentation substantiating that the parent paid for or is responsible to pay for the costs of the evaluation requested to be reimbursed.

(7) The IEE shall be reviewed by the student’s IEP and/or MD team and considered with respect to the provision of FAPE to the student. Where necessary and/or warranted as required by law, a team meeting shall be convened to discuss the results of the IEE and any changes in the provision of FAPE proposed as a result of the IEE.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______day of ____________, 2015

______________________________
President

______________________________
Secretary
The Board of Trustees of Reach Cyber Charter School (“Charter School”) recognizes and directs that in addition to the federal requirements incorporated by reference, the state regulations require that the IEP of each student with a disability must include when appropriate:

(1) A description of the type or types of support as defined in this paragraph that the student will receive, the determination of which may not be based on the categories of the child’s disability alone. Students may receive more than one type of support as appropriate and as outlined in the IEP and in accordance with this chapter. Special education supports and services may be delivered in the regular classroom setting and other settings as determined by the IEP team. In determining the educational placement, the IEP team must first consider the regular classroom with the provision of supplementary aids and services before considering the provision of services in other settings.

(i) Autistic support. Services for students with the disability of autism who require services to address needs primarily in the areas of communication, social skills or behaviors consistent with those of autism spectrum disorders. The IEP for these students must address needs as identified by the team which may include, as appropriate, the verbal and nonverbal communication needs of the child; social interaction skills and proficiencies; the child’s response to sensory experiences and changes in the environment, daily routine and schedules; and, the need for positive behavior supports or behavioral interventions.

(ii) Blind-visually impaired support. Services for students with the disability of visual impairment including blindness, who require services to address needs primarily in the areas of accessing print and other visually-presented materials, orientation and mobility, accessing public and private accommodations, or use of assistive technologies designed for individuals with visual impairments or blindness. For students who are blind or visually impaired, the IEP must include a description of the instruction in Braille and the use of Braille unless the IEP team determines, after the evaluation of the child’s reading and writing needs, and appropriate reading and writing media, the extent to which Braille will be taught and used for the student’s learning materials.

(iii) Deaf and hard of hearing support. Services for students with the disability of deafness or hearing impairment, who require services to address needs primarily in the area of reading, communication, accessing public and private accommodations or use of assistive technologies designed for individuals with deafness or hearing impairment. For these students, the IEP must include a communication plan to address the language and communication needs,
opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode; and assistive technology devices and services.

(iv) Emotional support. Services for students with a disability who require services primarily in the areas of social or emotional skills development or functional behavior.

(v) Learning support. Services for students with a disability who require services primarily in the areas of reading, writing, mathematics, or speaking or listening skills related to academic performance.

(vi) Life skills support. Services for students with a disability who require services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(vii) Multiple disabilities support. Services for students with more than one disability the result of which is severe impairment requiring services primarily in the areas of academic, functional or vocational skills necessary for independent living.

(viii) Physical support. Services for students with a physical disability who require services primarily in the areas of functional motor skill development, including adaptive physical education or use of assistive technologies designed to provide or facilitate the development of functional motor capacity or skills.

(ix) Speech and language support. Services for students with speech and language impairments who require services primarily in the areas of communication or use of assistive technologies designed to provide or facilitate the development of communication capacity or skills.

(2) Supplementary aids and services

(3) A description of the type or types of personnel support.

(4) The location where the student attends school and whether this is the school the student would attend if the student did not have an IEP.

(5) For students who are 14 years of age or older, a transition plan that includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

(6) The IEP of each student shall be implemented as soon as possible, but no later than 10 school days after its completion.
(7) Every student receiving special education and related services provided for in an IEP shall receive the special education and related services under that IEP, subject to the terms, limitations and conditions set forth in law.

(b) In addition to the requirements incorporated by reference with regard to development, review, and revision of IEP, the Charter School shall designate persons responsible to coordinate transition activities.

The CEO/CAO/Principal or his/her designee is directed to implement all procedures in accordance with this policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Inclusion Policy

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of the Reach Cyber Charter School (“Charter School”) recognizes and directs as follows:

To the maximum extent appropriate, children with disabilities, are educated with children who are nondisabled; and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

A continuum of alternative placements must be available to meet the needs of children with disabilities for special education and related services. The continuum must include alternative placements (including, but not limited to: instruction in, regular classes, supplementary aids and services, instruction in special classes, instruction in alternative schools, home instruction, and instruction in hospitals and institutions to the extent required by applicable laws and regulations).

Administration is further directed to make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement to the extent required by law and to inform the Board when supplementary aids and services must be procured and/or approved by the Board.

In determining the educational placement of a child with a disability, Administration is directed to ensure that the placement decision is made by a group of persons, including the parents, and other persons knowledgeable about: the child, the meaning of the evaluation data, and the placement options. Such decision must be made in conformity with the LRE provisions of the federal regulations.

The child’s placement must be determined at least annually; be based on the child’s IEP; and must be as close as possible to the child’s home to the extent required by applicable law. Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.

In selecting the LRE, Administration is directed to give consideration to any potential harmful effect on the child or on the quality of services that he or she needs.
A child with a disability is not to be removed from education in age appropriate regular classrooms solely because of needed modifications in the general education curriculum.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in the applicable state and federal regulations, Administration is directed to ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.

Administration is directed to ensure that each child with a disability has the supplementary aids and services determined by the child’s IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Administration shall ensure that the IEP team making educational placement decisions understands and adheres to the following guiding principles from the Pennsylvania Department of Education to the extent that they are consistent with applicable federal and state regulations:

1. A Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP; moreover, FAPE must be delivered in the LRE as per the IEP team.
2. Students will not be removed from regular education classrooms merely because of the severity of their disabilities;
3. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, the team is obliged to ensure that those services are provided to the extent required by applicable state and federal regulations and laws;
4. IEP teams must determine whether the goals in the student’s IEP can be implemented in regular education classrooms with supplementary aids and services before considering removal from the regular education classroom;
5. The team will consider the full range of supplementary aids and services in regular education classrooms, based on peer-reviewed research to the extent practicable, including modification of curriculum content, before contemplating placement in a more restrictive setting.

To determine whether a child with disabilities can be educated satisfactorily in a regular education classroom with supplementary aids and services, the following factors provided by the Pennsylvania Department of Education shall be considered and addressed:

1. What efforts have been made to accommodate the child in the regular classroom and with what outcome(s);
2. What additional efforts (i.e. supplementary aids and services) in the regular classroom are possible;
3. What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services; and
4. Are there possible significant and negative effects of the child’s inclusion on the other students in the class?

Per the Pennsylvania Department of Education, the presumption is that IEP teams begin placement discussions with a consideration of the regular education classroom and the supplementary aids and services that are needed to enable a student with a disability to benefit from educational services. Benefit from educational services is measured by progress toward the goals and objectives of the student’s IEP, not by mastery of the general education curriculum, and is not limited to academic progress alone; therefore, Administration is directed to ensure that special education placement in a more restrictive environment is not justified solely on the basis that the child might make greater academic progress outside the regular education environment.

The law and the Pennsylvania Department of Education policy favor education with non-disabled peers; however, inclusion or education with non-disabled peers is not a foregone conclusion; such a decision remains exclusively with the IEP team as they consider FAPE. An IEP team may choose a more specialized setting if:

1. The student will receive greater benefit from education in a specialized setting than in a regular class.
2. He or she is so disruptive as to significantly impair the education of other students in the class; or
3. The cost of implementing a given student’s IEP in the regular classroom will significantly affect other children in the LEA.

If, after considering these factors, an IEP team determines that the student needs to be educated in a more specialized setting, the school is required to include the child in school programs with non-disabled children to the maximum extent appropriate. These may include but are not limited to extracurricular activities, assembly programs, recess, lunch, homeroom, etc. Note that a student is not required to “try out” each level of LRE and “fail” before the student moves to a more specialized setting.

Administration is further directed to provide opportunities for teachers to participate in professional development and to become aware of peer-reviewed and research-based practices that can be used to support students in regular classroom settings. In consideration of Pennsylvania Department of Education guidance, Administration is directed to ensure that:

- Program and placement decisions are based on student strengths, potential and needs;
- IEP teams consider the regular classroom with supplementary aids and
services before considering a more restrictive environment;
. Staff is aware of this policy on inclusion.
. Supportive team structures are in place to enable general education teachers to effectively educate students with IEPs in their regular classroom as appropriate;
. IEP teams use the most current IEP format;
. Educational placement decisions are made in the proper IEP sequence, which is:
   1. Initial eligibility decision;
   2. Determine FAPE and design the program (i.e. IEP);
   3. Determine whether FAPE can be delivered in the regular classroom with the use of supplementary aids and services;
   4. If the answer to step #3 is “no,” then, move to the next step along the continuum of placement options to determine where FAPE can be delivered; and
   5. Correct LRE data is entered.

Administration, teachers and Staff shall be required to adhere to the following:

. Be familiar with a wide array of supplementary aids and services.
. Know the proper IEP decision making sequence.
. Consider the whole range of supplementary aids and services when making placement decisions.
. Understand that modifications to the regular curriculum may be an appropriate means of delivering educational benefit within the regular classroom.
. Address services needed for a student in a single plan.
. Be clear about the supports you need in order to implement any given student’s IEP within your regular classroom.
. Be familiar with the continuum of placement options.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Intensive Interagency Policy

The Chief Executive Officer (“CEO”)/Principal or his/her designee shall ensure that the Reach Cyber Charter School (“Charter School”) identifies, reports and provides FAPE for all students with disabilities including those students needing intensive interagency approaches.

Charter School must identify any students currently on instruction conducted in the home or students with disabilities on homebound instruction.

The CEO/Principal or his/her designee shall have procedures to ensure that services are located for difficult to place students.

The CEO/Principal or his/her designee shall utilize the Regional Interagency Coordinators to assist in interagency planning and to mitigate and/or eliminate barriers to placement.

The CEO/Principal or his/her designee shall ensure that training is provided regarding interagency approaches.

Where appropriate, other child serving systems, such as mental health, mental retardation, child protective services, juvenile probation, and drug-alcohol treatment services are used for difficult to place students.

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ADOPTED this ______ day of ____________, 2015

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President

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Secretary
Reach Cyber Charter School

Board of Trustees Policy

Least Restrictive Environment

The Board of Trustees of the Reach Cyber Charter School ("Charter School") directs the Chief Executive Officer ("CEO")/Principal or his/her designee to ensure that, in accordance with applicable state and federal laws and regulations, to the maximum extent appropriate, children with disabilities are educated with children who are nondisabled and that special classes, separate schooling, or other removal of children with disabilities from the regular education environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The CEO/Principal or his/her designee is directed to ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum of alternative placements may include but is not limited to: instruction in regular classes with or without supplementary aids and services, special classes, special schools, approved private schools, home instruction and instruction in hospitals and institutions to the extent the IEP team determines such placements are appropriate.

The CEO/Principal or his/her designee is directed to provide training opportunities for school personnel regarding inclusion.

The CEO/Principal or his/her designee is directed to make opportunities available for students to interact with nondisabled peers when they need to be removed for any amount of time from the regular education environment.

The CEO/Principal or his/her designee is directed to support participation of students with disabilities in nonacademic and extracurricular activities where appropriate (including transportation).

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2015

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President

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Secretary
Reach Cyber Charter School

Board Of Trustees Policy

Nonacademic Services and Settings Policy

In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of Reach Cyber Charter School (“Charter School”) recognizes and directs as follows:

(a) The Charter School must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child’s IEP and/or Section 504 Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities as their nondisabled peers. Children with disabilities shall participate with nondisabled children in those services and activities to the extent appropriate under applicable state and federal laws and regulations.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the Charter School.

(c) The Charter School must ensure that each child with a disability has the supplementary aids and services determined by the child’s IEP Team to be appropriate and necessary for the child to participate in nonacademic settings when same are required to afford a student with equal opportunity or are otherwise required under IDEA 2004 and/or Section 504.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of ____________, 2015

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President

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Secretary
Reach Cyber Charter School

Board of Trustees Policy

Physical Education Policy

Physical education services, specially designed if necessary, must be made available to every child with a disability receiving FAPE, unless the charter school enrolls children without disabilities and does not provide physical education to children without disabilities in the same grades to the extent allowed by applicable laws and regulations.

Each child with a disability must be afforded the opportunity to participate in the regular physical education program available to nondisabled children unless the child is enrolled full time in a separate facility; or the child needs specially designed physical education, as prescribed in the child's IEP.

If specially designed physical education is prescribed in a child's IEP, the Reach Cyber Charter School must provide the services directly or make arrangements for those services to be provided through other public or private programs.

The child with a disability who is enrolled in a separate facility must receive appropriate physical education services.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL'S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this ______ day of ____________, 2015

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President

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Secretary
Reach Cyber Charter School

Board of Trustees Policy

Positive Behavioral Support Policy and Procedures

In accordance with applicable state regulations, including Title 22 Pa. Code Chapter 711.46, Reach Cyber Charter School’s (“Charter School”) Board of Trustees has established this policy to effectuate a program of positive behavior support at Charter School. Some procedures have been included.

DEFINITIONS:

Aversive techniques--Deliberate activities designed to establish a negative association with a specific behavior.

Positive behavior support plan--A plan for students with disabilities who require specific intervention to address behavior that interferes with learning. A positive behavior support plan shall be developed by the IEP team, be based on a functional behavior assessment and become part of the student's IEP. These plans include methods that utilize positive reinforcement and other positive techniques to shape a student's behavior, ranging from the use of positive verbal statements as a reward for good behavior to specific tangible rewards.

Restraints—

(i) The application of physical force, with or without the use of a device, for the purpose of restraining the free movement of a student's body. The term does not include briefly holding, without force, a student to calm or comfort him, guiding a student to an appropriate activity, or holding a student's hand to safely escort him from one area to another.

(ii) Excluded from this definition are hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the student's parents and specified in the IEP. Devices used for physical or occupational therapy, seatbelts in wheel chairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices are examples of mechanical restraints which are excluded from this definition.
**POSITIVE BEHAVIOR SUPPORT:**

Positive rather than negative measures shall form the basis of positive behavior support programs to ensure that all of Charter School’s students shall be free from demeaning treatment, the use of aversive techniques and the unreasonable use of restraints.

Positive techniques required for the development, change and maintenance of behavior shall be the least intrusive necessary.

**RESEARCH-BASED PRACTICES:**

Behavior support programs must include research based practices and techniques to develop and maintain skills that will enhance an individual student's opportunity for learning and self-fulfillment.

**FUNCTIONAL BEHAVIOR ASSESSMENT:**

Behavior support programs and plans shall be based on a functional assessment of behavior (“FBA”) and utilize positive behavior techniques. When an intervention is needed to address problem behavior, the types of intervention chosen for a particular student must be the least intrusive necessary.

**RESTRAINTS:**

The use of restraints is considered a measure of last resort, only to be used after other less restrictive measures, including de-escalation techniques.

Restraints to control acute or episodic aggressive or self-injurious behavior may be used only when the student is acting in a manner as to be a clear and present danger to himself, to other students or to employees, and only when less restrictive measures and techniques have proven to be or are less effective.

**NOTIFICATION OF USE OF RESTRAINT AND PROCEDURES:**

The use of restraints to control the aggressive behavior of an individual student shall cause Charter School to notify the parent of the use of restraint and shall cause a meeting of the IEP team within 10 school days of the inappropriate behavior causing the use of restraints in order to review the effectiveness and appropriateness of the current IEP, unless the parent, after written notice, agrees in writing to waive the meeting. At this meeting, the IEP team shall consider whether the student needs a functional behavioral assessment, reevaluation, a new or revised positive behavior support plan or a change of placement to address the inappropriate behavior.
INCLUSION OF USE OF RESTRAINTS IN A STUDENT’S IEP:

The use of restraints may only be included in a student's IEP when:

(i) Utilized with specific component elements of positive behavior support.
(ii) Used in conjunction with the teaching of socially acceptable alternative skills to replace problem behavior.
(iii) Staff are authorized to use the procedure and have received the staff training required.
(iv) There is a plan in place for eliminating the use of restraint through application of positive behavior support.

The use of restraints may not be included in the IEP for the convenience of staff, as a substitute for an educational program or employed as punishment.

PROHIBITION AGAINST PRONE RESTRAINTS:

The use of prone restraints is prohibited in educational programs. Prone restraints are those in which a student is held face down on the floor.

RESTRAINT REPORTING AND PROCEDURES:

Charter School shall maintain and report data on the use of restraints as prescribed by the Secretary of the Department of Education. The report is subject to review during cyclical compliance monitoring conducted by the Department.

MECHANICAL RESTRAINTS:

Mechanical restraints, which are used to control involuntary movement or lack of muscular control of students when due to organic causes or conditions, may be employed only when specified by an IEP and as determined by a medical professional qualified to make the determination, and as agreed to by the student's parents. Mechanical restraints must prevent a student from injuring himself or others or promote normative body positioning and physical functioning.

PROHIBITION AGAINST AVERSIVE TECHNIQUES:

The following aversive techniques of handling behavior are considered inappropriate and shall not be used in educational programs:

(1) Corporal punishment.
(2) Punishment for a manifestation of a student's disability.
(3) Locked rooms, locked boxes or other locked structures or spaces from
which the student cannot readily exit.
(4) Noxious substances.
(5) Deprivation of basic human rights, such as withholding meals, water or fresh air.
(6) Suspensions constituting a pattern.
(7) Treatment of a demeaning nature.
(8) Electric shock.

TRAINING OF PERSONNEL

The Board of Trustees hereby directs that school personnel be trained each school year on the general use of positive behavior support, de-escalation techniques, and emergency responses.

In addition to general positive behavior support training, when students are identified as in need of these supports, individual teachers and teacher groups are notified and trained accordingly so that they can act in accordance with the student's specific Positive Behavior Support Plan and de-escalation techniques, and respond appropriately in emergencies.

Per guidance from the Pennsylvania Department of Education, the core training components, the positive support plan and de-escalation (restraint reduction) staff trainings should include:

- The growing concern and potential legal issues surrounding physical restraints;
- How to create a commitment to the reduction of the use of physical restraints;
- Creating a safe environment where positive rather than negative measures form the basis of behavior management programs;
- How staff can avoid taking conflict personally; avoiding power struggles;
- Prevention of problem behaviors through a system of recognition of signs of anxiety and distress in students and staff;
- Identification of the phases of crisis events and matching behaviors to interventions;
- Demonstration and modeling of the de-escalation techniques and other alternatives to physical restraint;
• Effective positive behavior support plans that include methods of utilizing positive reinforcement and other positive techniques to shape replacement behavior(s);

• Research-based practices that develop and maintain replacement behaviors that enhance student learning and skills for life;

• Risks associated with the use of physical interventions including the signs of physical distress, positional asphyxiation, and the psychological effects of restraint;

• Safe techniques for the use of physical restraints (prone restraints prohibited);

• Documentation of the incident and compliance with notification procedures; and

• Post intervention debriefing with student and staff.

REPORTING

Administration is directed to write internal procedures that detail who is responsible for reporting restraints, who is responsible for notifying key administrators regarding the use of a restraint, and who is responsible for entering restraints in any PDE system to reporting on the use of restraints. Administration is further directed to comply with PDE guidelines regarding the reporting of the use of restraints.

Staff trained and/or certified in a program of positive behavioral supports and de-escalation techniques, and safe physical management techniques will be designated as the individuals to intervene in crisis management situations that might require restraint of a student. Physical interventions should only be undertaken by staff who have successfully completed a comprehensive crisis management course that covers: crisis definition and theory; the use of de-escalation techniques; crisis communication; anger management; passive physical intervention techniques; the legal, ethical, and policy aspects of physical intervention use; decision making related to physical interventions and debriefing strategies.

Parental notification should occur within one school day of a restraint incident unless other procedures are written in the student’s IEP.

Any restraint that results in an injury to a student and/or staff person must be reported to the CEO who will comply with any requirement to report the injury to the Bureau of Special Education.
ADDITIONAL REQUIREMENTS AND ADMINISTRATIVE PROCEDURES

The CEO or his/her designee is directed to ensure that behavior support programs administered at Charter School are in accordance with Title 22 Pa. Code Chapter 711, including the training of personnel for the use of specific procedures, methods and techniques, and for having written procedures on the use of behavior support techniques and obtaining parental consent prior to the use of restrictive or intrusive procedures or restraints.

The CEO or his/her designee may convene a review, upon Board approval, including the use of human rights committees, to oversee the use of restrictive or intrusive procedures or restraints; only to the extent the use of such procedures is allowed by law and this policy.

The CEO or his/her designee is further directed to make professional development opportunities provided by the Bureau of Special Education available to train staff regarding Positive Behavior Support.

The CEO or his/her designee is charged with using the most updated forms available through the Bureau of Special Education related to positive behavior support, including the use of any forms promulgated for functional behavior assessments and behavior support plans.

REFERRALS TO LAW ENFORCEMENT

Subsequent to a referral to law enforcement, for a student with a disability who has a positive behavior support plan, an updated functional behavior assessment and positive behavior support plan shall be required.

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ADOPTED this ______ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
In accordance with applicable state and federal regulations regarding students with disabilities, the Board of Trustees of the Reach Cyber Charter School (“Charter School”) recognizes and directs as follows:

It is the Charter School’s policy that children with disabilities have available to them the variety of educational programs and services available to nondisabled children.

The Chief Executive Officer/Principal or his/her designee is directed to implement all procedures in accordance with this policy.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2015

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President

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Secretary
Reach Cyber Charter School

Board of Trustees Policy

Psychological Services

The Board of Trustees (“Board”) of the Reach Cyber Charter School (“Charter School”) directs that the Chief Executive Officer (“CEO”)/Principal or his/her designee ensure that psychological services be made available to eligible students in accordance with Chapter 711 of Title 22 of the Pennsylvania Code as follows:

Psychological services may include:

1. Administering psychological and educational testing, and other assessment procedures;
2. Interpreting assessment results;
3. Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;
4. Planning and managing a program of psychological services;
5. Obtaining, integrating and interpreting information about child behavior and conditions related to learning; and
6. Assisting in developing positive behavioral intervention strategies.

The CEO/Principal or his/her designee is directed to maintain a listing of what services are available both within the school setting and of school-funded services obtained from outside agencies.

Parents are not to be charged for psychological services that students require as a related service in accordance with applicable laws.

The CEO/Principal or his/her designee is directed to advise the Board regarding psychological service needs of the school’s students as well as related services needs, such as transportation.

Administration is directed to ensure appropriate psychological services are obtained for students in accordance with applicable state and federal laws and regulations.
TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
The Board of Trustees of Reach Cyber Charter School ("Charter School") recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code regarding the provision of related services.

It is the intent of the Board of Trustees to ensure that all students with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and to prepare them for further education, employment, and independent living.

Pursuant to 34 CFR § 300.34, related services are transportation and those developmental, corrective and other supportive services that are required to assist a child with a disability to benefit from special education. Such services may include (depending upon the child’s need and applicable state regulations):

1. speech-language pathology and audiology services,
2. interpreting services,
3. psychological services,
4. physical and occupational therapy,
5. recreation, including therapeutic recreation,
6. early identification and assessment of disabilities in children,
7. counseling services, including rehabilitation counseling,
8. orientation and mobility services, and
9. medical services for diagnostic or evaluation purposes.

Related services may also include school health services and school nurse services, social work services in schools, and parent counseling and training.

Related services do not include a medical device that is surgically implanted, the optimization of that device's functioning (e.g., mapping), maintenance of that device, or the replacement of that device. However, nothing:

(i) Limits the right of a child with a surgically implanted device (e.g., cochlear implant) to receive related services that are determined by the IEP Team to be necessary for the child to receive FAPE.
(ii) Limits the responsibility to appropriately monitor and maintain medical devices that are needed to maintain the health and safety of the child, including breathing, nutrition, or operation of other bodily functions, while the child is transported to and from school or is at school; or

(iii) Prevents the routine checking of an external component of a surgically implanted device to make sure it is functioning properly, as required in Sec. 300.113(b) of Title 34 CFR.

Charter School will provide related services to include those services which the IEP team determines are necessary for a student after a comprehensive evaluation and the development of an IEP.

The types of services provided by Charter School include, but are not limited to the following types of services:

(1) Audiology includes:

(i) Identification of children with hearing loss;

(ii) Determination of the range, nature, and degree of hearing loss, including referral for medical or other professional attention for the habilitation of hearing;

(iii) Provision of habilitative activities, such as language habilitation, auditory training, speech reading (lip-reading), hearing evaluation, and speech conservation;

(iv) Creation and administration of programs for prevention of hearing loss;

(v) Counseling and guidance of children, parents, and teachers regarding hearing loss; and

(vi) Determination of children's needs for group and individual amplification, selecting and fitting an appropriate aid, and evaluating the effectiveness of amplification.

(2) Counseling services mean services provided by qualified social workers, psychologists, guidance counselors, or other qualified personnel.

(3) Early identification and assessment of disabilities in children means the implementation of a formal plan for identifying a disability as early as possible in a child's life.
Interpreting services include—

(i) The following, when used with respect to children who are deaf or hard of hearing: Oral transliteration services, cued language transliteration services, sign language transliteration and interpreting services, and transcription services, such as communication access real-time translation (CART), C-Print, and TypeWell; and

(ii) Special interpreting services for children who are deaf-blind.

Medical services means services provided by a licensed physician to determine a child's medically related disability that results in the child's need for special education and related services.

Occupational therapy—

(i) Means services provided by a qualified occupational therapist; and

(ii) Includes—

(A) Improving, developing, or restoring functions impaired or lost through illness, injury, or deprivation;

(B) Improving ability to perform tasks for independent functioning if functions are impaired or lost; and

(C) Preventing, through early intervention, initial or further impairment or loss of function.

Orientation and mobility services—

(i) Means services provided to blind or visually impaired children by qualified personnel to enable those students to attain systematic orientation to and safe movement within their environments in school, home, and community; and

(ii) Includes teaching children the following, as appropriate:

(A) Spatial and environmental concepts and use of information received by the senses (such as sound, temperature and vibrations) to
establish, maintain, or regain orientation and line of travel (e.g., using sound at a traffic light to cross the street);

(B) To use the long cane or a service animal to supplement visual travel skills or as a tool for safely negotiating the environment for children with no available travel vision;

(C) To understand and use remaining vision and distance low vision aids; and

(D) Other concepts, techniques, and tools.

(8) (i) Parent counseling and training means assisting parents in understanding the special needs of their child;

(ii) Providing parents with information about child development; and

(iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child's IEP or IFSP.

(9) Physical therapy means services provided by a qualified physical therapist.

(10) Psychological services include—

(i) Administering psychological and educational tests, and other assessment procedures;

(ii) Interpreting assessment results;

(iii) Obtaining, integrating, and interpreting information about child behavior and conditions relating to learning;

(iv) Consulting with other staff members in planning school programs to meet the special educational needs of children as indicated by psychological tests, interviews, direct observation, and behavioral evaluations;

(v) Planning and managing a program of psychological services, including psychological counseling for children and parents; and

(vi) Assisting in developing positive behavioral intervention strategies.
(11) Recreation includes—

(i) Assessment of leisure function;
(ii) Therapeutic recreation services;
(iii) Recreation programs in schools and community agencies; and
(iv) Leisure education.

(12) Rehabilitation counseling services mean services provided by qualified personnel in individual or group sessions that focus specifically on career development, employment preparation, achieving independence, and integration in the workplace and community of a student with a disability. The term also includes vocational rehabilitation services provided to a student with a disability by vocational rehabilitation programs funded under the Rehabilitation Act.

(13) School health services and school nurse services mean health services that are designed to enable a child with a disability to receive FAPE as described in the child’s IEP. School nurse services are services provided by a qualified school nurse. School health services are services that may be provided by either a qualified school nurse or other qualified person.

(14) Social work services in schools include—

(i) Preparing a social or developmental history on a child with a disability;

(ii) Group and individual counseling with the child and family;

(iii) Working in partnership with parents and others on those problems in a child's living situation (home, school, and community) that affect the child's adjustment in school;

(iv) Mobilizing school and community resources to enable the child to learn as effectively as possible in his or her educational program; and

(v) Assisting in developing positive behavioral intervention strategies.

(15) Speech-language pathology services include—

(i) Identification of children with speech or language impairments;
(ii) Diagnosis and appraisal of specific speech or language impairments;

(iii) Referral for medical or other professional attention necessary for the habilitation of speech or language impairments;

(iv) Provision of speech and language services for the habilitation or prevention of communicative impairments; and

(v) Counseling and guidance of parents, children, and teachers regarding speech and language impairments.

(16) Transportation includes—

(i) Travel to and from school and between schools;

(ii) Travel in and around school buildings; and

(iii) Specialized equipment (such as special or adapted buses, lifts, and ramps), if required to provide special transportation for a child with a disability.

Charter School may provide related services to students in the home to students who require related services in the home as part of the IEP. When related services are not provided in the school, Charter School arranges transportation to and from the location of related services in accordance with applicable state and federal regulations.

Related services are provided to students during normal school hours during Charter School’s regular school year as dictated by the student’s IEP or during times and hours as otherwise agreed upon by the student’s IEP team. Related services are provided during the extended school year to the extent extended school year services are applicable for a particular student pursuant to state regulations and the student’s IEP.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day ______ of _____________, 2015

__________________________________________
President

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Secretary
Section 504 Policy

The Board of Trustees recognizes that all qualified persons with disabilities in the Reach Cyber Charter School (“Charter School”) are entitled to a free and appropriate public education under Section 504 of the Rehabilitation Act.

The Section 504 regulations define a person with a disability as any person who (i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment.

A "physical or mental impairment" may include:

(A) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genito-urinary; hemic and lymphatic; skin; and endocrine; or (B) any mental or psychological disorder, such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Per the Office for Civil Rights (OCR) guidance regarding “Protecting Students with Disabilities”, the regulations “do not set forth an exhaustive list of specific diseases and conditions that may constitute physical or mental impairments.”

"Major life activity" may include: functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working. According to the OCR, this list is also not exhaustive.

A qualified person with a disability is a person with a disability who is of an age during which it is mandatory under state law to provide such services to persons with disabilities; of an age during which persons without disabilities are provided such services; or a person for whom a state is required to provide a free appropriate public education under IDEA 2004.

All school-age children who are individuals with disabilities as defined by Section 504 are entitled to a free and appropriate public education (“FAPE”).

According to the OCR, an appropriate education includes: education services designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met; the education of each student with a disability with nondisabled
students, to the maximum extent appropriate to the needs of the student with a disability; evaluation and placement procedures established to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services; and establishment of due process procedures that enable parents and guardians to receive required notices, review their child’s records, and challenge identification, evaluation and placement decisions, and that provide for an impartial hearing with the opportunity for participation by parents and representation by counsel, and a review procedure.

To be appropriate, education programs for students with disabilities must be designed to meet their individual needs to the same extent that the needs of nondisabled students are met. An appropriate education may include regular or special education and related aids and services to accommodate the needs of individuals with disabilities.

The quality of education services provided to students with disabilities must equal the quality of services provided to nondisabled students. Teachers of students with disabilities must be trained in the instruction of individuals with disabilities. Facilities and classrooms must be comparable, and appropriate materials and equipment must be available.

Students with disabilities may not be excluded from participating in nonacademic services and extracurricular activities on the basis of disability. Persons with disabilities must be provided an opportunity to participate in nonacademic services that is equal to that provided to persons without disabilities. These services may include physical education and recreational athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the school, and referrals to agencies that provide assistance to persons with disabilities and employment of students.

Students with disabilities and students without disabilities must be placed in the same setting, to the maximum extent appropriate to the education needs of students with disabilities.

A person with a disability must be placed in the regular education environment, unless it is demonstrated that the student’s needs cannot be met satisfactorily with the use of supplementary aids and services. Students with disabilities must participate with nondisabled students in both academic and nonacademic services to the maximum extent appropriate to their individual needs.

As necessary, specific related aids and services must be provided for students with disabilities to ensure an appropriate education setting. Supplementary aids may include interpreters for students who are deaf, readers for students who are blind, and equipment to make physical accommodations for students with mobility impairments to the extent required in a cyber setting.

Section 504 requires the use of evaluation and placement procedures.
An individual evaluation must be conducted before any action is taken with respect to the initial placement of a child who has a disability, or before any significant change in that placement.

The CEO/CAO/Principal or his/her designee must establish standards and procedures for initial and continuing evaluations and placement decisions regarding persons who, because of a disability, need or are believed to need special education or related services. Procedures must ensure that tests and other evaluation materials: have been validated for the specific purpose for which they are used, and are administered by trained personnel in conformance with the instructions provided by their producer; are tailored to assess specific areas of education need and are not designed merely to provide a single general intelligence quotient; and are selected and administered so as best to ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student’s aptitude or achievement level or whatever other factor the test purports to measure, rather than reflecting the student’s impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure).

The CEO/CAO/Principal or his/her designee is directed to draw upon a variety of sources in the evaluation and placement process so that the possibility of error is minimized. All significant factors related to the learning process must be considered. These sources and factors include aptitude and achievement tests, teacher recommendations, physical condition, social and cultural background, and adaptive behavior.

Information from all sources must be documented and considered by a group of knowledgeable persons, and procedures must ensure that the student is placed with nondisabled students to the greatest extent appropriate.

Periodic reevaluation is required.

The CEO/CAO/Principal or his/her designee must have in effect procedural safeguards regarding the identification, evaluation, or educational placement of persons who, because of disability, need or are believed to need special instruction or related services. Parents must be told about these procedures. In addition, parents or guardians must be notified of any evaluation or placement actions, and must be allowed to examine the student’s records. The due process procedures must allow the parents or guardians of students to challenge evaluation and placement procedures and decisions.

If parents or guardians disagree with the school’s decisions, they must be afforded an impartial hearing. A review procedure also must be available to parents or guardians who disagree with the hearing decision.

It is the policy of the Board to provide a free and appropriate public education to each qualified disabled student within Charter School, regardless of the nature or severity of the disability.
Consequently, it is the intent of the Board to ensure that students who are disabled within the definition of Section 504 are identified, evaluated and provided with appropriate educational services.

PROCEDURES

Students who are in need or are believed to be in need of services under Section 504 may be referred for evaluation by a parent/guardian, teacher, or other certified school employee. Requests should be directed to Charter School’s CEO at: SCHOOL ADDRESS, Harrisburg, Pennsylvania.

Charter School will consider the referral, and based upon a review of the student's records, including academic, social, testing, and behavioral records, determine whether an evaluation is appropriate. Any student, who, because of a disability, needs or is believed to need special services, will be referred for evaluation. If a request for evaluation is denied, Charter School will inform the parents or guardian of this decision and of their procedural rights.

EVALUATION

The purpose of a student evaluation shall be to determine eligibility for accommodations as a disabled person under Section 504.

Charter School’s Section 504 evaluation procedures must ensure that:

Evaluation materials have been validated for the specific purpose for which they are used and are interpreted and/or administered by trained personnel in conformance with the instructions provided by their producer.

Tests and the evaluation materials include those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient.

The eligibility determining team will take into account all records, test results, evaluations, teacher input, counselor input and consider the following when discussing eligibility and possible accommodations:

1. Determine if there are reasonable accommodations that can enable the student to participate in learning in the school environment.

2. Do not provide different or separate aid unless it is necessary to make benefits or services as effective as those being provided to all other students in the class.

3. Do not require the identical result or level of achievement as other students; rather, provide equal opportunity.
4. If the education of a person, in a regular environment with the use of reasonable supplementary aids, cannot be achieved satisfactorily, then the implementation of an IEP may be considered.

5. Other students’ educational rights may not be significantly impaired by the accommodations.

6. The accommodations must be reasonable, must not fundamentally alter the school program, or present undue burden to the school.

7. The accommodations being considered are for the child’s current placement only.

No final determination of whether the student is a disabled individual within the meaning of Section 504 will be made without informing the parent or guardian of the student concerning the determination. With regard to a student who is determined to be disabled under Section 504 of the Rehabilitation Act of 1973, but who is not determined to be disabled under IDEA, Charter School shall periodically conduct a reevaluation of the student as required by law. The CEO/CAO/Principal or his/her designee is directed to develop procedures necessary to implement this policy in a school setting.

PORTIONS OF THIS POLICY HAVE BEEN EXCERPTED FROM OCR’S WEB GUIDANCE ON SECTION 504 STUDENTS. TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day _____ of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Students with Specific Learning Disabilities Policy

The Board of Trustees directs the Chief Executive Officer (“CEO/Principal”) or his/her designee to develop procedures for the determination of specific learning disabilities that conform to the criteria in Section 711.25 of Title 22 of the Pennsylvania Code. These procedures are to be included in the school’s annual report and any charter renewal application to the extent that a charter renewal application is required to be submitted:

To determine that a child has a specific learning disability, the Reach Cyber Charter School (“Charter School”) shall:

(1) Address whether the child does not achieve adequately for the child's age or meet State-approved grade-level standards in one or more of the following areas, when provided with learning experiences and scientifically based instruction appropriate for the child's age or State-approved grade-level standards:

   (i) Oral expression.
   (ii) Listening comprehension.
   (iii) Written expression.
   (iv) Basic reading skill.
   (v) Reading fluency skills.
   (vi) Reading comprehension.
   (vii) Mathematics calculation.
   (viii) Mathematics problem solving.

(2) Use one of the following procedures:

   (i) A process based on the child’s response to scientific, research-based intervention, which includes documentation that:

      (A) The student received high quality instruction in the general education setting.
      (B) Research-based interventions were provided to the student.
      (C) Student progress was regularly monitored.

   (ii) A process that examines whether a child exhibits a pattern of strengths and weaknesses, relative to intellectual ability as defined by a severe discrepancy between intellectual ability and achievement, or relative to age or grade.

(3) Have determined that its findings are not primarily the result of any of the following:
(i) A visual, hearing or orthopedic disability.
(ii) Mental retardation.
(iii) Emotional disturbance.
(iv) Cultural factors.
(v) Environmental or economic disadvantage.
(vi) Limited English proficiency.

(4) Ensure that underachievement in a child suspected of having a specific learning disability is not due to lack of appropriate instruction in reading or mathematics by considering documentation that:

(i) Prior to, or as a part of, the referral process, the child was provided scientifically-based instruction in regular education settings, delivered by qualified personnel, as indicated by observations of routine classroom instruction.

(ii) Repeated assessments of achievement were conducted at reasonable intervals, reflecting formal assessment of student progress during instruction, which was provided to the child’s parents.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this day ______ of ____________, 2015

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President

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Secretary
Reach Cyber Charter School

Board of Trustees Policy

Special Education Student Enrollment

Administration must not deny enrollment or otherwise discriminate in admission practices on the basis of a child’s need for special education or supplementary aids or services.

Administration shall comply with the Board’s Student Admissions Policy which has been adopted by the Board of Trustees. Administration is further directed to make Admissions Policy available for inspection by auditors from the Pennsylvania Department of Education during any special education cyclical monitoring audit.

Administration shall comply with Section 24 P.S. 17-1723-A of the Charter School Law regarding enrollment and shall not discriminate in its admission policies or practices on the basis of intellectual ability (except to the extent specifically allowed by law), or athletic ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis that would be illegal under applicable state and/or federal laws or regulations.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of __________, 2015

___________________________________
President

___________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Surrogate Parent Policy

Reach Cyber Charter School (“Charter School”) must ensure that an individual is assigned to act as a surrogate of a child when no parent or person acting as the parent can be identified, or Charter School, after reasonable efforts, cannot locate the parent, or the child is an unaccompanied homeless youth as defined in the McKinney-Vento Homeless Assistance Act, 42 U.S.C. Sec. 11434 a(6).

Charter School must have a method of determining whether or not a child needs a surrogate parent, and for assigning a surrogate parent to the child as well as ensuring that surrogates are trained and have adequate knowledge to serve in this capacity.

Charter School may select a surrogate parent in any way permitted under State law, but must ensure that a person selected as a surrogate is not an employee of the State Educational Agency (“SEA”), Charter School or any other agency that is involved in the education or care of the child. For a child who is a ward of the State, a surrogate may be appointed by a judge overseeing the child’s care or by Charter School. The surrogate must have no personal or professional interest that conflicts with the interest of the child the surrogate parent represents. The surrogate parent must have knowledge and skills that ensure adequate representation of the child. The surrogate parent may represent the child in all matters relating to the identification, evaluation, educational placement and provisions of FAPE to the child.

For a homeless youth, not in the physical custody of the parent or guardian, Charter School must appoint a surrogate. Reasonable efforts are to be made by the SEA to ensure the assignment of a surrogate not more than thirty (30) days after there is a determination by Charter School that the child needs a surrogate.

The IDEA of 2004 contains language about seeking parental permission for initial evaluations when a child is a ward of the State. If a child is designated a ward of the State, the whereabouts of the parent is not known or the rights of the parent have been terminated in accordance with State law; someone other than the parent has been designated to make educational decisions for the child. Therefore, Charter School must obtain consent for an initial evaluation from the individual designated to represent the interests of the child.

The CEO/Principal or his/her designee is directed to develop procedures that may be necessary to implement this policy.
TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ___________, 2015

__________________________________________
President

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Secretary
Reach Cyber Charter School

Board of Trustees Policy Special

Education Training Policy

**Personnel**

The Chief Executive Officer (“CEO/Principal”) or his/her designee shall ensure that in-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills and abilities to serve the unique needs of children with disabilities in the school, including those with low incidence disabilities.

Personnel must be fully informed about their responsibilities for implementing applicable state and federal special education laws in the school environment and are provided with technical assistance and training necessary to assist them in this effort.

Training must be a part of Reach Cyber Charter School (“Charter School”) Professional Development Plan and Act 48 credits are to be made available.

Trainings are to be administered in areas including but not limited to: behavior support, reading, FAPE in the LRE, Transition, and At/Low Incidence, confidentiality, FBAs/Manifestation Determinations, use of positive behavior support, de-escalation techniques and emergency responses.

Appropriate instructional changes must take place as a result of the trainings.

Personnel should be asked about their training needs on a regular basis.

Instructional paraprofessionals are to receive 20 hours of staff development activities related to their assignment each year.

Personal care assistants are to receive 20 hours of staff development activities related to their assignment each school year (the 20 hours of training may include training required by any school-based ACCESS program, if applicable).

Educational interpreters are to receive 20 hours of staff development activities relating to interpreting or transliterating services annually.

The CEO/Principal or his/her designee is directed to implement procedures necessary to ensure:
(1) Personnel training needs are addressed;
(2) General education and special education personnel receive training and professional development;
(3) Personnel are to have the skills and knowledge necessary to meet the needs of students with disabilities.
(4) Educational research, materials and technology are to be acquired and disseminated to teachers, administrators, and related services personnel as needed.

Parent Training: Administration is further directed to make training opportunities available to parents or students who require same as part of any IEP and to the extent appropriate under applicable state and federal laws and regulations.

Administration is directed to maintain appropriate documentation of trainings offered and attendance.

**TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.**

ADMITTED this ______ day of ____________, 2015

__________________________________________
President

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Secretary
Reach Cyber Charter School

Board of Trustees Policy

Transition Services Policy

For students who are 14 years of age or older, Reach Cyber Charter School (“Charter School”) shall include a transition plan in the student’s IEP, which includes appropriate measurable postsecondary goals related to training, education, employment and, when appropriate, independent living skills.

If determined appropriate by the IEP team, transition planning may begin prior to 14 years of age.

The student must be invited to the IEP team meeting where transition planning is being considered.

If the student does not attend the IEP meeting, the school must take other steps to ensure that the student’s preferences and interests are considered.

Transition services are a coordinated set of activities for a student with a disability designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student’s movement from school to post school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation that is based on the individual student’s needs taking into account the student’s strengths, preferences, and interests as well as the fact that the student has been educated in a school setting.

Based on age appropriate assessment, the student’s IEP team is to define and project the appropriate measurable postsecondary goals that address education and training, employment, and as needed, independent living. Such postsecondary goals or goals covering education, training, employment or independent living, will be updated annually.

The services/activities and courses of study that support that goal are to be included in student IEPs. For each service/activity, the location, frequency, projected beginning date, anticipated duration, and person/agency responsible are also to be included.

The specific courses of study which facilitate the student’s successful move from school to the student’s expressed post-school goal must be included in the IEP. If specific transition services are required, based upon the student’s skill deficit area(s), to assist the student in realizing his/her goal(s), these must be set forth in the IEP. Each post-school goal should contain
information as to the instruction, related service(s), community experience and if appropriate, acquisition of daily living skills that are necessary for meeting the post-school goal(s).

Overall, for each post-school goal, there must be at least one annual goal included in the IEP which contains the student’s name, clearly defined behavior and performance criteria. Lastly, there should be means by which to measure progress towards the post-school goal(s) and indication of adjustment to the transition plan if the progress monitoring data does not support achievement of the goal and/or positive movement towards achievement of same.

The Chief Executive Officer (“CEO”)/Principal or his/her designee is directed to inform the Board of any new requirements regarding Transition Planning and any need to obtain additional services, training and/or assessment tools related to Transition Planning.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTEED this day _____ of ____________, 2015

__________________________________________
President

__________________________________________
Secretary
Reach Cyber Charter School

Board of Trustees Policy

Special Education Policy

The Board of Trustees of the Reach Cyber Charter School ("Charter School") recognizes that charter schools must comply with Chapter 711 of Title 22 of the Pennsylvania Code, Charter School Services and Programs for Children with Disabilities.

The Board of Trustees of Charter School also recognizes that charter schools are not exempt from federal special education laws or regulations included in Chapter 711. These include but are not limited to enumerated provisions of the Individuals with Disabilities Education Improvement Act (2004) ("IDEA") and Section 504 of the Rehabilitation Act of 1973.

Charter School shall ensure that all children with disabilities enrolled in the charter school, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.

Charter School must be able to document that children with disabilities, who are in need of special education programs and services, are identified and evaluated through child find activities. Child find includes public awareness activities that are sufficient to inform parents of the special education programs and services that are available and how to request those services.

Charter School must conduct systematic screening activities that lead to the identification and evaluation of children with disabilities. Basic screening procedures might include but are not limited to hearing and vision tests as well as grade level tests of academic performance.

Charter School must also have a system to evaluate the overall success and effectiveness of public awareness and child find activities.

Charter School recognizes that:

- Children with disabilities must be admitted on the same basis as children without disabilities.
- Upon admitting a child with a disability, the school must provide services to address the child’s specific needs.
• When a student with a disability transfers to the school, the school is responsible for ensuring that the student receives services that are described in an Individualized Education Program (IEP), either by adopting the old IEP or by developing a new IEP.
• Charter School will use the most current and appropriate versions of Special Education Formats.
• To meet the requirements of federal law, Charter School may provide the services itself, or contract with another entity, such as an intermediate unit or school district, to provide the services, respecting the least restrictive environment requirements.

TO THE EXTENT THAT ANYTHING IN THIS POLICY COULD BE CONSTRUED TO CONFLICT WITH THE SCHOOL’S CHARTER OR APPLICABLE STATE AND/OR FEDERAL LAWS, THE APPLICABLE STATE AND/OR FEDERAL LAWS AND/OR CHARTER CONTROL.

ADOPTED this _____ day of ____________, 2015

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President

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Secretary
PROSPECTIVE PROVIDERS
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

A Total Approach
Angela Gaudiuso
9 LaCrue Ave
Suite 103
Glen Mills, PA 19342
484-840-1529

Provided Services & Rate

Speech and Language Services at a rate of one hundred twenty dollars ($120) per hour
Occupational Therapy Services at a rate of eighty-five dollars ($85) per hour

Physical Therapy Services at a rate of one hundred twenty dollars ($120) per hour

Occupational therapy services with Tomatics, Interactive Metronome or Captain's Log at a rate of ninety-dollars ($90) per hour

Cellfield Phase 1 (10 one hour sessions completed M-F for 2 weeks) at flat rate of one thousand two-hundred fifty dollars ($1250.) Cellfield Phase 2 (10 one hour sessions completed one time per week for 10 weeks) at rate of eighty-five dollars ($85) per one hour session

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty-five dollars ($425). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty-five dollars ($425).

Developmental Individual Differences Relationship Model (DIR) Floortime at a rate of eighty-five dollars ($85) per hour
Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty-five dollars ($425).

Occupational, Physical & Speech Language Progress Reports to be billed at the hourly rate per therapy discipline
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
A&E Audiology & Hearing Aid Center
Jodi Highfield
1555 Highlands DriveSuite 101
Lititz, PA 17543
717-627-4327

Provided Services & Rate
Full APD evaluation/testing at a rate of one thousand seven hundred dollars ($1700); inclusive of: 1 hour – comprehensive audiometry, tympanometry, impedance testing, otoacoustic emission, diagnostic APD evaluation and testing Audiologist visit– 1.5 hours each – APD Evaluation and testing
Visit with SLP for language evaluation Consult visit – reports and recommendations will be given to the parents and teachers (child does not attend this apt) (IEP/RR meeting)
Treatment for APD at a rate of ninety-six dollars ($96) per 45 minute session. Diagnostic hearing tests, depending on the age of the child would determine what tests will be performed, at a rate of one hundred thirty-five dollars to one hundred eighty dollars ($135-$180).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Aaron's Acres
Risa Paskoff
102 White Oak Drive
Lancaster, PA 17601
717-917-6101

Provided Services & Rate

Seven (7) Monthly Sessions of Group Social Skills on Friday nights for ages 13-21 at the total flat rate of three hundred fifty dollars ($350).

Seven (7) Monthly Sessions of Group Social Skills for A-Team (teenagers diagnosed with Asperger's or Asperger's-like behavior) at total flat rate of three hundred dollars ($300). Seven (7) Monthly Sessions of Group Social Skills, under 13 years of age, at total flat rate of three hundred dollars ($300)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

ABA Support Services
Amy Gable
303 Manor Drive
Nazareth, PA 18064
610-365-8373

Provided Services & Rate

FBA (Functional Behavioral Assessment), VB MAPP, ABLLS and direct VB Services completed by Behavioral Analyst (BCBA Certification Required) at a rate of ninety-five dollars ($95) per hour. FBA (Functional Behavioral Assessment), VB MAPP, ABLLS and direct VB Services completed by Assistant Behavioral Analyst (non-licensed BCBA in training) at a rate of sixty dollars ($60) per hour.
Pennsylvania Special Education Provider List with Rate

Name of Vendor
Access Services
Rob Reid
500 Office Center DriveSuite 100
Fort Washington, PA 19034
215-540-2150

Provided Services & Rate

Functional Behavioral Assessment (FBA) at a rate of fifty dollars ($50) per hour up to 15 hours.
Behavioral Specialist Consultant/Therapist: Master’s Level at a rate of sixty dollars ($60) per hour;
PhD or BCBA at a rate of sixty-five dollars ($65) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

AHEDD
Rocco Cambria
3300 Trindle Road
Camp Hill, PA 17011
717-763-0968 x 90130

Provided Services & Rate

Transition Services at a rate of sixty dollars ($60) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

All About Abilities
Michael Kelly
2865 S. Eagle Rd #338
Newtown, PA 18940
215-485-8250

Provided Services & Rate

Community-Based Vocational Assessments, Job Sampling, Job Development, Job Coaching, Follow Along, Community Integration, Functional Skills Training, Pre-employment Training and Travel Training at a rate of fifty dollars ($50) per hour. Provision of Transportation for student at a rate of fifty dollars ($50) per hour Initial Intake, Vocational Reports, including Activity Reports to be written, Pre-employment Training and Phone call contact at a rate of fifty dollars ($50) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Allied Services/John Heinz Institute
Vince Splendido
100 Abington Executive Park
Clarks Summit, PA 18411

Provided Services & Rate

Speech and Language Services at a rate of one hundred and eight dollars ($108) per 15 minutes. Occupational Therapy Services at a rate of sixty-five dollars ($65) per 15 minutes. Physical Therapy Services at a rate of sixty-five dollars ($65) per 15 minutes.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred twelve dollars ($212). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred twenty-five dollars ($225). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred twenty-five dollars ($225).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Allied Therapy Partners, LLC
Neil Weiler
842 South Keim Street
Pottstown, PA 19465
610-812-3649

Provided Services & Rate

Speech and Language Individual services at a rate of eighty-four dollars ($84) per hour
Occupational therapy services at a rate of eighty-four dollars ($84) per hour.

Physical therapy services at a rate of eighty-four dollars ($84) per hour. Functional Behavioral Assessment (FBA) inclusive of 3-5 student observations to include report, recommendations and Behavior Support Plan at flat rate of eight hundred ninety-five dollars ($895).

Psychological services at a rate of one hundred twenty dollars ($120) per hour.

Social Skills Therapy at a rate of eighty-four dollars ($84) per hour.

Instructional Aide services at rate of sixty-eight dollars ($68) per hour.

Therapeutic Support Staff services at rate of fifty dollars ($50) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of eighty-four dollars ($84) per hour.

Occupational evaluation (to include write-up, progress notes, and goals) at a rate of eighty-four dollars ($84) per hour.

Vision Therapy at a rate of eighty-four dollars ($84) per hour.

Face to face counseling services at rate of one hundred dollars ($100) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of eighty-four dollars ($84) per hour.

Psych evaluations (to includes all paperwork, write up and one IEP phone conference) at flat rate of eight hundred ninety-five dollars ($895).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Appalacia I.U. 8
Judy Voytko
4500 6th Avenue
Altoona, PA 16602
814-940-0223

Provided Services & Rate
Speech and Language services at a rate of one hundred two dollars and seventy-eight cent ($102.78) per hour
Occupational therapy services at a rate of sixty-five dollars and fifty cent ($65.50) per hour
Physical therapy services at a rate of sixty-five dollars and fifty cent ($65.50) per hour
Hearing Impaired Services at a rate of one hundred eight dollars and sixty-four cent ($108.64) per hour
Vision Impaired Services at a rate of one hundred eighteen dollars and thirty-two cent ($118.32) per hour
Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred two dollars and seventy-eight cent ($102.78) per hour
Occupational evaluation (to include write-up, progress notes, and goals) at a rate of sixty-five dollars and fifty cent ($65.50) per hour
Physical evaluation (to include write-up, progress notes, and goals) at a rate of sixty-five dollars and fifty cent ($65.50) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Arcadian Telepsychiatry
Robert Plotkin
7241 Hollywood Road
Fort Washington, PA 19034
215-641-2525

Provided Services & Rate
Behavioral coaching, Counseling, Family counseling via video conferencing at rate of ninety dollars to one hundred ten dollars ($90-$110) per hour; depending on volume. Psychiatric consultations at rate of two hundred-fifty dollars ($250) per hour.

Psychiatric Evaluations at rate of three hundred-fifty dollars ($350) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

ASL Services
Mark Hardway
2536 Eastern Blvd, #130
York, PA 17402
717-755-3212

Provided Services & Rate

Regular Weekday Interpreting services at a rate of sixty-two dollars ($62) per hour

Legal Weekday Interpreting services at a rate of seventy-six dollars ($76) per hour
Federal/Recognized Holidays Regular Interpreting at rate of ninety-three dollars ($93) per hour; Legal Interpreting at rate of one hundred fourteen dollars ($114) per hour. Limited Notification Surcharge: less than two full business days regular Interpreting at ten dollars ($10) and Legal Interpreting at ten dollars ($10).
Weekends/after hours surcharge: Regular Interpreting at a rate of ten dollars ($10) and Legal Interpreting at a rate of ten dollars ($10).

*Additional Charges if Interpreters are videotaped

* Minimum Charge per assignment equivalent to 2 hour rate. After 2nd hour charges computed using hourly rate billed in 15 minute increments rounded up
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Associated O.T.
Cynthia Thomas
401 Locust StreetSuite 2A
Coraopolis, PA 15108
412-849-4322

Provided Services & Rate

Speech and Language Services at the rate of seventy dollars ($70.00) per hour. Occupational Therapy services at the rate of sixty-seven dollars ($67) per hour. A) Services by a C.O.T.A. at the rate of fifty-seven dollars ($57.00) per hour. Physical Therapy Services at the rate of sixty-nine dollars ($69.00) per hour. A) Services by a P.T.A. at the rate of fifty-nine dollars ($59.00) per hour.

Speech and Language Evaluations (to include write-up, progress notes, and goals) at the rate of seventy dollars ($70) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at the rate of sixty-seven dollars ($67.00) per hour. Physical Evaluations (to include write-up, progress notes, and goals) at the rate of sixty-nine dollars ($69.00) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Audiological and Speech Associates
Cindy Kisiday
270 Philadelphia Street
Indiana, PA 15701
724-349-5070

Provided Services & Rate

Speech and Language services at a rate of one hundred five dollars ($105) per hour Report writing (evaluation scoring and writing, requested quarterly reports etc at a rate of one hundred five dollars ($105) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred sixty dollars ($160) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Audiology & Hearing Centers of NEPA,
Denise Prislupski
321 Spruce Street, Bank Tower
Scranton, PA 18503
570-343-7710

Provided Services & Rate
Central Auditory Processing Disorder Evaluations at flat rate of one hundred fifty dollars ($150). Diagnostic Hearing Evaluations at flat rate of one hundred twelve dollars ($112).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Audiology Services
Dr. Gregory Delfino
111 South Spruce Street Suite 102
Nazareth, PA 18064
610-317-8483

Provided Services & Rate

Complete Audiologic Evaluation at a flat rate of one hundred twenty-five dollars ($125).

Tympanometry at a flat rate of twenty-five dollars ($25). Air Conduction Only at a flat rate of thirty-five dollars ($35).

Air/Bone Conduction at a flat rate of fifty dollars ($50).

Speech Only at a flat rate of twenty-five dollars ($25).

Central Auditory Processing Assessment at a flat rate of twenty-five dollars ($225).

Buffalo Model Questionnaire at a rate of twenty-five dollars ($25). Fisher Auditory Listening Questionnaire at a flat rate of twenty-five ($25).

CAPD Report and Recommendations at a flat rate of one hundred twenty-five dollars ($125).

Auditory Processing Therapies:

Word In Noise Training (15 minute units) at a rate of fifteen dollars ($15) per unit.

Phonemic Synthesis Training (15 minute units) at a rate of fifteen dollars ($15) per unit.

Professional Consultation Fee (30 minute units) at a rate of one hundred twenty-five dollars ($125) per unit.

Conference Calls – IEP meeting (30 minute units) at a rate of one hundred twenty-five dollars ($125) per unit.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Austill’s Rehabilitation Services
RebePennsylvania Austill-Clausen
100 John Robert Thomas Drive
Exton, PA 0
610-363-7009 ext 217

Provided Services & Rate

Occupational Therapy services at a rate of sixty-three dollars ($63) per hour. Physical therapy services at a rate of sixty-three dollars ($63) per hour. COTA (Certified Occupational Therapy Assistant) services at the rate of forty-nine dollars and seventy cents ($49.70) per hour

PTA (Physical Therapy Assistant) services at the rate of forty-nine dollars and seventy cents ($49.70) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Autism Education and Research Institute (AERI) dba: AERI Behavioral Health Services
Sharon Greene
P.O. Box 1786
Greensburg, PA 15601
866-727-2374

Provided Services & Rate

Personal Care Aide or Behavior Therapist services (provided by an individual with a high school diploma or associate’s degree) at rate of fifty dollars ($50) per hour with maximum rate per day of two hundred-fifty dollars ($250). Functional Behavior Assessments (FBA) at a rate of one hundred twenty-five dollars ($125) per hour; not to exceed two thousand-eight hundred dollars ($2800) total. Consultative Services provided by master’s level clinician or Board Certified Behavior Analyst (BCBA) at rate of eighty-seven dollars fifty-five cents ($87.55) per hour; with a maximum rate of four hundred twelve dollars ($412) per day.

Social skills program conducted biweekly to include 12 sessions at a flat rate of two thousand-five hundred dollars ($2500). Educational Observation: Full day face to face observation with student, review student information, written recommendations for services and interview with family/guardians at flat rate of one thousand five hundred dollars ($1500).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Barbara McMillan
208 Thompson Road
Acme, PA 15610
724-309-5953

Provided Services & Rate

EVALUATION SERVICES:

- Initial 10-minute phone consultation  No Charge

- Phone consultations with parents, school or physician at a rate of ninety-five dollars ($95) per hour
  (pro-rated per 15-minute segment)

- Initial consultation in my office ninety-five dollars ($95) per hour

- Comprehensive Diagnostic Assessment with Written Report at a flat rate of one thousand dollars ($1,000)
  (2 sessions, 2.5 hours each session)
  *Parent-child interview/checklists
  *Intellectual abilities
  *Academic abilities
  *Visual and auditory perception screening
  *Social and emotional concerns
  *Brief feedback session with parents

- Specialized Assessment ninety-five dollars ($95) per hour.
  *Informal developmental assessment
  *Diagnostic reading or math assessment
  *Adaptive behavior
  *Challenging behaviors
  *Attention deficit Early Kindergarten Entrance (Stanford-Binet and Brief Report) at a flat rate of two hundred fifty dollars ($250)
    (If additional tests are required by District, fee will be higher)
  *Emotional disorders

- Early Kindergarten Entrance (Stanford-Binet and Brief Report) at a flat rate of two hundred fifty dollars ($250)
  (If additional tests are required by District, fee will be higher)

- Written Report: Specialized Diagnostic Assessments at a rate of ninety-five dollars ($95) per hour.

- Child and Family Counseling at a rate of ninety-five dollars ($95) per hour.
  (A minimum of 10 to 12 sessions are generally necessary to be effective)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Barbera Behavior Consulting
Mary Barbera
P.O. Box 170
Robesonia, PA 19551
610-914-6279

Provided Services & Rate
Behavior Services at rate of one hundred twenty-five dollars per hour.

Behavior Service Evaluations at rate of one hundred twenty-five dollars ($125) per hour. Report writing, IEP input and all telecommunications at rate of one hundred dollars ($100) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Barrett Therapy Services
Shannon Barrett
5072 Diehl Rd.
Mohnton, PA 19540
610-856-9557

Provided Services & Rate

Speech and Language services at a rate of ninety-five dollars ($95) per hour. If therapy is in Philadelphia rates are one hundred-five dollars ($105) per hour. Occupational Therapy services at a rate of eighty dollars ($80) per hour. If therapy is in Philadelphia rates are eighty-five dollars ($85) per hour. Physical Therapy services at a rate of ninety-five dollars ($95) per hour. If therapy is in Philadelphia rates are one hundred-five dollars ($105) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred thirty dollars ($130) per hour. Philadelphia area rates are one hundred fifty dollars ($150) per hour for evaluations and reports. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred ten dollars ($110) per hour. Philadelphia area rates are one hundred fifty dollars ($150) per hour for evaluations and reports. Physical therapy evaluation (to include write-up, progress notes, and goals) at a rate of one hundred-thirty dollars ($130) per hour. Philadelphia area rates are one hundred fifty dollars ($150) per hour for evaluations and reports.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Behavior By Design
Matthew Tyson
1 Rathton Road
York, PA 17403
717-885-5906

Provided Services & Rate

Behavioral services (consultation, treatment direction, data analysis and data sheet creation and goal writing) by a board certified behavior analyst at a rate of one hundred fifty dollars ($150) per hour. Behavioral services (one to one direct treatment and school/student liaison) by a staff member with a bachelor’s degree and/or 5 years experience with applied behavior analysis and intensive/high risk cases at a rate of fifty-five dollars ($55) per hour. Functional behavioral assessment, inclusive of a behavior plan, at a flat rate of one thousand eight hundred dollars ($1,800). Trainings (daily rate plus hourly); each date of training at a rate of two hundred twenty-five dollars ($225) plus each hour of training at a rate of one hundred fifty dollars ($150) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Beth Main
111 N 30th Street
Camp Hill, PA 17011
717-441-4354

Provided Services & Rate

ADHD Coaching services:
Charged flat rate of four hundred dollars ($400) for four monthly sessions

Charged flat rate of three hundred forty dollars ($340) for three monthly sessions. ADHD Coaching services:

Charged flat rate of two hundred seventy-five dollars ($275) for two monthly sessions

Indirect services to include development of written goals, status reports, consultations at a rate of one hundred twenty dollars ($120) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Bethlehem Pediatric Therapy Services
Jennifer Doyle
3012 Emrick Boulevard
Bethlehem, PA 18020
610-625-4404

Provided Services & Rate
Speech and Language Services at a rate of one hundred twenty-five dollars ($125) per hour
Occupational Therapy Services at a rate of one hundred twenty-five dollars ($125) per hour

Physical Therapy Services at a rate of one hundred twenty-five dollars ($125) per hour Behavioral Services provided by staff member with a Bachelor's degree at rate of forty dollars ($40) per hour

Behavior Services provided by staff member with Graduate level clinician at rate of fifty dollars ($50) per hour Therapeutic Support Staff Services at rate of thirty-six dollars ($36) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Binocular Vision Center
Linda Morris
426 Main Street
Harleysville, PA 19438
215-256-9704

Provided Services & Rate

Vision Therapy 3 Month Program: (24 Vision Therapy Sessions twice weekly)

at flat rate of one thousand nine hundred twenty dollars ($1920) inclusive of:

One Progress Check ($65)

One Home Therapy (optional and varies in typical cost)

One VT Re-Evaluation Vision Therapy Sessions at rate of eighty dollars ($80) per session.

Vision Therapy Initial Evaluation (to include write-up, progress notes) at flat rate of two hundred ten dollars ($210). Vision Therapy Re-Evaluation (to include write-up, progress notes) at flat rate of one hundred five dollars ($105).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

BREC Inc d/b/a Social Work PRN of Philadelphia
Robert Plotkin
7241 Hollywood Road
Fort Washington, PA 19034
215-641-2311

Provided Services & Rate

Individual Therapy at a rate of seventy to eighty-five dollars ($70 - $85) per session based on social worker
Group Therapy at a rate of fifty-five to seventy dollars ($55 - $70) per session based on social worker

Psychological Evaluations at a flat rate of three hundred fifty dollars ($350).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Brittany Azzolina
3574 Timberlane Drive
Easton, PA 18045
610-737-2125

Provided Services & Rate

Counseling services:

Family sessions at a rate of one hundred twenty-five dollars ($125) per hour.

Individual sessions at a rate of one hundred dollars ($100) per hour. Group sessions at a rate of fifty dollars ($50) per person per hour. The above rates include session notes. Indirect services; IEP input, progress reporting, crisis response (These might include assisting parent with accessing local crisis resources and behavioral interventions, hospital admissions, consults with hospitals
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Bucks County Intermediate Unit 22
Diane Paul
705 N. Shady Retreat Rd.
Doylestown, PA 18901
215-348-2940 ext 1200

Provided Services & Rate

Vision Consultant to include Assistive Tech/SETT for Vision at a rate of one hundred twenty-four dollars and forty-six cents ($124.46) per hour.

Hearing Consultant/Audiology to include Assistive Tech/SETT for Deaf/Hard of Hearing at rate of one hundred forty-six dollars and fifteen cents ($146.15) per hour. Physical Therapy services at rate of one hundred nineteen dollars and seventy-four cents ($119.74) per hour. Occupational Therapy at rate of one hundred-six dollars and ninety-eight cents ($106.98) per hour. Speech Language Pathologist at rate of ninety-two dollars and ninety-six cents ($92.96) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Byron Schreck  
31 Farmhouse Lane  
Camp Hill, PA 17011  
717-761-0918

Provided Services & Rate

Speech and Language services at a rate of ninety dollars ($90) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of ninety dollars ($90) per hour.
Name of Vendor

Caption Colorado
Brenda Nowicki
5690 DTC Blvd Suite 500W
Greenwood Village, CO 80111
303-468-4714

Provided Services & Rate

Captioning Fees: $95 per scheduled hour Minimum fee per event $47.50 per 30 minutes Minimum Incremental Billing Unit: 15 minutes
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Carbon Lehigh IU #21
Jack Houser
4210 Orchard Road
Schnecksville, PA 18708
610-769-4111

Provided Services & Rate
Speech and Language services, Occupational Therapy services, Physical Therapy services, Deaf and Hard of Hearing services, Vision Support services, Autism Support, VB MAPP Assessments and Support, Orientation and Mobility services and Functional Behavior Assessments at the current IU21 rate.

The CLIU does not have a fee schedule. School Districts and Charter Schools are billed the same. Billing is based on the amount of time listed on the IEP.

For example, there is a total cost IU wide for O & M. O & M costs are then determined by the amount of time on each student's IEP that we serve.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Carol Walck and Associates
Carol Walck
1125 Cedar Crest Blvd, The Rose Bldg, Suite 102
Allentown, PA 18103
610-433-6660

Provided Services & Rate

Speech and Language Services (all related documentation including completion of monthly service logs and quarterly progress reports) at a rate of one hundred fifteen dollars ($115) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals), taking up to two hours in length at a flat rate of three hundred fifty dollars ($350); Evaluations taking two to five hours in length at a flat rate five hundred fifty dollars
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Center for Developmental Disabilities
Lisa M. Randazzo
101 Pocono Drive
Milford, PA 18337
570-296-3992

Provided Services & Rate

Speech Therapy services (to include write-up, progress notes) at a rate of one hundred twenty dollars ($120) per hour
Occupational Therapy services (to include write-up, progress notes) at a rate of one hundred twenty dollars ($120) per hour
Physical Therapy services (to include write-up, progress notes) at a rate of one hundred twenty dollars ($120) per hour

Speech and Language evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of one hundred twenty dollars ($120) per hour.

Occupational evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of one hundred twenty dollars ($120) per hour.

Physical evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of one hundred twenty dollars ($120) per hour.
# PENNSYLVANIA - Special Education Provider List with Rate

## Name of Vendor

Central Penn Education Associates  
Anthony Bavaria  
2450 Dewey Lane  
Enola, PA 17025  
717-329-7174

## Provided Services & Rate

- **Functional Behavioral Analysis** at a rate of sixty dollars ($60) per hour. Face to face counseling services at rate of one hundred dollars ($100) per hour.

- **Reimbursement amount of up to twenty-five dollars ($25)** paid for rental fees accrued at 'other location' setting for face to face counseling.

- **Psychological/Educational Evaluation** inclusive of two testing measures, write up, progress notes and goals at rate flat rate of six hundred dollars ($600).

- **Educational Neuropsychological Evaluations** to include psychoeducational battery of testing to include Seventy-five dollars ($75) per additional rating scales. Additional testing requested or confirmed by PENNSYLVANIA at flat rate of one hundred dollars ($100).

- **Records Review** at flat rate of two hundred forty dollars ($240)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Central Susquehanna Intermediate Unit 16
Ricki Boyle
90 Lawton Lane
Milton, PA 17847

Provided Services & Rate

Speech Therapy services (to include write-up, progress notes) at a rate of eighty-four dollars ($84)
Occupational Therapy services (to include write-up, progress notes) at a rate of one hundred-eight dollars ($108) per hour, initial evaluation & re-evaluation at a rate of one hundred-eight dollars ($108) per hour Physical Therapy services (to include write-up, progress notes) at a rate ninety-four dollars ($94) per hour;

Assistive technology - ongoing therapy consultation at a rate of ninety-five dollars ($95) per hour
Vision therapy - ongoing therapy at a rate of one hundred-eight dollars ($108) per hour.

Audiological Services at a rate of one hundred-eight dollars ($108) per hour.

Psych-education ongoing therapy counseling at a rate of ninety-five dollars ($95) per hour Procedural safeguards consultation at rate of ninety dollars ($90) per hour for initial consult, and training. Social skills support - ongoing therapy to include evaluation and re-evaluation at rate of ninety-eight dollars ($98) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Chester County Intermediate Unit 24
Diane Weisenberger
455 Boot Road
Downingtown, PA 19335

Provided Services & Rate
Audiological Evaluation/consultation at a rate of one hundred seventy-five dollars ($175) per hour
Multidisciplinary Evaluation and Re-evaluations at a rate of one hundred seventy-five dollars ($175) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Children’s Development Center, A Division of Hope Enterprises
Rob Labatch
625 West Edwin Street
Williamsport, PA 17701
570-326-0565 x3114
570-326-1204 x1204

Provided Services & Rate

Speech and Language services in clinic at a rate of seventy-five dollars ($75) per hour
Speech and Language services in home at a rate of one hundred twenty dollars ($120) per hour
Occupational Therapy services in clinic at a rate of seventy-five dollars ($75) per hour
Occupational Therapy services in home at a rate of one hundred twenty dollars ($120) per hour
Physical Therapy services in clinic at a rate of seventy-five dollars ($75) per hour
Physical Therapy services in home at a rate of one hundred twenty dollars ($120) per hour
Neuro-psychological Services in clinic only at a rate of one hundred-eighty dollars ($180) per hour.
Speech and Language evaluation (to include write-up, progress notes, and goals) in clinic at a rate of forty-four dollars ($44) per hour.
Speech and Language evaluation (to include write-up, progress notes, and goals) in home at a rate of seventy dollar Occupational evaluation (to include write-up, progress notes, and goals) in clinic at a rate of forty-four dollars ($44) per hour.
Occupational evaluation (to include write-up, progress notes, and goals) in home at a rate of seventy dollars ($70) per hour
Physical evaluation (to include write-up, progress notes, and goals) in clinic at a rate of forty-four dollars ($44) per hour.
Physical evaluation (to include write-up, progress notes, and goals) in home at a rate of seventy dollars ($70) per hour.
Neuro-psychological Services in clinic only at a rate of one hundred-eighty dollars ($180) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Christopher D. Royer
1150 Lancaster Boulevard Suite 101
Mechanicsburg, PA 17055
717-697-7260

Provided Services & Rate

Counseling and consultation services at rate of one hundred fifty dollars ($150) per hour.

Educational Neuropsychological Evaluations to include psychoeducational battery of testing at flat rate of one thousand-two hundred dollars ($1200). Educational Psychological evaluation at flat rate of eight hundred fifty dollars ($850)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Colonial Intermediate Unit 20
Jon Wallitsch
6 Danforth Drive
Easton, PA 18045
610-252-5550

Provided Services & Rate
Speech Therapy services (to include write-up, progress notes) at a rate of one hundred twenty-nine dollars seventy-nine cents ($129.79) per hour
Occupational Therapy services (to include write-up, progress notes) at a rate of one hundred thirty-two dollars twenty-six cents ($132.26) per hour
Physical Therapy services (to include write-up, progress notes) at a rate of one hundred fifty-two dollars and four cents ($152.04) per hour;

Adaptive Physical Education services at a rate of eighty-two dollars forty-eight cents ($82.48) per hour
Audiological Services at a rate of two hundred sixty dollars and eighty-two cents ($260.82) per hour

Psychological Services at a rate of one hundred twenty-eight dollars fifty-five cents ($128.55) per hour
Itinerant Hearing Support Services at a rate of one hundreded seventy-four dollars twenty-nine cents ($174.29) per hour
Itinerant Vision Support Services at a rate of three hundred six dollars fifty-five cents ($306.55) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Communication Associates
Karen Clapper
321 Gravel Pike
Collegeville, PA 19426
484-973-6226

Provided Services & Rate

Speech and Language Services at a rate of fifty-six dollars and fifty cent ($56.50) per 30 minutes, eighty-five dollars ($85) per 45 minutes, one hundred thirteen dollars ($113) per 60 minutes therapy session. Inclusive of all session documentation. Occupational Therapy Services at a rate of fifty-six dollars and fifty cent ($56.50) per 30 minutes, eighty-five dollars ($85) per 45 minutes, one hundred thirteen dollars ($113) per 60 minutes therapy session. Inclusive of all session documentation. Physical Therapy Services at a rate of fifty-six dollars and fifty cent ($56.50) per 30 minutes, eighty-five dollars ($85) per 45 minutes, one hundred thirteen dollars ($113) per 60 minutes therapy session. Inclusive of all session documentation. Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred dollars ($400). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred dollars ($400). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred dollars ($400). BEHAVIORAL THERAPY SERVICES

• Functional Behavioral Assessment Completed by a Behavioral Analyst, (BCBA Certification Required) - $120 per hour,

• Assistant Behavioral Analyst, (Bachelor Degree required and presently working on Masters towards BCBA Cert
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Community Integrated Services
Susan Schonfeld
441 N. 5th StreetSuite 101
Philadelphia, PA 19123
215-238-7411 ext 101

Provided Services & Rate
Transition Services billed at rate of seventy-one dollars ($71) per hour.

Travel expenses via public transportation, incurred with a student in the performance of the Agreement, will be reimbursed for amount of receipt.
**PENNSYLVANIA - Special Education Provider List with Rate**

**Name of Vendor**

Community Therapy Services, LLC  
Melanie Criss  
3860 Silverberry Circle  
Maumee, OH 43537  
419-509-8476

**Provided Services & Rate**

Virtual occupational therapy services at a rate of one hundred ten dollars ($110) per hour; minimum charge of fifty-five dollars ($55) per session Returning virtual Occupational therapy student supply fee (billed 1-2x per year in 1st month of school year and/or when IEP is updated) at a flat rate of forty dollars ($40)

Occupational Therapy Evaluation (virtual intake evaluation, new referral, and re-evaluations to include write-up, goals where applicable, and OT student supply kit for new students) at a flat rate of four-hundred dollars ($400).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Connecting the Pieces
Lisa Kowalski
3126 Taft Rd.
Norristown, PA 19403
610-659-5344

Provided Services & Rate

Behavioral services (consultation, treatment direction, data analysis and goal writing) by a Board Certified Behavior Analyst at a rate of one hundred twenty-five dollars ($125) per hour. Behavioral Specialist Consultation services provided by Behavioral Specialist a rate of ninety-five dollars ($95) per hour.

Face to face counseling services at rate of one hundred dollars ($100) per hour. Personal Care Assistant services at a rate of forty dollars ($40) per hour. Instructional Aid services at rate of fifty dollars ($50) per hour.

~ Social Skills Online Program ~

Online Social Skills Instruction for group of four students at rate of one hundred fifty dollars ($150) per 45 minute session.

Instructor preparation time for student initial group meeting at rate of one hundred twenty-five dollars ($125)

~ Social Skills Group Direct Services ~

Group face to face Social Skills Instructor at rate of one hundred fifty dollars ($150) per hour

Social Skills Assistant (1:4 ratio) at rate of sixty dollars ($60) per hour.

Instructor preparation time for student
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Connective Intervention Service
Dennine Leschinsky
4674 Berwyn Lane
Macungie, PA 18062
610-662-4372

Provided Services & Rate
Speech and Language services at a rate of one hundred five dollars ($105) per hour
Occupational Therapy services at a rate of one hundred five dollars ($105) per hour
Physical Therapy services at a rate of one hundred five dollars ($105) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars ($105) per hour
Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars ($105) per hour
Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars ($105) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Countywide Transportation Company
Howard Jennings
1019 E. 9th Street
Chester, PA 19013
610-490-0500

Provided Services & Rate

Transportation services (round trip per day) provided at flat rate of two hundred sixty dollars ($260)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Crossroads Speech and Hearing
Dianne Baum
3240 Washington RoadSuite 200
McMurray, PA 15317
724-942-3117

Provided Services & Rate
Speech and Language services at a rate of sixty dollars ($60) per half hour and ninety dollars ($90) per hour
Occupational therapy services at a rate of seventy dollars ($70) per half hour and one hundred five dollars ($105) per hour
Physical therapy services at a rate of seventy dollars ($70) per half hour and one hundred five dollars ($105) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred twenty dollars ($120)
Occupational & Physical Evaluations (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars ($150)
Audiological Evaluations (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars ($150)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Cynthia L. Swank
270 Broad Street
Landisville, PA 17538
717-421-2476

Provided Services & Rate

Behavioral Services (to include direct service provision, progress reports, email exchanges updating PENNSYLVANIA staff on students, under 15 minute phone calls for non-assessment/IEP meetings) at rate of one hundred twenty-five dollars ($125) per hour. Behavioral consultations performed virtual or by teleconference at rate of one hundred dollars ($100) per hour.

Behavioral Evaluations (to include FBA, target planning for Individualized Program Plan inclusive of approximately ten hours) at rate of one hundred twenty-five dollars ($125) per hour. Participation in face to face IEP teams meetings (to include reviewing and suggestive rewrites) at a rate of one hundred twenty-five dollars ($125) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Cynthia Miles and Associates
Cindy Miles
3721 Crescent Court West
Whitehall, PA 18052
610-820-7667

Provided Services & Rate
Speech and Language services at a rate of one hundred forty-five dollars ($145) per hour Occupational therapy services at a rate of one hundred forty-five dollars ($145) per hour Physical therapy services at a rate of one hundred forty-five dollars ($145) per hour

Speech and Language evaluation and re-evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars ($500). Occupational evaluation and re-evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars ($500). Physical evaluation and re-evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars ($500).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Debra J Schwartz
Debra Schwartz
2304 Lennon Lane
Phoenixville, PA 19460
610-783-5210

Provided Services & Rate

Reading Specialist services at rate of sixty-five dollars ($65) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Delaware County Intermediate Unit
Katherine Kircher
200 Yale Avenue
Marton, PA 0
610-938-9000 ext 2279

Provided Services & Rate

Articulation - on going therapy at a rate of seventy-five dollars ($75) per hour, initial evaluation & re-evaluation at a rate of eighty dollars ($80) per hour.

Assistive technology - on going therapy consultation at a rate of ninety-five dollars ($95 Audiological-Occupational Therapy Individual - On going therapy seventy-five dollars ($75) per hour, initial evaluation & re-evaluation eighty dollars ($80) per hour; Initial evaluation & re-evaluation eighty dollars ($80) per hour;

Psych-Educational Therapy counseling: eighty dollars ($80) per hour, Initial Evaluation and Re-evaluation ninety dollars ($90) per hour;

Social Skill Therapy: eighty dollars ($80) per hour. Initial evaluation & Re-evaluation ninety dollars ($90) per hour Speech/Language Therapy: On going therapy seventy-five dollars ($75) per hour, initial & Re-evaluation eighty dollars ($80) per hour;

Vision Therapy: On going therapy seventy-five dollars ($75) per hour, initial & Re-evaluation eighty dollars ($80) per hour Hearing Therapy: On going therapy ninety-five dollars ($95) per hour, initial evaluation & Re-evaluation one hundred dollars ($100) per hour;

Procedural Safeguards Consultation: Ninety dollars per hour ($90) per hour for initial consult. Ninety dollars
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Devon Health Care Group LLC
Joanne Michener
2103 Darby Road
Havertown, PA 19083

Provided Services & Rate
Speech and Language Services at a rate of seventy-nine dollars ($79) per hour.

Occupational therapy services at a rate of seventy-nine dollars ($79) per hour.

Physical Therapy Services at a rate of seventy-nine dollars ($79) per hour. Behavioral support services at a rate of twenty dollars to ninety-five dollars ($20-$95) per hour. (depending on level of Professionals needed, and to be discussed and agreed upon before placement and billing).
Paraprofessionals and Tutors with Behavior background at a rate of sixty dollars ($60) per hour.

Psychologist Services at a rate of one hundred ten dollars ($110) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars ($79) per hour.

Occupational evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars ($79) per hour.

Physical evaluation (to include write-up, progress notes, and goals) at a rate seventy-nine dollars ($79) per hour Psych evaluations (to includes all paperwork, write up and one IEP phone conference) at a rate of one hundred ten dollars ($110) per hour.

BCBA & ABA Certified Therapist services at rate of one hundred ten dollars ($110) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Dr. John Carosso, Psy.D & Associates
John E. Carosso
Parkway Building 339 Old Haymaker RoadSuite 1104
Monroeville, PA 15146
412-372-8000

Provided Services & Rate

Participation in MDT at a rate of sixty dollars ($60) per hour Outpatient counseling services at a rate of one hundred dollars ($100) per hour.

Initial Evaluations (to include IQ testing, Academic Test, discussion with teachers, interview with parent and student and social emotional assessment, with report preparation and writing) at a rate of five hundred dollars ($500) per evaluation. Re-evaluation (same as Initial but no IQ Test) at a rate of three hundred dollars ($300) per re-evaluation
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Dr. Merrill Bowan
Denise Johnson
841 Tenth Street
Oakmont, PA 15139
724-448-6097

Provided Services & Rate

Vision therapy:

3 hour evaluation, 1.5 hour consultation with parent/guardian to discuss therapy and home program recommendations and 10 page report on findings and recommendations at a flat rate of eight hundred twenty-five dollars ($825).

In-office vision and cognitive therapy at a rate of one hundred dollars ($100) per hour. Progress reports every 6 weeks at a rate of one hundred fifty dollars ($150) per report.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Easter Seals Central PA
Tina Outrich
383 Rolling Ridge Drive
St. College, PA 16801
412-281-7244 x225

Provided Services & Rate

Speech and Language services at a rate of one hundred twenty-five dollars ($125) per hour
Occupational therapy services at a rate of one hundred twenty-five dollars ($125) per hour
Physical therapy services at a rate of one hundred twenty-five dollars ($125) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Easter Seals of Southeastern PA
Janet Rubien
3975 Conshohocken Ave.
Philadelphia, PA 19131
215-879-1000

Provided Services & Rate

Speech and Language services at a rate of one hundred thirty dollars ($130) per hour; (Inclusive of session notes and progress to be documented on a monthly log) Occupational therapy services at a rate of one hundred thirty dollars ($130) per hour;

(Inclusive of session notes and progress to be documented on a monthly log)
Physical therapy services at a rate of one hundred thirty dollars ($130) per hour;

(Inclus Assistive Technology and Dysphagia Management services at a rate of one hundred thirty dollars ($130) per hour;

(Evaluations can be billed up to 10 hours). Instructional Aide services at a rate of ninety dollars ($90) per hour.

Behavioral Specialist services at rate of one hundred twenty-five dollars ($125) per hour.

Behavioral Personal Care Attendant at rate of thirty-five dollars ($35) per hour.

Psychological Evaluations (inclusive of feedback teleconference with family and school, and post evaluations phone conference) at a flat rate of eight hundred fifteen dollars ($815).

Preparation of Evaluation Report (inclusive of record review and compila Records Review at a rate of one hundred thirty-five dollars ($135) per hour. Functional Behavior Assessment (FBA) at a rate of one hundred thirty-five dollars ($135) per hour; can be billed up to 10 hours.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Easter Seals Western and Central Pennsylvania
Tina Outrich
2525 Railroad St.
Pittsburgh, PA 15222
412-281-7244 x225

Provided Services & Rate

Speech and Language Services at a rate of one hundred twenty-five dollars ($125) per hour
Occupational Therapy Services at a rate of one hundred twenty-five dollars ($125) per hour

Physical Therapy Services at a rate of one hundred twenty-five dollars ($125) per hour
Applied Behavior Analysis services at a rate of one hundred twenty-five dollars ($125) per hour
Auditory Processing Services at a rate of one hundred twenty-five dollars ($125) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Edgehill Holdings LLC dba Club Z! In-home Tutoring of the Lehigh Valley
Nina Pinsley
3140 B Tilghman Street#132
Allentown, PA 18104

Provided Services & Rate
Tutoring services for Elementary grades at rate of forty dollars ($40) per hour. Tutoring services for Middle and High School grades at rate of forty-five dollars ($45) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Effective Communication Solutions
Monica LaSalle
14500 Bustleton Avenue Suite 1-A
Philadelphia, PA 19116
215-613-6523

Provided Services & Rate

Speech and Language services at a rate of seventy-five dollars ($75) per hour Occupational Therapy services at a rate of seventy-five dollars ($75) per hour Applied Behavior Analysis Services at rate of sixty dollars ($60) per hour. Board Certified Behavior Analyst services at rate of eighty dollars ($80) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of seventy-five dollars ($75) per hour Occupational evaluation (to include write-up, progress notes, and goals) at a rate of seventy-five dollars ($75) per hour.
**PENNSYLVANIA - Special Education Provider List with Rate**

**Name of Vendor**
Eliot Enterprises  
Lance Queer  
371 Bethel Church Road  
Ligonier, PA 15658  
888-645-5683

**Provided Services & Rate**

Speech and Language services inclusive of logging session at a rate of one hundred thirty dollars ($130) per hour. Occupational Therapy services inclusive of logging session at a rate of one hundred thirty dollars ($130) per hour. Physical Therapy services inclusive of logging session at a rate of one hundred thirty dollars ($130) per hour. Teacher of Hearing Impaired at rate of one hundred thirty dollars ($130) per hour.

Speech and Language evaluation (to include goals, online logging of evaluation and IEP) at a rate of one hundred thirty dollars ($130) per hour. Occupational evaluation (to include goals, online logging of evaluation and IEP) at a rate of one hundred thirty dollars ($130) per hour. Physical evaluation (to include goals, online logging of evaluation and IEP) at a rate of one hundred thirty dollars ($130) per hour.
Name of Vendor
Elizabeth Grimm
428 East Orange Street
Lancaster, PA 17602
717-392-4063

Provided Services & Rate

Instructional Aide Services at the rate of sixty dollars ($60) per hour. Functional Behavioral Assessments, Behavior Planning, Behavior Services, Counseling and Social Skills Services at a rate of one hundred dollars ($100) per hour.

Psychological/Educational Evaluations at flat rate of six hundred dollars ($600), Inclusive of Report completion. Records Review and 504 Service Agreement Reviews at flat rate of three hundred fifty dollars ($350).
Name of Vendor

Emily S. King
Emily King
572 Benton Court
Harrisburg, PA 17112
717-756-5617

Provided Services & Rate

Occupational Therapist services at rate of ninety dollars ($90) per hour. Indirect services including Progress Report writing and IEP writing at rate of sixty dollars ($60) per hour.

Occupational Evaluations at a rate of seventy dollars ($90) per hour. Indirect services including Progress Report writing and IEP writing at rate of sixty dollars ($60) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

**Name of Vendor**

Four Corners Health & Fitness  
Jason Cronan  
296 East Brown St  
PO Box 739 Suite B  
East Stroudsburg, PA 18301  
570-504-5522

**Provided Services & Rate**

Adapted special needs training at a rate of fifty-five dollars ($55) per session for one on one. An adapted group fitness training session at a rate of twenty dollars ($20) per session.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Gayle Goepfert dba: Goepfert Speech Associates
Gayle Goepfert
431 East Chocolate Ave
Hershey, PA 17033
717-533-1916

Provided Services & Rate
Speech and Language services at a rate of one hundred thirty-four dollars ($134) per hour;
billed sixty-seven dollars ($67) for a thirty (30) min session; billed thirty-three dollars fifty cents
($33.50) per fifteen (15) minute session.
Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two
hundred eighty dollars ($280)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

George Mc Closkey
2944 Linda Lane
Sinking Spring, PA 19608
610-763-6044

Provided Services & Rate

Neuropsychological Evaluation Services  (to include write-up, progress notes and goals) at a rate of one hundred twenty-five dollars ($125) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Gina Rowland
290 Cresthaven Drive
Fayetteville, PA 17222
717-422-6511

Provided Services & Rate

Speech Therapy services (to include write-up, progress notes) at a rate of eighty dollars ($80) per hour;

Charged rate of sixty dollars ($60) per thirty minute session. Indirect services to include IEP input and progress reporting at rate of fifty dollars ($50) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of eighty dollars ($80) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Glenn-Den Enterprises/Next Step
Amy Kaltenbach
145 Steffee Blvd - PO Box 796
Seneca, PA 16346
814-677-1390
724-981-0913

Provided Services & Rate

Speech and Language Services at a rate of one hundred five dollars ($105) per hour
Occupational Therapy Services at a rate of one hundred five dollars ($105) per hour
Physical Therapy Services at a rate of one hundred five dollars ($105) per hour
Visually Impaired Services at a rate of one hundred five dollars ($105) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars ($105) per hour
Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars ($105) per hour
Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars ($105) per hour

Psychological/Educational Evaluation (to include write-up, progress notes, and goals) at a rate of one hundred five dollars ($105)
**PENNSYLVANIA - Special Education Provider List with Rate**

**Name of Vendor**

Grisolano Center for Neurodevelopment
Maxine Hass
405 E. Chocolate Avenue 2nd Floor
Hershey, PA 17033
717-495-9505

**Provided Services & Rate**

Diagnostic Interview (Includes interview with parents, district employees, and other pertinent parties) at a rate of two hundred seventy dollars ($270) per hour
Psychological and Neuropsychological Testing (Includes testing administration, scoring, and interpretation) at a rate of two hundred forty dollars ($240) per hour
Classroom observation at a rate of one hundred eighty dollars ($180) per hour
Record review at a rate of three hundred dollars ($300) per hour
Feedback Session at a rate of one hundred eighty dollars ($180) per hour
Report Writing at a rate of one hundred seventy-five dollars ($175) per hour
Due process testimony preparation at a rate of one hundred eighty dollars ($180) per hour
Due process testimony at a rate of three hundred dollars ($300) per hour
School district in-service at a rate of two hundred fifty dollars ($250) per hour
Phone calls with parents, district employees and other pertinent parties at a rate of forty-five dollars ($45) per 15 minute increments. (Charges begin after the first 15 minutes of the call)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Guthrie Towanda Memorial Hospital formerly
Memorial Hospital, Inc of Towanda, PA
Carrie Grohol
91 Hospital Drive
Towanda, PA 18848
570-268-2385

Provided Services & Rate
Speech and Language Services at a rate of ninety-six dollars ($96) per hour. Occupational Therapy Services at a rate of ninety-six dollars ($96) per hour. Physical Therapy Services at a rate of ninety-six dollars ($96) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of ninety-six dollars ($96) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of ninety-six dollars ($96) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of ninety-six dollars ($96) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Holistic Vision
Robin Sapossnek
930 Henrietta Avenue Suite C
Huntingdon Valley, PA 19006
215-663-5933

Provided Services & Rate

Comprehensive Visual Exam at the flat rate of one hundred forty-five dollars ($145). Vision Therapy at a rate of one hundred thirty-five dollars ($135) per visit.

Visual Skills Examination to include summary report at flat rate of three hundred dollars ($300) Vision Therapy Re-evaluations with refraction at rate of one hundred forty-two dollars ($142);

Without refraction charged rate of eighty-seven dollars ($87). Vision and Learning Examination to include summary report at flat rate of four hundred fifty-dollars ($450)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Humanus Corporation
Tom Gradowski
1100 First AvenueSuite 502
King of Prussia, PA 19406
484-674-7562

Provided Services & Rate

Speech and Language services at a rate of seventy-nine dollars ($79) per hour.

Occupational Therapy services at a rate of seventy-nine dollars ($79) per hour. Physical Therapy services at a rate of seventy-nine dollars ($79) per hour.

Instructional Aide services at rate of forty-three dollars ($43) per hour. Psychologist services at a rate of ninety dollars ($90) per hour.

Social Work services at a rate of eighty dollars ($80) per hour.

Online Therapy at a rate of seventy-five dollars ($75) per hour.

Speech and Language evaluations (to include write-up, progress notes and goals) at a rate of seventy-nine dollars ($79) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars ($79) per hour.

Therapeutic Riding at rate of forty dollars ($40)per session. Physical Evaluation (to include write-up, progress notes, and goals) at a rate of seventy-nine dollars ($79) per hour.

Psychologist Evaluations at a flat rate of eight hundred dollars ($800).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Husky Research
Bille Botsford
400 E. 2nd Street
Bloomsburg, PA 17815
570-389-5380

Provided Services & Rate

Speech and Language services at a rate of ninety dollars ($90) per session. Central Auditory Processing Initial Audio Evaluation at flat rate of three hundred thirty dollars ($330) to include:

- Comprehensive Audio (ABSD)
- Tympanometry/Reflex/Decay
- OAE- Comprehensive

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred ninety dollars ($190). Central Auditory Processing Evaluation at flat rate of seven hundred ninety-six dollars ($796) to include:

- Central Auditory Fun. Eval - 1hr.
- Each Additional 15 minutes billed thirty-one dollars ($31)
- Comprehensive Audio (ABSD)
- Tympanometry/Reflex/Decay
- AEPs Comprehensive
- AE-Comprehensive
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Intermediate Unit 1
Leigh Dennick
One Intermediate Unit Drive
Coal Center, PA 15423
724-938-3241

Provided Services & Rate
Articulation - on going therapy at a rate of seventy-five dollars ($75) per hour, initial evaluation & re-evaluation at a rate of eighty dollars ($80) per hour.

Assistive technology - on going therapy consultation at a rate of ninety-five dollars ($95) per hour, initial evaluation & re-evaluation at a rate of eighty dollars ($80) per hour.

Audiological - on going therapy consultation at a rate of eighty-five ($85) per hour, initial evaluation & re-evaluation at a rate of ninety dollars ($90) per hour.

Occupational therapy - on going therapy at a rate of seventy-five dollars ($75) per hour Physical therapy - on going therapy at a rate of seventy-five dollars ($75) per hour, initial evaluation & re-evaluation at a rate of eighty dollars ($80) per hour.

Psych-educational - on going therapy counseling at a rate of eighty dollars ($80) per hour Social skill - on going therapy at a rate of eighty dollars ($80) per hour, initial evaluation & re-evaluation at a rate of ninety dollars ($90) per hour.

Speech/language therapy - on going therapy at a rate of seventy-five dollars ($75) per hour, initial & re-evaluation at a rate of eighty dollars ($80) per hour.

Vision therapy - on going therapy at a rate of ninety-five dollars ($95) per hour, initial evaluation & re-evaluation at a rate of one hundred dollars ($100) per hour. Hearing therapy - on going therapy at a rate of ninety-five dollars ($95) per hour, initial evaluation & re-evaluation at a rate of one hundred dollars ($100) per hour. Procedural safeguards consultation at a rate of ninety dollars ($90) per hour for initial consult, and ninety dollars ($90) per hour for training.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Jeffrey C. Barnhart
45 Ceymore Street
Hummelstown, PA 17036
717-566-0604

Provided Services & Rate

Records Review at a flat rate of two hundred fifty dollars ($250)

Ed/Psychological Evaluations (to include write-up, progress notes, goals and participation in IEP meeting) at a flat rate of four hundred dollars ($400) Ed/Neuropsychological Evaluations (to include write-up, progress notes, goals and participation in IEP meeting) at a flat rate of eight hundred dollars ($800)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Jennifer Lesher
420 Sensen Rd.
Wernersville, PA 19565
484-769-3611

Provided Services & Rate

Speech Therapy services (to include write-up, progress notes) at a rate of one hundred fifteen dollars ($115) per hour. Indirect services, including records review, at the rate of fifty dollars ($50) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred fifteen dollars ($115) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Jeremy Hubbard
427 Main Street
Stroudsburg, PA 18360
843-360-1926

Provided Services & Rate

Adaptive Physical Education: 30 minute private session at flat rate of thirty dollars ($30); 60 minute private session at flat rate of fifty dollars ($50). 30% Student Discount will be applied
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

John McElwee
112 Haverford Drive
Laflin, PA 18702
570-479-2066

Provided Services & Rate

BCBA Services at a rate of one hundred twenty-five dollars ($125) per hour Training Programs Fee Negotiable Per Topic and Length
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Journey Center,
Kimberly Bennett
224 Bedford Street
Hollidaysburg, PA 16648
814-977-5345

Provided Services & Rate
Speech and Language services inclusive of logging session at a rate of ninety dollars ($90) per hour
Board Certified Behavior Analyst Services at rate of ninety dollars ($90) per hour
Social Skills Group consisting of four students per instructor at rate of twenty dollars ($20) per hour
Individual Social Skills with BCBA at rate of ninety dollars ($90) per hour.
Social Skill services provided by Licensed Behavior Specialist at rate of seventy-five dollars ($75) per hour.
ABA (Applied Behavior Analysis) services provided by Therapist with Behavior Specialist License at rate of seventy-five dollars ($75) per hour.
Speech and Language evaluation (to include goals, online logging of evaluation and IEP) at a rate of ninety dollars ($90) per hour. Functional Behavioral Assessment to include written Positive Behavior Support Plan at rate of ninety dollars ($90) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

K12 Therapy
Nikki Eisen
402 Morning Dove Circle
Sewell, NJ 8080
609-217-0059

Provided Services & Rate

Speech and Language services at a rate of eighty-two dollars ($82) per hour.

Occupational therapy services at a rate of eighty-two dollars ($82) per hour.

Physical therapy services at a rate of eighty-two dollars ($82) per hour

Records review at a rate of one hundred twenty-five dollars ($125) per hour with three hour cap unless justification given to school representative and approved by PENNSYLVANIA school Psychologist Tutoring services at a rate of sixty dollars ($60) per hour. Speech and Language evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of eighty-two dollars ($82) per hour;

Occupational evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of eighty-two dollars ($82) per hour.

Physical evaluation (to include write-up, progress notes, goals and IEP meeting) at a rate of eighty-two dollars ($82) per hour

Psychological/Educational Evaluations/Re-evaluations (to include write-up, progress notes, goals and IEP meeting) at flat rate of six hundred seventy-five dollars ($675).

Psychological/Educational Evaluations/Re-evaluations to exceed 5 hours time, rate of one hundred twenty-five dollars ($125) per hour subsituted fee.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Kelly Mahler, OTR/L
Kelly Mahler
17 Magnolia Drive
Elizabethtown, PA 17022
717-468-5446

Provided Services & Rate

Occupational Therapy Services at a rate of ninety dollars ($90) per hour Indirect time at a rate of sixty dollars ($60) per hour

Occupational Evaluation (to include write-up, progress notes, and goals) at a rate of ninety dollars ($90) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Kelly Robin Gansarski
6164 Starlight Court
Swiftwater, PA 18370
570-561-9378

Provided Services & Rate

Behavioral services (consultation, treatment direction, data analysis and goal writing) by a Board Certified Behavior Analyst at a rate of eighty dollars ($80) per hour. Direct and Indirect Behavioral Services at rate of fifty dollars ($50) per hour.
**PENNSYLVANIA - Special Education Provider List with Rate**

**Name of Vendor**
KenCrest Services  
Donna Clemens  
502 West Germantown PikeSuite 200  
Plymouth Meeting, PA 19462  
610-825-9360

**Provided Services & Rate**

*Transition Support Services at a rate of forty-seven dollar and seventy-six cent ($47.76) per hour.*
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Keystone Blind Association
Kimberly Paglia
1230 Stambaugh Avenue
Sharon, PA 16146
724-347-5501

Provided Services & Rate
Assessment and instruction to include direct service and lesson preparation for all services at a rate of one hundred five dollars ($105) per hour.

Type of services:
Vision services
Low vision services
Rehabilitation teaching
Assistive technology relating to vision
Orientation and mobility services
Braille instruction
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Kirsten Stiffler
510 Elmwood Road
Ebensburg, PA 15931
814-471-1853

Provided Services & Rate

In-home Counseling services at rate of one hundred dollars ($100) per hour.

Counseling Services performed at "other" office location at rate of one hundred twenty-five dollars ($125) per hour.

Special Education Evaluation/Reevaluations at a flat rate of seven hundred dollars ($700) Gifted Evaluation/Reevaluations at a flat rate of seven hundred dollars ($700) Record reviews at a rate of three hundred dollars ($300), inclusive of report.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Lancaster-Lebanon Intermediate Unit 13
Julia Bateman
1020 New Holland Avenue
Lancaster, PA 17601
717-606-1021

Provided Services & Rate

Speech and Language services at a rate of ninety-five dollars and fifty cents ($95.50) per hour
Occupational Therapy services at a rate of ninety-five dollars and fifty cents ($95.50) per hour
Physical Therapy services at a rate of ninety-five dollars and fifty cents ($95.50) per hour
Hearing services at a rate of one-hundred thirteen dollars and forty-four cents ($113.44) per hour

Vision Therapy services at a rate of one hundred two dollars and fifty-seven cents ($102.57) per hour
Assistive Technology services at a rate of seventy-five dollars ($75) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Language Line Services
Julie Metzger
1 Lower Ragsdale Drive Bldg 2
Monterey, CA 93940
1-877-862-1302

Provided Services & Rate

Language Interpretations in Spanish at a rate of $1.85 per minute Language Interpretations in all other supported languages at a rate of $2.00 per minutes

• There is no charge for standard toll-free access to Language Line Services.

• Per minute rates do not include international calls.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Laurie Jo Jekel
207 West Maple Avenue
Shiremanstown, PA 17011
717-599-6487

Provided Services & Rate

Instructional Aide Services at the rate of thirty dollars ($30) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Leg Up Farm
Jennifer Knight
4880 North Sherman Street
Mount Wolf, PA 17347
717-266-9294

Provided Services & Rate
Speech and Language Services at a rate of one hundred fifteen dollars ($115) per hour. Occupational Therapy Services at a rate of one hundred sixty dollars ($160) per hour.

Equine Services at rate of $40/hr Physical Therapy services at a rate of one hundred twenty-five dollars ($125) per hour. Psychotherapy at a rate of one hundred dollars ($100) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of three hundred dollars ($300). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred twenty-five dollars ($225). Physical evaluation (to include write-up, progress notes, goals and IEP meeting) at a flat rate of two hundred twenty-five dollars ($225).

Psychotherapy evaluation (to include write-up, progress notes, goals and IEP meeting) at a flat rate of two hundred
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Lehigh Valley Center for Independent Living
Joe Michener
435 Allentown Drive
Allentown, PA 19109
610-770-9781x131

Provided Services & Rate

Group Transitional Services at a rate of twenty-four dollars seventy-six cents ($24.76) per hour. Fees billed per 1/4 hour. Individualized Transitional Services at a rate of sixty-three dollars ninety-eight cents ($63.98) per hour. Fees billed per 1/4 hour. Person Centered Plan (to include write-up, facilitation of meetings and progress notes) at a flat rate of one thousand two hundred-fifty dollars ($1250) for minimum of ten combined hours of service Transportation services provided within the program.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Liberty Resources, Inc.
Thomas Earle
714 Market Street
Philadelphia, PA 19106
215-534-2000 Ext 257

Provided Services & Rate

Transition Services billed at rate of seventy-five dollars ($75) per hour for one-on-one tutoring.

Transition Services billed at rate of one hundred dollars ($100) per hour for up to 3 students.
Transition Services billed at rate of one hundred twenty-five dollars ($125) per hour for 4 – 6 students

In Service Sessions:
Billed at rate of seventy-five dollars ($75) per hour for 1-2 people;
Billed at rate of one hundred dollars ($100) per hour for 3-5 people;
Billed at rate of one hundred twenty-five dollars ($125) per hour for 6-8 people.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Liberty Therapy Solutions
Michael Scott
1160 South Trooper Rd.
West Norriton, PA 19403
844-543-8979

Provided Services & Rate
Speech and Language services at a rate of eighty-five dollars ($85) per hour. Occupational Therapy Services at a rate of eighty-five dollars ($85) per hour. Physical Therapy Services at a rate of eighty-five dollars ($85) per hour. Applied Behavioral Analysis/Functional Behavioral Consultation and Evaluations at a rate of one hundred twenty-five dollars ($125) per hour.

Tutoring Services at rate of sixty-five dollars ($65) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) eighty-five dollars ($85) per hour.

Occupational evaluation (to include write-up, progress notes, and goals) eighty-five dollars ($85) per hour Physical evaluation (to include write-up, progress notes, and goals) at a rate of eighty-five dollars ($85) per hour. Psychological Evaluation / Case management at a rate of one hundred ten dollars ($110) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Lindamood-Bell Learning Processes
Deedee Beauchamp
416 Higuera Street
San Luis Obispo, CA 93401
805-541-3836

Provided Services & Rate

Learning Ability Diagnostic Evaluations at flat rate of six hundred seventy-five dollars ($675);

Full Written report of Evaluation at flat rate of two hundred dollars ($200). One-to-One Instructional Sensory-Cognitive services at rate of one hundred twelve dollars ($112) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Living Unlimited
Terri Stickle
Lauren Rowe
4601 Locust LaneSuite 202
Harrisburg, PA 17109
717-526-2111 x440

Provided Services & Rate

Music Therapy Services including assessment process, sessions and meetings at a rate of sixty-five dollars ($65) per hour.

(Assessment time total of 5 hours)

Life Skills/Community Integration Training in the home and community at the rate of fifty-five Job Facilitation Services at the rate of fifty-five dollars ($55) per hour.

Community-Based Work Assessments at the rate of fifty-five dollars ($55) per hour; inclusive of 3-5 hours of work to include evaluation report.

Vocational Evaluation using the MPennsylvania Dial System at the rate of four hundred-eighty three dollars ($483) per unit; to include evaluation report.

Vocational and Community Adjustment Program Services performed by rehabilitation specialists billed at one unit at rate of two hundred-ninety dollars ($290) per session.

Sessions occur one time per week, consists of involvement of student ratio of 1:1 or 1:2. Transportation services provided within the program.
PENNISYLVANIA - Special Education Provider List with Rate

Name of Vendor

Lutheran Home Care and Hospice  
Kathy Johnson  
2700 Luther Drive  
Chambersburg, PA 17202  
717-217-3529

Provided Services & Rate

Speech and Language services at a rate of three hundred dollars ($300) per visit. Occupational therapy services at a rate of one hundred sixty dollars ($160) per visit. Physical therapy services at a rate of one hundred seventy dollars ($170) per visit. Social Work at a rate of two hundred fifty dollars ($250) per visit.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Luzerne Intermediate Unit 18
Gregory Koons
570-287-9681 x111

Provided Services & Rate

Speech Support for Special Education students at rate of one hundred and eight dollars and two cents ($108.02) per hour. Occupational Therapy Services at a rate of one hundred twenty-one dollars and seventy-four cents ($121.74) per hour. Physical Therapy services at rate of one hundred forty-five dollars and fifty-nine cents ($145.59) per hour. Psych-educational on going therapy counseling at a rate of ninety-seven dollars eighty-nine cents ($97.89) per hour.

Central Auditory Processing: Assessment and Diagnostic Evaluations at rate of three hundred dollars ($300). Hearing Impaired (Itinerant) at rate of one hundred thirty-eight dollars and eighty-two cents ($138.82) per hour. Visually Impaired (Itinerant) at rate of one hundred forty-five dollars and sixty-eight cents ($145.68) per hour.
## PENNSYLVANIA - Special Education Provider List with Rate

**Name of Vendor**

Medley and Mesaric Therapy Associates  
Janice Mesaric  
421A North Bethlehem Pike  
Ambler, PA 19002  
215-643-5585

**Provided Services & Rate**

Speech and Language services at a rate of one hundred thirty dollars ($130) per hour. Speech and Language consultation (to include IEP meetings, IEP write-up, progress notes, and goals) at a rate of one hundred forty dollars ($140) per hour.

Speech and Language evaluation at a flat rate of one thousand dollars ($1,000).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Momentum Services
Dawn Goshorn
50 Parkwood Dr.
Chambersburg, PA 17201
717-262-2183

Provided Services & Rate

Functional Behavioral Assessment (FBA) completed by Behavioral Analyst (BCBA Certification Required) at a rate of one hundred twenty dollars ($120) per hour Functional Behavioral Assessment (FBA) completed by Assistant Behavioral Analyst (Bachelor Degree Required and presently working on Masters towards BCBA Certification) at a rate of eighty dollars ($80) per hour Functional Behavioral Assessment (FBA) completed by Behavioral Therapist (Bachelor Degree and experience Preferred) at rate of fifty dollars ($50) per hour;

Experienced TSS at a rate of thirty-six dollars ($36) per hour Rates applicable to all direct and indirect therapeutic needs of the student
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Montgomery County Intermediate Unit 23
Maria DeLuca and Colleen Connor
1605 West Main Street
Norristown, PA 19403
610-755-9448

Provided Services & Rate

Services Dates for the 2014-2015 School Year

Behavior Management Specialist at a rate of one thousand eight hundred dollars ($1,800)

Social Skills Counseling for 30 minutes per week at a rate of one thousand eight hundred seventy-two dollars ($1,872) Services for Alisa Chen:

Physical Therapy Consultation for 30 minutes per month at a rate of four hundred twenty-three dollars ($423).

Social Skill Counseling for 30 minutes per week at a rate of one thousand eight hundred seventy-two dollars ($1,872)

Vi Services for Dakota Greenidge:

Vision Support Consultation for 15 minutes per week at a rate of one thousand eight hundred dollars ($1,800)

Vision Support Itinerant for 30 minutes per week at a rate of three thousand four hundred sixty dollars ($3,460) Services for Emily Smith:

Vision Support Consultation for 15 minutes per month at a rate of four hundred fifty-three dollars sixty cents ($453.60)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Pediatric Therapy Associates
Sherry Zimmerman
2801 North George StreetSuite A
York, PA 17406
717-840-2617

Provided Services & Rate
Speech and Language Services at a rate of one hundred thirty dollars ($130.00) for a sixty (60) minute session, one hundred dollars ($100.00) for a forty-five (45) minute session and eighty dollars ($80.00) for a thirty (30) minute session. Social Skills Group Sessions at a rate of one hundred dollars ($100) per session
Speech and Language Therapy evaluations at a flat rate of three hundred dollars ($300)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Pediatric Therapy Specialists
Marcia Goble
100 High Tower BoulevardSuite 201
Pittsburgh, PA 15205
412-787-1180

Provided Services & Rate

Speech and Language services at a rate of one hundred ten dollars ($110) per 30 minutes Occupational therapy services at a rate of sixty-five dollars ($65) per 30 minutes Physical therapy services at a rate of seventy-five dollars ($75) per 30 minutes

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars ($200) Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars ($200) Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars ($200)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Pennsylvania Autism Action Center
Michelle DeMarsh
6515 Business Rt 209Suite 3
Stroudsburg, PA 18360
570-861-4255

Provided Services & Rate
Speech and Language services (to include write-up, progress notes) at a rate of thirty-five dollars ($35) per 15 minute session; fifty-five dollars ($55) per 30 minute session; one hundred ten dollars ($110) per 60 minute session
Occupational Therapy services (to include write-up, progress notes) at a rate of thirty-five dollars ($35) per 15 minute session; fifty-five dollars ($55) per 30 minute session; one hundred ten dollars ($110) per 60 minute session;
Physical Therapy services: Applied Behavior Analyst services such as Verbal Behavior Program consultation at a rate of ninety-five dollars ($95) per hour
Social Skills group therapy with focus on pragmatics, social awareness and friendship building at a rate of twenty-five dollars ($25) per hour.
Speech and Language Initial Evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars ($200)
Occupational Initial Evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars ($200)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Pocono Speech Center
Sandy DeFino
1219 North 5th Street
Stroudsburg, PA 18360
570-421-2232

Provided Services & Rate

Speech and Language services at a rate of one hundred dollars ($100) per hour. Quarterly progress reports at a flat fee of twenty-five dollars ($25).

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars ($200)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Pressley Ridge
Adam Miller
121 Locust Street
Harrisburg, PA 17101
717-845-6624

Provided Services & Rate

One-on-One Psychological Therapy Services at a rate of seventy-five dollars ($75) per hour;

Eighteen dollars seventy-five cents ($18.75) per 15 minute increments. Group Therapy at a rate of
twenty dollars ($20) per hour; Five dollars ($5) per 15 minute increments.

Psychological evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred
thirty-five dollars ($235). Psychiatric Evaluations at a flat rate of three hundred fifty dollars ($350). **
The rates below are folded into the other give rates above **

Spanish Interpreter for therapy services at a rate of $100.00 per hour or $25.00 per 15 minute
increments

Spanish Interpreter for Psych evaluation at a flat rate of $255.00
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Psychological Associates of Schuylkill County
Joe Sheris
454 North Claude A Lord Blvd
Pottsville, PA 17901
570-622-1025

Provided Services & Rate
Psychological therapy at the rate of one hundred twenty-five dollars ($125) per hour
Psychological evaluation at the rate of one hundred twenty-five dollars ($125) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
RebePennsylvania's Place
Margaret Myers
1805 Loucks RoadSuite 800
York, PA 17408
717-885-0063

Provided Services & Rate
Speech and Language services at a rate of seventy dollars ($70) per hour. Occupational therapy services at a rate of seventy dollars ($70) per hour Physical therapy services (to include consultative, progress notes, and direct sessions) at a rate of seventy dollars ($70) per hour. Individual Counseling services provided by LCSW at rate of seventy dollars ($70) per hour.

Group Counseling services provided by LCSW at rate of sixty dollars ($60) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars ($150). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars ($150). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred fifty dollars ($150).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Rehabilitation Innovations
Gerry Roemer

110 Allan Street
Lower Burrell, PA 15068
724-304-0030

Provided Services & Rate

Speech and Language services at a rate of one hundred twenty-five dollars ($125) per hour
Occupational therapy services at a rate of one hundred twenty-five dollars ($125) per hour
Physical therapy services at a rate of one hundred twenty-five dollars ($125) per hour
Counseling services

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
River Speech & Educational Services
Debbi Gnivkoski
3390 Saxonburg BoulevardSuite 250
Glenshaw, PA 15116
412-767-5967

Provided Services & Rate
Speech and Language services at a rate of ninety-five dollars ($95) per hour. Occupational therapy services at a rate of ninety-five dollars ($95) per hour. Physical therapy services at a rate of ninety-five dollars ($95) per hour. Tutoring services at a rate of sixty dollars ($60) per hour.

Social Skills Group services at rate of sixty dollars ($60) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of ninety-five dollars ($95) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of at a rate of ninety-five dollars ($95) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of at a rate of ninety-five dollars ($95) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Sandra Tommarello
118 Lost Lake Court
Mars, PA 16046
724-776-7363

Provided Services & Rate

Speech and Language services at a rate of ninety dollars ($90) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of ninety dollars ($90) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Sayegh Pediatric Therapy Services
Christine Sayegh
4150 Redbud Drive West
Whitehall, PA 18052
610-739-8654

Provided Services & Rate

Speech and Language services at a rate of thirty-seven dollars and fifty cent ($37.50) per 15 minutes. Occupational Therapy services at a rate of forty dollars ($40) per 15 minutes. Physical Therapy services at a rate of forty-one dollars and twenty-five cent ($41.25) per 15 minutes.

Teacher of Visually Impaired at rate of one hundred ten dollars ($110) per hour. Behavioral Support Services at a rate of one hundred-ten dollars ($110) per hour.

Reading Specialist at rate of one hundred-fifty dollars ($150) per hour.

Orientation and Mobility services at rate of one hundred-fifty dollars ($150) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of three hundred-fifty dollars ($350) per evaluation. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of three hundred-fifty dollars ($350) per evaluation Physical evaluation (to include write-up, progress notes, and goals) at a rate of three hundred-fifty dollars ($350) per evaluation.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Schreiber Pediatric Rehab Center
Brian R. Dowling
625 Community Way
Lancaster, PA 17603
717-393-0452

Provided Services & Rate

Speech and Language services at a rate of one hundred sixty dollars ($160) per hour. Occupational therapy services at a rate of one hundred sixty dollars ($160) per hour. Physical therapy services at a rate of one hundred sixty dollars ($160) per hour.

Assistive Technology Therapy at a rate of one hundred sixty dollars ($160) per hour. Adaptive Physical Education at a rate of one hundred sixty dollars ($160) per hour.

Articulation Therapy at a rate of one hundred sixty dollars ($160) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred fifty-six dollars ($256). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred fifty-six dollars ($256). Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred fifty-six dollars ($256).

Assisted Technology Evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred fifty-six dollars
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Sebastian Riding Associates
Chris Hanebury
3589 Water Street Road
Collegeville, PA 19426
610-489-3741

Provided Services & Rate

Therapeutic Riding Sessions:
10 lessons at 1 hour per lesson at flat rate of five hundred dollars ($500);

5 lessons at 1 hour per lesson at rate flat rate of two hundred fifty dollars ($250). Physical Therapy services at rate of eighty dollars ($80) per hour.

Physical evaluation (to include write-up, progress notes, and goals) at a rate of at a rate of sixty dollars ($60) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Seneca Highlands Intermediate Unit 9
Shelly Carson
P.O. Box 1566
Smethport, PA 16749
814-887-5512

Provided Services & Rate

Speech and Language services at a rate of one hundred ten dollars ($110) per hour. Occupational therapy services at a rate of one hundred ten dollars ($110) per hour. Physical therapy services at a rate of one hundred ten dollars ($110) per hour.

Orientation and mobility services at rate of one hundred forty dollars ($140) per hour.

Vision Services which includes a teacher of the blind/visually impaired and a functional vision test at a rate of one hundred forty dollars ($140) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Skills of Central PA, Inc.
Wendy Pardee
341 Science Park RoadSuite 6
State College, PA 16803
814-238-3245

Provided Services & Rate
Transition Support Services at a rate of sixty-two dollars eighty-four cents ($62.84) per hour.

~ Above services billed in fifteen (15) minute increments ~ Home and Community Habilitation program (face to face) direct services provided in home and community settings a rate indicated as follows:

1:1 ratio at $48 an hour
1:3 ratio at $36 an hour
1:6 ratio at $20 an hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Southeastern Pennsylvania Autism Resource Center (SPARC)
Cherie Fishbaugh
1160 McDermott Drive# 214
West Chester, PA 19383
610-430-5678

Provided Services & Rate

Behavioral services, from program director, in clinic, at a rate of one hundred five dollars ($105) per hour. Behavioral services, from program director, outside of the clinic, at a rate of one hundred forty dollars ($140) per hour. Sparclers program at a rate of one hundred five dollars ($105) per day. Social skills – intake at a rate of fifty-five dollars ($55), new client at a rate of eighty dollars ($80) per hour, re-enrolling client at a rate of sixty-five dollars ($65) per hour,

off-site observation by staff at a rate of ninety dollars ($90) per hour, on site observation feedback by staff at a rate of seventy-five ($75) per hour. Phone calls after the first 15 minutes at a rates of twenty dollars ($20) for 30 minutes, thirty-five dollars ($35) for 45 minutes and fifty dollars ($50) for 60 minutes. Program development at a rate of eighty-five ($85) per hour.

Assessments at a rate of one thousand two hundred fifty dollars to one thousand nine hundred fifty dollars ($1,250 - $1,950)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
SpeechCare
Roberta Kornfield
2137 Embassy DriveSuite 103
Lancaster, PA 17603
717-569-8972

Provided Services & Rate
Speech and Language services at a rate of one hundred twenty-seven dollars and four cents ($127.04) per hour.

Speech Therapy in a group setting at the rate of sixty-three dollars and fifty-two cents ($63.52) per student.

Physical therapy services at a rate of one hundred twenty-seven dollars and four cents ($127.04) per hour. Charting/report writing, MDT planning, individual parent consults at the rate of one hundred twenty-seven dollars and four cents ($127.04) per hour. Equipment set-up and parent group consultation at the rate of one hundred twenty-seven dollars and four cents ($127.04) per hour to be divided by number of students in group and invoiced per student.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-seven dollars and four cents ($127.04) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-seven dollars and four cents ($127.04) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Step By Step
Meg Lukaszewski
Cross Valley Commons, 744 Kidder Street
Wilkes-Barre, PA 18702
570-829-3477

Provided Services & Rate

Behavior Specialist Consultant Services by Master’s Level Clinician at a rate of fifty-six dollars ($56) per hour. Behavior Specialist Consultant Services by Board Certified Behavior Analyst at a rate of seventy-four dollars ($74) per hour. Mobile Therapy Services – (Master’s Level Clinician) at a rate of fifty-six dollars ($56) per hour. Therapeutic Staff Support at a rate of thirty-six dollars ($36) per hour.

Psychological Evaluations by licensed clinical psychologist at a rate of two hundred twenty-five dollars ($225) per evaluation, eighty-five dollars ($85) per hour for attendance at meetings.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Strasburg Family Eyecare
Jessica Lauver
20 Lancaster Avenue
Strasburg, PA 17579
717-687-8141

Provided Services & Rate
Vision Therapy Evaluations at flat rate of three hundred fifty dollars ($350). Follow-up/Progress Visit at flat rate of one hundred ten dollars ($110);

45 minute session at flat rate of one hundred sixty-six dollars sixty-seven cents ($166.67).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Strategic Medical Solutions
Julie Grenier
20 Mystic Land 2nd Floor
Malvern, PA 19355
610-296-8401
ext 226

Provided Services & Rate

Speech and Language services at a rate of eighty-five dollars ($85) per hour.

Speech evaluation (to include write-up, progress notes, and goals) at a rate of eighty-five dollars ($85) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Strategies 4 Success
Andrew Passic
255 Swedesford Road
Malvern, PA 19355
610-742-5784

Provided Services & Rate
FBA (Functional Behavioral Assessment) to include student information review, observations, written assessment, subsequent behavior support plan (if warranted) and IEP attendance by a staff Behavior Specialist at rate of sixty dollars ($60) per hour. Direct behavioral support services at rate of forty dollars ($40) per hour.

Direct behavioral mobile support services completed by graduate level therapist at rate of fifty dollars ($50) per hour. Supervision of Direct behavioral services at rate of fifty dollars ($50) per hour.

* Functional Behavior Assessment to include three observations on three separate days, completed worksheet, written report and Positive Behavior Support Plan.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Susan L. Ficken
Susan Ficken
132 Don Drive
Shohola, PA 18458
570-656-6071

Provided Services & Rate

Physical Therapy Services at a rate of one hundred twenty dollars ($120) per hour. Indirect services to include development of written goals, status reports, consultations at a rate of eighty dollars ($80) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Susan Steele
39 W Roosevelt Avenue
Middletown, PA 17057
717-421-7639

Provided Services & Rate

Instructional Aide Services at the rate of thirty dollars ($30) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Swisher Behavioral Health Services
David Swisher
5357 Acorn Drive
Hesson, PA 16647
814-644-8766

Provided Services & Rate
Speech and Language services at a rate of one hundred twenty dollars ($120) per hour Occupational therapy services at a rate of one hundred thirty dollars ($130) per hour Physical therapy services at a rate of one hundred thirty dollars ($130) per hour Neuro-psychological evaluation by a qualified neurophysiologist at a flat rate of two thousand dollars ($2000).

Psychological/Educational Evaluation (to include write-up, progress notes, and goals) at a flat rate of seven hundred dollars ($700). Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars ($200).

Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of two hundred dollars ($200).

Physical Virtual Counseling at a rate of one hundred dollars ($100) per hour.

Student Records Review at a rate of two hundred ninety dollar ($290) per student reviewed.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
T&R Enterprises of Lewisburg Inc., d/b/a Kidswork Therapy Center
Christa Brophy
32 Whisper Creek DriveSuite 1
Lewisburg, PA 17837
570-524-6060

Provided Services & Rate
Speech and Language Services at a rate of one hundred twenty dollars ($120) per hour
Occupational Therapy Services at a rate of one hundred twenty dollars ($120) per hour
Physical Therapy Services at a rate of one hundred twenty dollars ($120) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred twenty-five dollars ($125)
Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred twenty-five dollars ($125)
Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of one hundred twenty-five dollars ($125)
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
The Center for Pediatric Therapy
Romain Jenson
9 Bristol Count
Wyomissing, PA 19610
610-670-8600

Provided Services & Rate
Speech and Language Services and Re-Evaluations at a rate of one hundred fifty-two dollars ($152) per hour. Occupational Therapy Services and Re-Evaluations at a rate of one hundred fifty-two dollars ($152) per hour. Physical therapy Services and Re-Evaluations at a rate of one hundred fifty-two dollars ($152) per hour. Behavioral Support Services and Re-Evaluations at a rate of one hundred fifty-two dollars ($152) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty dollars ($420). Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred twenty dollars ($520).

Physical evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred twenty dollars ($420).

Beh Auditory integration treatment at a rate of one thousand five hundred dollars ($1500) for includes initial consultation, 2 audiograms, tympanogram, 20 treatment sessions and 4 follow-up visits for 1 year.

Indirect time for services above at a rate of thirty-eight dollars ($38) per 15 minute.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

The Devereux Foundation
Alicia Kolber
12300 Perry HighwaySuite 100
Wexford, PA 15090
610-688-1205

Provided Services & Rate

Personal Care Aide/Direct Instruction (provided by an individual with a high school diploma) at rate of thirty dollars ($30) per hour.

Personal Care Aide/Direct Instruction (provided by Degreed individual) at rate of forty dollars ($40) per hour. Behavioral services (consultation, treatment direction, data analysis and goal writing) by a Board Certified Behavior Analyst at a rate of one hundred twenty dollars ($120) per hour.

Behavioral services (consultation, treatment direction, data analysis and goal writing) performed by Behavior Analyst with Masters at a rate of seventy dollars ($70) per hour. Comprehensive FBA/BCBA at rate of one hundred-forty dollars ($140) per hour.

Comprehensive FBA services (performed with Masters degree) at rate of one hundred dollars ($100) per hour. ~ Above services to be billed in fifteen (15) minute increments. ~ Diagnostic Evaluations: to include Neuropsychological, Psychoeducation, and IQ Testing at rate of two hundred dollars ($200) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
The Gregory Center for Applied Behavior Analysis
Jodi Gregory
17 Stark Street
Pittston, PA 18640
570-335-0357

Provided Services & Rate

BCBA Services including Functional Behavioral Assessment (FBA), VB-MAPP, PBSP to include staff and parent training on PBSP, Consultation and 1:1 ABA Therapy at rate of one hundred dollars ($100) per hour. Behavior Technician services to include:

1:1 ABA Therapy, 1:1 social skills training using ABA strategies. Staff and parent training in implementation of PBSP with ongoing feedback and recommendations at rate of fifty-five dollars ($55) per hour. Transition Services to include: Assessment, data analysis and meetings at rate of one hundred dollars ($100) per hour.

1:1 Training and job coaching at rate of seventy-five dollars ($75) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

The Hope Learning Center
Asha Persaud
12300 Perry HighwaySuite 100
Wexford, PA 15090
724-933-4673

Provided Services & Rate

Evaluations completed by a certified school psychologist, include of report, at flat rate of nine hundred dollars ($900)
(eliminates the eval & report prep separate rates)

Speech and Language, Occupational Therapy, Physical Therapy and Counseling (inclusive of session logging) and evaluations (inclusive of report) at rate of one hundred-fifteen dollars ($115) per hour
Social Skills Group Sessions at a rate of ninety dollars ($90) per hour.

BCBA services at a rate of one hundred fifteen dollars ($115) per hour.

ABA services at a rate of eighty dollars ($80) per hour. TSS at rate of thirty-six dollars ($36) per hour.

All other services by a school psychologist at a rate of one hundred fifteen dollars ($115) per hour.

Psychological services includes feedback conference with family, IEP participation and development, review of records/consultation with teacher.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

The Sierra Group
Seth Acosta
588 N. Gulph Rd.Suite 110
King of Prussia, PA 19406
610-992-0288

Provided Services & Rate

Training & Implementation Services at a rate of one hundred ten dollars ($110) per hour; billed in 15 minute increments.

Training & Implementation Services/Consultations via Telephone at a rate of one hundred thirty-five dollars ($135) per hour;
billed in 15 minute increments. Assistive Technology Evaluations:

Phase I: Assistive Technology Evaluation (to include remote initial case consultation, records review and report) at flat rate of five hundred dollars ($500).

Assistive Technology Evaluations:

Phase II: Assistive Technology Evaluation (Onsite consultation, records review and report) at a rate of one hundred thirty-five dollars ($135) per hour; billed in 15 minute increments.

Assistive Technology Evaluations:

Phase III (comprehensive multifunctional team review and report for cases deemed Complex Cases) at rate of one hundred thirty-five dollars ($135) per hour; billed in 15 minute increments.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
TheraPlay
Lisa Mackell
638 Brandywine Parkway
West Chester, PA 19380
610-436-3604 x28

Provided Services & Rate

Speech and Language services at a rate of one hundred dollars ($100) per hour. Occupational therapy services at a rate of one hundred dollars ($100) per hour. Physical therapy services at a rate of one hundred dollars ($100) per hour. Monthly charge of thirty-five dollars ($35) charged per student/per discipline for completion of online Daily Service Log via EasyTrac program.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars ($100) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars ($100) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars ($100) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Therapy Bridges
Heather Staffer
5940 Hamilton BoulevardSuite B
Allentown, PA 18106
610-395-2880

Provided Services & Rate

Speech and Language therapy services at a rate of one hundred fifteen dollars ($115) per hour
Occupational therapy services at a rate of one hundred fifteen dollars ($115) per hour Vision Therapy Services at a rate of one hundred fifteen dollars ($115) per hour;

Physical Therapy Services at a rate of one hundred fifteen dollars ($115) per hour Social Skills group at a rate of ninety dollars ($90) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars ($500);

Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of five hundred dollars ($500) Physical Therapy evaluation (to include write-up, progress notes, and goals) at a flat rate of four hundred dollars ($400) Documentation for Speech and Language, Occupational Therapy, Social Skills and Vision Therapy at a rate of ninety dollars ($90) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Therapy Resource Center
Shari Bartley
1829 New Holland Road Suite 13
Reading, PA 19607
610-301-3259

Provided Services & Rate

Speech and Language services at a rate of one hundred twenty-seven dollars ($127) per hour.
Occupational Therapy Services at a rate of one hundred twenty-seven dollars ($127) per hour.

Behavioral Services to include documentation and follow-up at rate of one hundred fifteen dollars ($115) per hour.
Auditory Verbal Therapy Services to include doc Physical Therapy Services at a rate of one hundred twenty-seven dollars ($127) per hour.

These service rates are inclusive of all documentation. Listening Therapy (listening, Play Project, ABA etc) services at a rate of one hundred twenty-seven dollars ($127) per hour.

Teacher/parent consultation at a rate of one hundred twenty-seven dollars ($127) per hour.
Instructional Aide services at a rate of forty-five dollars ($45) per hour.

Speech and Language evaluation (will include the write up and measurable goals for the specified discipline) at a flat rate of two hundred fifty dollars ($250). Occupational therapy evaluation (will include the write up and measurable goals for the specified discipline) at a flat rate of two hundred fifty dollars ($250). Physical therapy evaluation (will include the write up and measurable goals for the specified discipline) at a flat rate of two hundred fifty dollars ($250).

• Therapy Resource Center will be using their testing materials for evaluations.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Therapy Services
Cheri Dotterer
202 Donne Road
Hamburg, PA 19526
610-914-9919

Provided Services & Rate

Speech and Language therapy services at a rate of one hundred dollars ($100) per hour
Occupational therapy services at a rate of one hundred dollars ($100) per hour
Physical therapy services at a rate of one hundred dollars ($100) per hour

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars ($100) per hour
Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars ($100) per hour
Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred dollars ($100) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Therapy Source
Joshua Cartagenova
5215 Militia Hill Road Suite A
Plymouth Meeting, PA 19462
866-783-5301

Provided Services & Rate
Speech and Language Services at a rate of eighty-five dollars ($85) per hour and ninety dollars ($90) per hour in PA Occupational Therapy Services at a rate of eighty-five dollars ($85) per hour and ninety dollars ($90) per hour in PA Physical Therapy Services at a rate of eighty-five dollars ($85) per hour and ninety dollars ($90) per hour in PA SL, OT and PT Assistant Services at a rate of seventy-five dollars ($75) per hour.

Psychologist and Neuropsychologist Services at a rate of one hundred six dollars ($106) per hour. Psychological Evaluations (including assessment, write up, and IEP team reporting) at a rate of one hundred six dollars ($106) per hour not to exceed nine hundred dollars ($900) per evaluation, without prior CA approval. As CA informs Therapy Source of the opening of additional schools, therapy source shall notify CA should rates differ by state.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Tiffany Griffiths
502 N. Blakely Street
Dunmore, PA 18512
570-241-0614

Provided Services & Rate

Counseling services at rate of one hundred ($100) to one hundred twenty ($120) per session; based upon clinician masters level.

~ Session length considered fifty-three (53) + minutes Social Work services at rate of one hundred ($100) to one hundred twenty ($120) per session; based upon clinician masters level.

~ Session length considered fifty-three (53) + minutes

Initial Psychological evaluation at flat rate of one hundred sixty dollars ($160).
Psychological/Educational Evaluation at rate of one hundred twenty dollars ($120) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Tracy Geist d/b/a Tracy Geist Therapy Services
Tracy Geist
945 Walnut Drive
Palmerton, PA 18071
610-393-7980

Provided Services & Rate

Speech and Language services at a rate of one hundred twenty-five dollars ($125) per hour
Occupational Therapy services at a rate of one hundred twenty-five dollars ($125) per hour
Physical Therapy services at a rate of one hundred twenty-five dollars ($125) per hour
Social skills at rate of seventy-five dollars ($75) per hour.

Instructional Aide services at rate of eighty-five dollars ($85) per hour.

Social Work at rate of eighty dollars ($80) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred twenty-five dollars ($125) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Tricia Lee Pelc
809 W. 26th Street
Erie, PA 16508
814-449-9469

Provided Services & Rate

Counseling Services at rate of eighty dollars ($80) per hour.

Counseling Evaluations (to include write-up, progress notes, and goals) at rate of eighty dollars ($80) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
TSJ Tutoring LLC dba Club Z! In-home Tutoring Services
Brian Legutko
1000 West Oak Street
Frackville, PA 17931
610-509-2518

Provided Services & Rate
In Home Tutoring Services:
K - 4th grades at the rate of $35 per hour;
5th - 8th grades at the rate of $37 per hour;
9 - 12th grades at the rate of $39 per hour.
One time registration fee of fifty dollars ($50) per student.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Tuscarora Intermediate Unit 11
Sandi Dinardi
2527 US Hwy 522 South
McVeytown, PA 17051
814-542-2501

Provided Services & Rate

Occupational Therapy services (to include write-up, progress notes) at a rate of seventy-one dollars fifty cents ($71.50) per hour Speech and Language services at a rate of forty-six dollars ($46) per hour

Occupational evaluations (to include write-up, progress notes) at a rate of seventy-one dollars fifty cents ($71.50) per hour Speech and Language evaluations (to include write-up, progress notes) at a rate of forty-six dollars ($46) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
U.S. Healthcare Services
Anu Gandotra
4578 Oakwood Lane
Nazrath, PA 18064
732-804-8028

Provided Services & Rate
Speech and Language services at a rate of one hundred five dollars ($105) per hour;
Occupational therapy services at a rate of one hundred five dollars ($105) per hour;
Speech and Language services provided by Cheryl Lynott at rate of one hundred thirty-
Physical therapy services at a rate of one - hundred five dollars ($105) per hour
Behavioral Services at rate of forty-five dollars ($45) per hour. Counseling services at rate of one
hundred five dollars ($105) per hour.
VB Mapp assessment and support at a rate of ninety dollars ($90) per hour. COTA and PTA at a rate of
seventy-five dollars ($75) per hour
For services and evaluations, other than Psychological/Educational, participation in IEP teams via
phone conference will be at a rate corresponding to hourly rates listed above. Connections Education
will only be billed for the actual time in attendance.
Speech and Language evaluation (to include write-up, progress notes, and goals) at a flat rate of three
hundred dollars ($300);
Occupational evaluation (to include write-up, progress notes, and goals) at a flat rate of three
hundred dollars ($300) Physical evaluation (to include write-up, progress notes, and goals) at a flat
rate of three hundred dollars ($300)
Functional Behavior Assessments at a rate of one hundred five dollars ($105) per hour.
Psychological/Educational evaluations at a flat rate of six hundred fifty dollars($650) for grades K-6;
inclusive of intelligence and achievement testing, written report and IEP team meeting. Evaluation
testing for grades 7-12 and all other requested eval
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Valentins F. Krecko, M.D.
Terry Shoemaker
2215 Forest Hills Drive Suite 38
Harrisburg, PA 17112
717-540-5353

Provided Services & Rate

Psychiatric Services (to include review of student records in excess of one inch thick) Pro-rated, at rate of two hundred twenty-five dollars ($225) per hour.

Psychiatric Evaluations at a flat rate of five hundred ($500) dollars.
PENNYSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Valley Family Therapeutics,
Kim Brandi
551 E. Station Avenue
Coopersburg, PA 18036

Provided Services & Rate

Speech and Language Services at a rate of one hundred fifteen dollars ($115) per hour. Occupational Therapy Services at a rate of one hundred fifteen dollars ($115) per hour. Physical Therapy Services at a rate of one hundred fifteen dollars ($115) per hour. Social Skills group at rate one hundred dollars ($100) per hour; for up to 5 students in group setting.

Music Therapy at rate of one hundred twenty-five dollars ($125) per hour.

Art Therapy at rate of fifty dollars ($50) per hour.

Speech and Language evaluation (to include write-up, progress notes, and goals) at a rate of one hundred fifteen dollars ($115) per hour. Occupational evaluation (to include write-up, progress notes, and goals) at a rate of one hundred fifteen dollars ($115) per hour. Physical evaluation (to include write-up, progress notes, and goals) at a rate of one hundred fifteen dollars ($115) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Virginia Roberts
Virginia Roberts
547 Thomas Road
Loretto, PA 15940
814-472-5437

Provided Services & Rate

Occupational therapy services at a rate of eighty dollars ($80) per hour. All indirect services, including report writing, Log notes, and communication at the rate of fifty dollars ($50) per hour.

Occupational evaluation (to include write-up, progress notes, and goals) at a rate of eighty dollars ($80) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Vision Development Center of Lancaster
Arthur Seiderman
152 East Main Street
Leola, PA 17540
717-656-0534

Provided Services & Rate

Vision Therapy initial evaluation at a flat rate of two hundred sixty dollars ($260). VISION THERAPY – THREE MONTH PROGRAM, TO INCLUDE 12 - 1.5 HOUR SESSIONS, 2 HOME THERAPY PACKETS, ONE LENS THERAPY REVIEW AND REEVALUATION AND IEP TELECONFERENCE MEETINGS AT THE 15% DISCOUNT PLAN AMOUNT OF two thousand two hundred twenty-seven dollars ($2,227).
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Vocational & Psychological Services
Dedra Decker
185 Forrester Road
Slippery Rock, PA 16057
727-287-5604

Provided Services & Rate

Psychological/Educational evaluation and reevaluation (to include report) at a flat rate of six hundred fifty dollars ($650). Indirect services, including records review, at the rate of $125 per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Wee Talk Speech & Language Services
Erin Coley
2851 Centre Avenue
Reading, PA 19605
610-750-6514

Provided Services & Rate

Speech and Language services at a rate of one hundred sixty-five dollars ($165) per hour
Occupational Therapy services at a rate of one hundred sixty-five dollars ($165) per hour
Physical therapy services at a rate of one hundred sixty-five dollars ($165) per hour

Behavioral services (consultation, treatment direction, data analysis and goal writing) by a Board Certified Behavior Analyst at a rate of one hundred sixty-five dollars ($165) per hour

Special Instruction from Certified Teachers of Special Ed and Elem Ed at a rate of one hundred sixty-five dollars ($165) per hour

Speech and Language evaluation (for direct client time) at a rate of one hundred sixty-five dollars ($165) per hour
Occupational Evaluation (for direct client time) at a rate of one hundred sixty-five dollars ($165) per hour
Physical evaluation (for direct client time) at a rate of one hundred sixty-five dollars ($165) per hour

For all evaluations interpretation and report/ indirect client time at a rate of one hundred sixty-five dollars ($165) per hour
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Western Wayne School District
Tanya Carelle
1970 B Easton Turnpike
Lake Ariel, PA 18436
800-321-9973

Provided Services & Rate
Vision therapy services at rate of sixty two dollars four cents ($62.04) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor
Westmoreland Intermediate Unit 7
Christina L. Monroe
102 Equity Drive
Greensburg, PA 15601
724-836-2460

Provided Services & Rate

Speech Therapy services (to include write-up, progress notes) at a rate of seventy dollars ($70) per hour. Personal Care Assistant at rate of eighteen dollars ($18) per hour. Physical therapy services at a rate of seventy-three dollars ($73) per hour. Occupational Therapist services at rate of seventy dollars ($70) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

William A. Galbraith
198 Vincent Street
Mifflintown, PA 17059
717-320-2111

Provided Services & Rate

Behavior Services at rate of one hundred dollars ($100) per hour.

Verbal Behavioral Assessment to include report and programming recommendations at rate of one hundred dollars ($100) per hour. Functional Behavioral Assessment to include written Positive Behavior Support Plan at rate of one hundred dollars ($100) per hour.
PENNSYLVANIA - Special Education Provider List with Rate

Name of Vendor

Wynwood Eye Clinic
Tina Kerstetter
1121 Westbranch Highway
Winfield, PA 17889
570-523-1533

Provided Services & Rate

In-office Vision Assessment, inclusive of report, at the flat rate of one hundred fifty dollars ($150).
Vision Therapy, inclusive of session progress report at a rate of ninety dollars ($90) per session. Progress reports will be submitted after the 6th and the 12th sessions. Vision Therapy standard timeframe is a block of 3 months; 2 times per week; with a reevaluation after the 12th session.

Vision Therapy Re-evaluation is at a flat rate of seventy-five dollars ($75).
APPENDIX D

ELL INFORMATION

This appendix includes the following:

- Planning Instruction and Services for ELL Students – page D-1
- Pennsylvania Home Language Survey – page D-2
- WIDA Prime Correlation – Pearson Language Central, Grades K-5 – page D-3
- WIDA Prime Correlation – Pearson Language Central, Grades 6-10 – page D-23
- WIDA Prime Correlation – Language Central for Math, Grades 3-8 – page D-43
- WIDA Prime Correlation – Language Central for Science, Grades 3-8 – page D-63
- WIDAPrime Correlation – Cornerstone, Grades K-5 – page D-83
- WIDA Prime Correlation – Pearson Longman Keystone, Grades 6-12 – page D-110
- WIDA Prime Correlation – Scott Foresman Reading Street, Grades K-6 – page D-130
- WIDA Prime Correlation – SuccessMaker 7, Grades K-8 – page D-150
- WIDA Prime Correlation – A+RISE Standards2Strategy, Grades K-12 – page D-170

Also, in an effort to give reviewers a true picture of the ELL program, a demo account has been made available. Please visit www.pearsonenglishlearningsystem.com and click on Account Login. Enter the following information:

Username: PELS_Demo
Password: password888
### Planning Instruction and Services for ELL Students

<table>
<thead>
<tr>
<th>WIDA Levels</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Monitoring</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gen Ed LL Attendance</td>
<td>Entering</td>
<td>Beginning</td>
<td>Developing</td>
<td>Expanding</td>
<td>Bridging</td>
<td>Consultation with student, family, and teachers four times per year (consult Post-Exit Monitoring Forms from PA DOE – see links)</td>
</tr>
<tr>
<td>ELL Services</td>
<td>2x 60 minutes daily</td>
<td>2 x 60 minutes daily</td>
<td>Intervention to address target area(s) 1 or 2 x 60 minutes daily</td>
<td>Intervention to Target Area(s) 1x 60 minutes daily</td>
<td>Intervention to Target Area(s) up to 1 x 60 minutes daily depending on student need</td>
<td></td>
</tr>
</tbody>
</table>

**If additional intervention is assigned as well, coordinate to total 5 days per week (i.e., if Raz-Kids 2x per week, assign SuccessMaker 3x week).**

<table>
<thead>
<tr>
<th>SISP Enrollment for ELA (reading, writing, speaking, listening)</th>
<th>Interventions if appropriate (consider age and grade level):</th>
<th>Reading (consider age and grade level):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.) Reading Eggs</td>
<td>1.) Reading Eggs</td>
<td></td>
</tr>
<tr>
<td>2.) Raz-Kids</td>
<td>2.) Raz-Kids</td>
<td></td>
</tr>
<tr>
<td>3.) SkillsTutor</td>
<td>3.) SkillsTutor</td>
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<tr>
<td>4.) Study Island</td>
<td>4.) Study Island</td>
<td></td>
</tr>
<tr>
<td>5.) SuccessMaker</td>
<td>5.) ESL ReadingMate/Smart</td>
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<tr>
<td>6.) Write To Learn</td>
<td>6.) SuccessMaker</td>
<td></td>
</tr>
</tbody>
</table>

**Recommended Minimum ELL Service Plan aligned with the Pearson English Learning System (PELS).**


HOME LANGUAGE SURVEY

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: ________________________________ 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  □ Yes  □ No
   3 years during his/her lifetime?
   If yes, complete the following:

   Name of School    State    Dates Attended
   _______________________________________________________________________
   _______________________________________________________________________
   _______________________________________________________________________

Person completing this form: _______________________________________________________________________
(if other than parent/guardian)
Parent/Guardian signature: _______________________________________________________________________

---

1 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.
Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

PEARSON
Introduction
The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

• to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
• to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization
The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions
   (Criteria that shape the ELP Standards)
   - IA. Linguistic Complexity
   - IB. Vocabulary Usage
   - IC. Language Control/Conventions

II. English Language Proficiency Standards
   - IIA. Presence of WIDA ELP Standards
   - IIB. Representation of Language Domains
     (Listening, Speaking, Reading, Writing)

III. Levels of English Language Proficiency
     (Entering, Beginning, Developing, Expanding, Bridging)
   - IIIA. Differentiation of Language
   - IIIB. Scaffolding Language Development

IV. Strands of Model Performance Indicators
   - IVA. Language Functions
     - Attached to Context
     - Higher Order Thinking
   - IVB. Content Stem
     - Coverage and Specificity of Example Topics
     - Accessibility to Grade Level Content
   - IVC. Instructional Supports
     - Sensory Support
     - Graphic Support
     - Interactive Support
Part 1: Information About Materials

Publication Title(s): Pearson Language Central copyright 2013, Grades K–5

Publisher: Pearson

Materials/ Program to be Reviewed: Student Worktext, Teacher’s Edition, Practice Book, Word Cards, Song Books, Posters, Sound Spelling Cards, Progress Monitoring

Tools of Instruction included in this review: Assessment, and Newcomer Program

Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers, and paragraphs

Intended Student Audiences: All learners in Kindergarten through Grade 5 including English language learners, newcomer English language learners, striving/struggling readers as well as on-grade level and above-grade level learners

WIDA Framework(s) considered: Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, and Social Studies

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: copyright 2013

In the space below explain the focus or intended use of the materials.

Pearson Language Central provides an explicit and efficient path to learning English with 30 minutes plus of daily flexible instruction for English language learners. The program is organized by unit, week, and day for 180 days of customizable instruction. Each lesson provides support for five levels of language proficiency that help each student move to the next level. Lessons are designed to frontload concepts, scaffold the language, build metacognition strategies, and extend language through writing.

Language Central is a language development program to meet the needs of English learners. Language Central is also part of a more comprehensive solution framework integrating assessment, instruction, and professional development that, as a comprehensive system, will move all students to language proficiency fluency and academic success.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>❑</td>
</tr>
<tr>
<td>✓</td>
<td>❑</td>
</tr>
<tr>
<td>✓</td>
<td>❑</td>
</tr>
</tbody>
</table>

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central scaffolds instruction for five levels of language proficiency. The program is designed to help students learn and progress to the next level of language proficiency. See Grade 2 Teacher’s Edition pages T26 to T27 for a Comparative Language Proficiency chart that identifies and compares five differing language proficiency levels as well as the characteristics of the English language learner, what students can do at each level, and the types of lesson strategies included in the program. Each unit is organized around a concept so that all the development is based on building language related to specific concepts and content. Each unit is divided into six weeks of instruction. The first three pages of a weekly lesson focus on developing background, concepts, vocabulary, and language. See pages 22–24 for a typical lesson. Students work with academic vocabulary related to the content. In this lesson, students deal with terms related to exploring the community. The Newcomer lessons for Grades K–2 and 3–5 also provide vocabulary and language development activities. The lessons are centered around topics that help students new to the country and community transition into the mainstream ELD class. In the first lesson of the K–2 Newcomer Teacher’s Edition (pages 12–15 and Practice Book pages PB5–PB6), students work with classroom words, greeting words, and number words. From the introduction to basic terms, students learn to create sentences.

B. The Language Central Teacher’s Edition for each level has complete lessons that include vocabulary and language development. Every lesson has Leveled Support to provide instructional techniques to meet the learning needs of all levels of language proficiency. The Newcomer program is for beginners and works at an entry level to help students become familiar with terms and incorporate the terms into their vocabulary.

C. The Language Central and Newcomer programs were developed with an instructional philosophy that provides a very structured, yet flexible, approach to developing vocabulary and language skills. See the planner charts in the Language Central Grade 2 Teacher’s Edition pages 22a–22b and 22c–22d. For a typical example in the Newcomer program, see K–2 Teacher’s Edition pages 12–13.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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A. Is vocabulary usage represented as words, phrases, and expressions in context?

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Vocabulary development is a core strategy in every lesson in Language Central. Each lesson begins with concept words. Students work with words related to the unit theme and the unit concept. Vocabulary is presented on the Student Edition page with pictures and words that are then incorporated into the content of the activities on the student page as well as the Teacher’s Edition lessons. Lesson features such as Talk About It, Your Turn, and Produce Language integrate the instruction into the lesson content and help students apply the vocabulary in real-world activities. The Teacher’s Edition expands the learning process with the lesson teaching suggestions and adds to the learning process with the Oral Vocabulary Routines, Table Talk, and On Their Own activities. See pages 22–27 of the Grade 2 Student Edition and Teacher’s Edition for a typical lesson format. In the K–2 Newcomer Teacher’s Edition, Vocabulary and Language Focus, Model, and Guide Practice are complemented by the Word Workshops and Extend the Vocabulary and On Their Own sections. See pages 12–15 for a typical lesson.

B. Every lesson in the program focuses on meeting students’ needs and abilities by presenting many types of instructional strategies to encourage students to participate, learn the concepts, and use the vocabulary in a variety of ways. Leveled Support is included for the Vocabulary in Context; Language Workshop; Comprehension Workshop; Grammar; and Think, Talk, and Write sections of the lessons. See Language Central Grade 2 Teacher’s Edition pages 22–27 for these features. The K–2 Newcomer lessons focus on the beginning level and are specifically developed to allow students to use the language in meaningful, real-life situations.

C. The information presented in parts A and B shows the carefully structured language development features of the program designed to help students succeed in learning general, specific, and academic language. See pages 22–27 of the Language Central Grade 2 Teacher’s Edition to review the general, specific, and technical or academic language included in each lesson. Pages 12–15 of the K–2 Newcomer Teacher’s Edition show the variety of general language included for the beginning learners.
IC. Language Control/Conventions (comprehensibility of language)

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A. Are opportunities to demonstrate language control presented in the materials?

B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In Language Central, students use everyday and academic language as they complete the activities. The activities promote language development as the lessons introduce, practice, and apply a variety of language skills from word recognition to word meaning to basic grammar. The skill development is applied to the listening, speaking, and writing structures for language learning. Examples are provided in the Student Edition and Teacher’s Edition pages and enhanced by the interactive lessons that help students participate in the learning experiences. See the Grade 2 Teacher’s Edition for these features: page 23—graphic organizer to talk about and organize the lesson vocabulary; page 24—describing words to use adjectives to tell about people; page 26—learn about the basic grammar skills needed to create complete sentences. This complete cycle is finalized in the Think, Talk, and Write section of each lesson, for example, page 27—students think, talk, and write about exploring communities.

B. Language Central is organized to help English language learners learn about, practice, and apply language skills to successfully master the language. The Newcomer program for Grades K–2 and 3–5 is built around themes and concepts that will help students adapt to everyday life. As students learn the vocabulary and skills in realistic context, the transition to acquiring English becomes seamless.

C. As previously stated, Language Central involves all levels of language proficiency in a wide variety of activities. Each skill is presented, practiced, and reviewed. It is then assessed to check students’ knowledge of the skill. The skill instruction is organized into lessons that focus on a topic so that oral language, reading, and writing development are provided within the context of the topic to provide useful content. The features are woven into the program in each unit. See these representative pages from Unit 1 of the Grade 2 Teacher’s Edition: Vocabulary and graphic organizer summaries—22–23, 28–29, 34–35, 40–41, 46–47; Language Workshops—24, 30, 36, 42, 48; Conventions of English—26, 32, 38, 44, 50; Think, Talk, and Write—27, 33, 39, 45, 51.
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

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A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Every lesson in Language Central contains activities in which students participate in language experiences related to the topics of Social Studies, Science, or Language Arts. The lesson activities assist students in developing knowledge and understanding of the unit concept and the curriculum content as they work with information, ideas, and concepts for a wide variety of subject-area content. The Contents pages T22–T25 in the Grade 2 Teacher’s Edition quickly identify the topics in the lessons. The Weekly Language Development chart for each lesson shows the concept goals, the form and function exercises, and the table talk activities using everyday social language and academic language. The five-day plan includes a brief description of the effective methods provided to help students communicate for both social and instructional purposes. See these pages for one representative unit in the Grade 2 Teacher’s Edition: 22c–22d, 28c–28d, 34c–34d, 40c–40d, 46c–46d. The Newcomer program provides a similar concise structure using a variety of content-area topics. See pages 1–2 to review the topics in this program for beginners.

B. The instruction content as described in part A shows the carefully structured plan for a typical unit of work. In the Grade 2 Teacher’s Edition, the Review Lesson for the first Unit on pages 51a to 51h provides a quick overview of the variety of content. In this daily plan, the lesson reinforces instruction, provides additional practice, and reviews the key information, ideas, and concepts. This structure is embedded in the program and serves to guarantee the integration of the topics throughout all lessons. A survey of the Lesson Wrap Up in the Newcomer K–2 Teacher’s Edition shows a similar format. See pages PB6 and PB8 for a representative example.
IIB. Representation of Language Domains

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<td>C.</td>
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**Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.**

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**A.** Language Central organizes English language development around big question concepts, language production, vocabulary activities, comprehension instruction, and scaffolded language experiences. This structure focuses on the language domains of listening, speaking, reading, and writing. See the Weekly Language Development chart for each lesson to review the extensive variety of teacher instructional tools and student interactive experiences. In the Grade 2 Teacher’s Edition, see pages 22c–22d. Lesson pages 22–27 have specific titles that include the domains: Concept Talk; Say the Word; Guide Discussion; Produce Language; Talk About It; Think, Talk, and Write—all involve listening, speaking, reading, and writing. The Newcomer Teacher’s Edition pages 12–15 and PB5–PB6 include Model and Guide Practice in which students use their speaking, writing, listening, and reading skills to develop language.

**B.** For every lesson in Language Central, the Language Development chart summarizes the Proficiency Levels for the sections of the lessons. See Grade 2 Teacher’s Edition pages 22c–22d. In the first lesson, see the Proficiency Levels listed for Leveled Support on pages 23, 24, 25, 26, and 27. This presentation and practice is found in every lesson in every level. The Newcomer program focuses on the beginning level and then incorporates the background-building experiences to prepare for Language Central activities.

**C.** Parts A and B explain the lesson structure contained in each lesson plan, which provides a highly systematic approach to present, practice, use, and apply listening, speaking, reading, and writing in a wide variety of interactive learning exercises. The Language Central program focuses on the language domains in each week of each grade and includes diverse instructional techniques to assist all levels of learners. The Newcomer program establishes a beginning level of language instruction for success.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Language Central program was developed as an explicit and efficient path to learning English that helps students move through the levels of language proficiency. The program provides a high-interest/low-anxiety environment, comprehensible input strategies, strategies for developing academic language, and content integration. See Grade 2 Teacher’s Edition pages T12–T13 for an explanation of the program’s educational strands for an integrated language program. These features address the characteristics of instruction needed for the levels of language proficiency, and the Newcomer program provides extensive focus on the beginning level. With the lesson instruction, students are exposed to an interactive environment to assist in language development.

B. Language Central Grade 2 Teacher’s Edition pages T26–T27 provide English language learners’ profiles with information that explains the levels. The Teacher’s Edition text provides information about how to use the lesson activities to identify, understand, and address the needs of students at all levels of language proficiency. Flexibility and adaptability have been woven into every lesson to help teachers accommodate the many and varied needs of students at all levels. The Newcomer program is carefully designed to help students begin instruction and progress successfully. See the explanation on page 3 of the K–2 Teacher’s Edition. Corrective Feedback (pages 12, 13), Monitor Progress (pages 12, 13) and Lesson Wrap Up (page PB6) show the types of ongoing evaluation used to help students master the skills and concepts and progress effectively.

C. As explained in parts A and B, the lesson structure permits students to progress and attain goals. The Language Central and Newcomer programs provide a complete instructional plan across the levels to introduce skills within the units and the lessons.
IIIB. **Scaffolding Language Development** (from ELP level to ELP level)

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<td>A. Do the materials provide scaffolding supports for students to advance within a proficiency level?</td>
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<td>B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?</td>
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<td>C. Are scaffolding supports presented systematically throughout the materials?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In the Language Central program, each level is organized into units. The units are based on a concept. The concept is derived from content-area topics in science, social studies, or language arts, and always coordinates all parts of the lesson to enhance the development of skills and concepts. In each lesson, the teacher provides modeling for the lesson skill or concept. The modeling is followed by individual responses, whole-class activities, partner work, or small group applications. In every part of the lesson, opportunities to apply and extend the skill in real-life learning are included. The program components explanation in the Grade 2 Teacher’s Edition on pages T18 and T21 tells about the scaffolding in the program. All aspects of the program instruction are focused on helping students progress from their current proficiency level to the next by developing the skills and concepts necessary so that they move from engagement in literacy to achievement in literacy.

B. The information on pages T26 and T27 of the Grade 2 Teacher’s Edition clearly defines the goal of the program—to help each English language learner move to the next level. The program provides the materials and instructional techniques needed to help students achieve. Language Central scaffolds instruction for levels of language proficiency and creates an environment for learning success. The Newcomer program is designed to give students the opportunity to use the English language in real-life, meaningful situations. The lessons are built around themes and concepts that will help students adapt to everyday life as they progress through the lessons and acquire beginning skills.

C. The information in parts A and B explains how each lesson is developed. This development is found in every lesson, unit, and level of the program. The instruction is geared to identifying the needs of students and then helping them progress as quickly as possible to master the skills and goals of the lessons.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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<td>A. Do the materials include a range of language functions?</td>
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<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
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<tr>
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<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Language Central and Newcomer programs are organized in lessons and units based on the context of a specific concept. Every part of the lesson integrates that context into the lesson goal or objective. The units and lessons are developed around real-world content skills, and each lesson is a part of an integrated plan to develop language skills related to academic language and everyday vocabulary. In Language Central, see Grade 2 Teacher’s Edition pages 22a–22b for an example of the Weekly Lesson plan and the Daily Progress Monitoring, which helps review student progress on a daily basis. These activities are complemented by the Table Talk section in every lesson (see examples on pages 23, 25, 27 of Lesson 1). All of the lesson activities in the Newcomer program are connected with the context to promote language function in real-world content.

B. The Language Central lessons are based on content and concepts being developed in the lesson and then related to the overall context of the unit. Applying listening, speaking, reading, and writing skills to unit content areas is included in a wide range of activities to help students develop language proficiency based on a carefully organized program structure. Whether expressing an opinion, interpreting a visual, adding to a graphic organizer, or describing an object or concept, the language function is clearly monitored, and suggestions are given to expand the learning process.

C. The skills presented work in the areas of reading and language arts instruction and the related content areas. This carefully structured and systematically organized format allows students to learn all aspects of language functions as they interact with the lesson materials. Based on this coordinated design, well-constructed lesson plans for skills and strategies are included across the grade and from grade to grade.
D. Higher-order thinking skills are included in each lesson in Language Central. As students complete the activities, they learn to draw conclusions, identify author’s purpose, classify and categorize, determine the main idea, recognize cause-and-effect relationships, and make judgments. The lessons include Concept Talk in which students draw conclusions or make inferences from the pictures and information given (see Grade 2 Teacher’s Edition page 22). Comprehension Support pages provide skill instruction for all skills including higher-order thinking skills. The discussions related to the lessons extend the information from basic recall questions to critical-thinking questions in Your Turn (see Grade 2 Teacher’s Edition page 25). The Think, Talk, and Write section also includes levels of questioning that address higher-order thinking skills for comprehending, interpreting, and extending the lesson concepts (see Grade 2 Teacher’s Edition page 27).

E. The lesson structure explained in part D shows lesson locations for instruction in developing higher-order thinking skills. The skills are systematically addressed in the context of each lesson and across the lessons in the units in each level. These sections are found throughout all grades. See the following pages to track the higher-order thinking skill of draw conclusions in the Grade 2 Teacher’s Edition: 95, 115d, 196, 197, 208, 209, 211e, 211g. Students move from basic literal questions to advanced comprehension questions to help develop their reading skills. As the skills are introduced and practiced in a variety of contexts across each level, skill development is assured.
## IVB. Content Stem

### Coverage and Specificity of Example Content Topics

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**Justification:** In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

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**A.** The Language Central program reflects the state standards for topics that are appropriate for each grade level. The language arts base for all the educational goals related to listening, speaking, reading, and writing form the educational groundwork. These skills needs are integrated with social studies and science topics, which were chosen based on the curriculum for the grade level. Woven into these areas is mathematics content. See Grade 2 Teacher’s Edition pages T22–T25 to identify the unit topics and lesson subtopics. See pages 20–21 for an overview of a unit topic and unit Exploration Big Question as well as the Question of the Week topics for the unit. In the Newcomer program, the content-related topics were selected from state curriculum standards based on the needs of newcomers to become adept at functioning in a new environment and to meet the social and academic requirements. See pages 1 and 2 of the K–2 Newcomer Teacher’s Edition for a brief list of topic objectives to confirm the content-oriented topics provided.

**B.** Each unit in Language Central is developed around a content area and includes a wide variety of language activities to explore the content and develop listening, speaking, reading, and writing skills as well as work as a whole group, share with a partner, process as an individual, and participate in a small group. The materials provide illustrations or graphics to establish a visual and word association that helps begin and promote comprehension. The interaction in the teaching mode helps ensure that students have the necessary background and/or can inquire to gain understanding of the content. The colorful visual presentation in the Newcomer Student Edition of the program enhances the content so that students more easily comprehend the lesson materials and develop language skills.

**C.** As described in parts A and B, Language Central was developed following a consistent instructional plan, which ensures that not only are skills presented systematically through the lessons, units, and levels, but topics are as well. The Newcomer program maintains that same content and instructional consistency to guarantee systematic presentation of the topics throughout the materials.
D. The Language Central program consists of Kindergarten and Grades 1, 2, 3, 4, and 5. State standards for content were used to identify the appropriate topics for each grade. Their language arts, social studies, and science content standards were used to develop the scope and sequence of the skills and content included in the program. Every lesson in a grade level is labeled to identify the topic and its related content. The high-interest topics encourage students to participate in the lessons and learn about the content geared to their grade level. The Newcomer program begins with a Welcome to School section (see K–2 ELD student book pages 4–11 and Teacher’s Edition page 3 and pages 4–7, 8–11) to help orient newcomers to the school environment. The lessons then progress through topics appropriate to newcomers.

E. In Language Central, the Program Components list (see Grade 2 Teacher’s Edition pages T14–T17) shows the variety of instructional tools from Student Worktext, Practice Book, Word Cards, Song Books, Posters, and Sound Spelling Cards to Progress Monitoring Assessment materials that help students at all levels progress in language proficiency. Meeting the needs of students is also included in the lesson plans with Leveled Support activities for all levels of proficiency. The Newcomer lessons focus on appropriate topics for Grades K–2 or 3–5 students.

F. A review of parts A to E in this section shows the systematic presentation of grade level content in the Language Central and Newcomer programs. The content in every grade level is based on a thorough review of the content standards and the developmental needs and interests of the learners. The programs provide flexible instruction to accommodate the learning needs of all language proficiency levels of English language learners.
IVC. INSTRUCTIONAL SUPPORTS

YES NO Sensory Support
✔ □ A. Are sensory supports, which may include visual supports, present and varied in the materials?
✔ □ B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
✔ □ C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central helps teachers meet the needs of students of all learning levels and styles. See Grade 2 Teacher’s Edition Flexible Weekly Lesson Plan pages 22a–22b for a typical lesson structure that lists activities for incorporating sensory supports using a variety of methods: consistent routines, graphic organizers, visual support, audio support. As students participate in the Oral Vocabulary Routine (page 22), they are speaking, listening, seeing, and acting. The Guide Discussion: Talk About It feature (page 23) uses graphic organizers as well as other visuals to incorporate visual and auditory supports. Throughout the lesson (pages 22–27), sensory tools are used in the learning experiences. The Newcomer program (see K–2 Teacher’s Edition pages 12–15 and PB5–PB6) also works with sensory supports, including visual and auditory strategies, to make learning accessible to all students.

B. Every lesson in the Language Central and Newcomer programs includes illustrations, graphic organizers, diagrams, charts, real-world objects, and models as examples to support concepts and vocabulary. The range of instructional strategies encourages students to hear, say, see, and touch while learning skills and concepts. This interactive approach allows students at all levels of proficiency to participate and develop language skills and content concepts.

C. Throughout the materials in the Language Central and Newcomer programs, the lessons are consistently organized and structured to involve many kinds of sensory supports, as described in parts A and B. The programs focus on many different learning modalities to develop language skills and proficiencies in a variety of content areas.
D. Are graphic supports present and varied in the materials?

E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. In Language Central, the student lesson pages use Picture It! cards to show the vocabulary used in the content of the lesson (see Grade 2 Teacher’s Edition page 22). This component helps students comprehend the topic and related concepts in a user-friendly manner. The Build Concept Vocabulary section (see Grade 2 Teacher’s Edition page 23) provides a graphic organizer as a tool for organizing the content and terms in the lesson. Pictures, illustrations, charts, and diagrams are used on the student edition lesson pages (see Grade 2 Teacher’s Edition pages 22–27) to reinforce understanding of the terms and topics. The student edition lesson pages contain visuals for sentence frames, sentence boxes, and sentence completion boxes to help simplify the task for a successful activity. All of these features are also found in the Newcomer program. See the K–2 Student Edition for a colorful version of the same types of visuals used to reinforce communicative goals (see pages 12–15 and 16–19 for two representative lessons).

E. The graphic supports in the Language Central and Newcomer programs present the information visually and are completely integrated with the lesson concepts and content. The graphics are well-constructed tools that help students gain meaning, understand or extend vocabulary, and interpret and use content. The words on each page provide content while the graphics provide a visual representation that helps students more easily organize and recall the information. This technique is used with all skills and concepts presented.

F. Graphic supports are found on almost every page of every lesson in the Language Central and the Newcomer programs. With this consistent presentation, students at all levels of proficiency can use the graphics to help them learn everyday language as well as academic vocabulary related to the content. A review of any page in either program quickly shows how extensive the graphic supports are within the lessons.
Interactive Support

G. Are interactive supports present and varied in the materials?

H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

G. Interactive supports are used every day in the five-day lesson plan in Language Central. See these examples in one lesson in the Grade 2 Teacher’s Edition: Page 22 asks students to work as a group. Pages 23 and 24 have On Their Own sections in which students work in pairs or with a partner. Small group activities are included, while page 26 has an On Their Own section with work specified for individuals. Also on pages 23–27, Table Talk has small-group and partner work. Leveled Support activities also have small-group and partner activities. This lesson is representative of the extensive learner interaction in the program. These interactive techniques help students work to succeed in mastering the content. The Newcomer program also has students working as a class, as a small group, individually, and with a partner. Partnering is often used to pair individuals with other students who can help them work more successfully with the content.

H. In Language Central, the lessons begin with teacher modeling and whole-group work to present the concepts using the routine. In these sections, the teacher-student interchange explores and clarifies the lesson content. The Talk About It and Your Turn sections involve all students or ask pairs or partners to work together to complete the activity. Throughout the lesson, Table Talk has students work individually, in groups, or with partners. Add the Leveled Support sections, and students of all language proficiencies are involved in a wide variety of interactive exercises. In the lesson activities, the Produce Language checkup helps identify the learning process. The Newcomer program also involves all levels for concept and content acquisition. The Corrective Feedback sections assure that careful monitoring is included so that additional instruction can be provided.

I. The lessons in the Language Central and Newcomer programs provide flexible groupings to tailor instruction to meet a variety of student needs. The instruction in the activities allows students to work in all types of groupings, from whole class to small groups to partners to individuals, another way in which the lessons help students succeed in content, concept, and skill acquisition.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
• Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
• Speaking – engage in oral communication in a variety of situations for a variety of audiences
• Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
• Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. **Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. **Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. **Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

PEARSON
Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.
**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
I. Performance Definitions
   (Criteria that shape the ELP Standards)
   IA. Linguistic Complexity
   IB. Vocabulary Usage
   IC. Language Control/Conventions

II. English Language Proficiency Standards

IIA. Presence of WIDA ELP Standards
   IIB. Representation of Language Domains
        (Listening, Speaking, Reading, Writing)

III. Levels of English Language Proficiency
     (Entering, Beginning, Developing, Expanding, Bridging)
     IIIA. Differentiation of Language
     IIIB. Scaffolding Language Development

IV. Strands of Model Performance Indicators
   IVA. Language Functions
        • Attached to Context
        • Higher Order Thinking
   IVB. Content Stem
        • Coverage and Specificity of Example Topics
        • Accessibility to Grade Level Content
   IVC. Instructional Supports
        • Sensory Support
        • Graphic Support
        • Interactive Support

Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.
Part 1: Information About Materials

Publication Title(s): Pearson Language Central copyright 2013, Grades 6–10

Publisher: Pearson

Materials/ Program to be Reviewed: Pearson Language Central c. 2013 with specific examples from Grade 7 Teacher's Edition

Tools of Instruction included in this review: Student Edition, Teacher's Edition, Review and Assess, Vocabulary Cards, Graphic Organizers, Newcomer Program

Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers, and para-professionals

Intended Student Audiences: All learners in Grades 6 through Grade 10 including English language learners, newcomer English language learners, striving/struggling readers as well as on-grade level and above-grade level learners

WIDA Framework(s) considered: Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Studies

WIDA language proficiency levels included: Levels 1–5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: Copyright 2013

In the space below explain the focus or intended use of the materials.

Language Central is a systematic program that provides sustained English Language Development instruction in a manageable amount of time. Academic language is explicitly taught, instruction is appropriate to the student’s language proficiency level, and the focus is on oral and written language production.

Language Central is a language development program to meet the needs of English learners. Language Central is also part of a more comprehensive solution framework integrating assessment, instruction, and professional development that, as a comprehensive system, will move all students to language proficiency fluency and academic success.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central scaffolds instruction for five levels of language proficiency. The program is designed to help students learn and progress to the next level. See Grade 7 Teacher’s Edition pages T26–T27 for the chart that identifies the levels (Beginning, Early Intermediate, Intermediate, Early Advanced, Advanced) and correlates the levels used in Language Central with the WIDA levels as well as the characteristics of the English language learner, and what students can do at each level. Each unit is organized around a topic so that all the development is based on building concepts related to specific content. Each unit is divided into four weeks of instruction. The first three pages of a weekly lesson focus on developing background, concepts, vocabulary, and language. See pages 6–11 for a typical lesson. Students work with academic vocabulary related to the content. In this lesson, students deal with terms related to animal companions. The Newcomer lessons for Grades 6–10 also provide vocabulary and language development activities. The lessons are centered around topics that help students new to the country and community work with content and concepts. In the first lesson of the Grades 6–10 Newcomer Teacher Guide (pages 2–7), students work with school and classroom words. From the introduction to basic terms, students learn to create sentences.

B. The Language Central Teacher’s Edition for each level has complete lessons that include vocabulary and language development. Every lesson has Leveled Support to provide instructional techniques to meet the learning needs of each of the levels of language proficiency. The Newcomer program is for beginners and works at an entry level to help students become familiar with terms and incorporate the terms into their vocabulary.

C. The Language Central and Newcomer programs were developed with an instructional philosophy that provides a very structured, yet flexible, approach to developing vocabulary and language skills. See the planner charts in the Language Central Grade 7 Teacher’s Edition pages 5a–5b. For a typical example of a lesson in the Newcomer program, see Grades 6–10 Teacher’s Edition pages 2–5.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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A. Is vocabulary usage represented as words, phrases, and expressions in context?

☑   ☐

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

☑   ☐

☑   ☐

C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Vocabulary development is a core strategy in every lesson in Language Central. Each lesson begins with concept words. Students work with words related to the unit theme and the lesson content. Vocabulary is presented on the Student Edition page that is then incorporated into the content of the activities on the student page as well as the Teacher’s Edition lessons. Lesson features such as Talk About It, Extend Language, Extend Comprehension, Extend Grammar, and Connect to Writing integrate the instruction into the lesson content and help students apply the vocabulary in real-world activities. The Teacher’s Edition expands the learning process with the lesson teaching suggestions and adds to the learning process with additional activities. See pages 6–11 of the Grade 7 Student Edition and Teacher’s Edition for a typical lesson format. In the Grades 6–10 Newcomer Teacher Guide, Vocabulary and Language Focus, Model, and Guide Practice are complemented by the Word Workshops and Extend the Vocabulary and On Their Own sections. See pages 2–7 for a typical lesson.

B. Every lesson in the program focuses on meeting students’ needs and abilities by presenting many types of instructional strategies to encourage students to participate, learn the concepts, and use the vocabulary in a variety of ways. Leveled Support is included for the Dialogue, Reading, Language Workshop, Comprehension Workshop, Grammar, and Writing sections of the lessons. See Language Central Grade 7 Teacher’s Edition pages 6–11 for these features. The Grades 6–10 Newcomer lessons focus on the beginning level and are specifically developed to allow students to use the language in meaningful, real-life situations.

C. The information presented in parts A and B shows the carefully structured language development features of the program designed to help students succeed in learning general, specific, and academic language. See pages 6–11 of the Language Central Grade 7 Teacher’s Edition to review the general, specific, and technical or academic language included in each lesson. Pages 2–7 of the Grades 6–10 Newcomer Teacher Guide show the variety of general language included for the beginning learners.
IC. Language Control/Conventions (comprehensibility of language)

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A. Are opportunities to demonstrate language control presented in the materials?

B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In Language Central, students use everyday and academic language as they complete the activities. The activities promote language development as the lessons introduce, practice, and apply a variety of language skills from word recognition to word meaning to basic grammar. The skill development is applied to the listening, speaking, and writing structures for language learning. Examples are provided in the Student Edition and Teacher’s Edition pages and enhanced by the interactive lessons that help students participate in the learning experiences. See the Grade 7 Teacher’s Edition for these features: page 7—sentence frames to talk about the lesson vocabulary; page 8—context clues to unlock the meanings of words; page 10—learn about the basic grammar skills for common and proper nouns. This complete cycle is finalized in the Connect to Writing section of each lesson, for example, page 11—students think, talk, and write to tell a story.

B. Language Central is organized to help English language learners learn about, practice, and apply language skills to successfully master the language. The Newcomer program for Grades 6–10 is built around themes and concepts that will help students adapt to everyday life. As students learn the vocabulary and skills in realistic context, the transition to acquiring English becomes seamless.

C. As previously stated, Language Central involves all levels of language proficiency in a wide variety of activities. Each skill is presented, practiced, and reviewed. It is then assessed to check students’ knowledge of the skill. The skill instruction is organized into lessons that focus on a topic so that oral language, reading, and writing development are provided within the context of the topic to provide useful content. The features are woven into the program in each unit. See these representative pages from Unit 1 of the Grade 7 Teacher’s Edition: Lesson Vocabulary and Reading Context (6–7, 12–13, 16–19, 24–25), Language Workshops (8, 14, 20, 26), Grammar (10, 16, 22, 28) Connect to Writing (11, 17, 23, 29).
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO
☑ ☐ A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

☑ ☐ B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Every lesson in Language Central contains activities in which students participate in language experiences related to the topics of Social Studies, Science, Language Arts, or Mathematics. The lesson activities assist students in developing knowledge and understanding of the unit concept and the curriculum content as they work with information, ideas, and concepts for a wide variety of subject-area content. The Contents, pages T20–T25 in the Grade 7 Teacher’s Edition, quickly identify the topics in the lessons. The Weekly Planner chart for each lesson shows the five-day plan that includes a brief description of the effective methods provided to help students communicate for both social and instructional purposes. See these pages for one representative unit in the Grade 7 Teacher’s Edition: 5a–5b, 11a–11b, 17a–17b, 23a–23b. The Newcomer program provides a similar concise structure using a variety of content-area topics. See pages iii–iv to review the topics in this program for beginners.

B. The instruction content as described in part A shows the carefully structured plan for a typical unit of work. In the Grade 7 Teacher’s Edition, the Review Lesson for the first Unit on pages 30 to 34 provides a quick overview of the variety of content. In this daily plan, the lesson reinforces instruction, provides additional practice, and reviews the key information, ideas, and concepts. This structure is embedded in the program and serves to guarantee the integration of the topics throughout all lessons. A survey of the Lesson Wrap Up in the Grades 6–10 Newcomer Teacher Guide shows a similar format. See page 7 for a representative example.
IIB. Representation of Language Domains

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A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

B. Are the targeted language domains presented within the context of language proficiency levels?

C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

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A. Language Central organizes English language development around big question themes, language production, vocabulary activities, comprehension instruction, and scaffolded language experiences. This structure focuses on the language domains of listening, speaking, reading, and writing. See the Weekly Planner chart for each lesson to review the extensive variety of instructional tools. In the Grade 7 Teacher’s Edition, see pages 5a–5b. Lesson pages 6–11 have specific titles that include the domains: Concept Talk, Dialogue, Vocabulary Routine, Extend Language, Talk About It, Use Grammar, Talk About Writing—all involve listening, speaking, reading, and writing. The Grades 6–10 Newcomer Teacher’s Edition pages 2–7 include Model and Guide Practice in which students use their speaking, writing, listening, and reading skills to develop language.

B. For every lesson in Language Central, the Weekly Planner chart summarizes the sections of the lessons. See Grade 7 Teacher’s Edition pages 5a–5b. In the first lesson, see the Proficiency Levels listed for Leveled Support on pages 6, 7, 8, 9, 10, and 11. This presentation and practice is found in every lesson in every level. The Newcomer program focuses on the beginning level and then incorporates the background-building experiences to prepare for Language Central activities.

C. Parts A and B explain the lesson structure contained in each lesson plan, which provides a highly systematic approach to present, practice, use, and apply listening, speaking, reading, and writing in a wide variety of interactive learning exercises. The Language Central program focuses on the language domains in each week of each grade and includes diverse instructional techniques to assist all levels of learners. The Newcomer program establishes a beginning level of language instruction for success.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

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A. Do the materials differentiate between the language proficiency levels?

B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Language Central program was developed as an explicit and efficient path to learning English that helps students move through the levels of language proficiency. The program provides a high-interest/low-anxiety environment, comprehensible input strategies, strategies for developing academic language, and content integration. See Grade 7 Teacher’s Edition pages T12–T13 for an explanation of the program’s educational strands for an integrated language program. These features address the characteristics of instruction needed for the levels of proficiency, and the Newcomer program provides extensive focus on the beginning level. With the lesson instruction, students are exposed to an interactive environment to assist in language development.

B. Language Central Grade 7 Teacher’s Edition pages T26–T27 provide English language learners’ profiles with information that explains the levels. The Teacher’s Edition text provides information about how to use the lesson activities to identify, understand, and address the needs of students at all levels of language proficiency. Flexibility and adaptability have been woven into every lesson to help teachers accommodate the many and varied needs of students at all levels. The Newcomer program is carefully designed to help students begin instruction and progress successfully. See the explanation on page 1 of the Grades 6–10 Teacher’s Edition. Corrective Feedback (pages 2, 3, 4, 5, 6, 7), Monitor Progress (pages 2, 3, 4, 5, 6, 7) and Lesson Wrap Up (page 7) show the types of ongoing evaluation used to help students master the skills and concepts and progress effectively.

C. As explained in parts A and B, the lesson structure permits students to progress and attain goals. The Language Central and Newcomer programs provide a complete instructional plan across the levels to introduce skills within the units and the lessons.
IIIB. **Scaffolding Language Development** *(from ELP level to ELP level)*

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**Justification:** In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

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A. In the Language Central program, each level is organized into units. The units are based on a theme. The theme is derived from content-area topics in science, social studies, language arts, or math and always coordinates all parts of the lesson to enhance the development of skills and concepts. In each lesson, the teacher provides modeling for the lesson skill or concept. The modeling is followed by individual responses, whole-class activities, partner work, or small group applications. In every part of the lesson, opportunities to apply and extend the skill in real-life learning are included. The program components explanation in the Grade 7 Teacher’s Edition on pages T16–T19 tells about scaffolding in the program. All aspects of the program instruction are focused on helping students progress from their current proficiency level to the next by developing the skills and concepts necessary so that they move from engagement in literacy to achievement in literacy.

B. The information on pages T26 and T27 of the Grade 7 Teacher’s Edition clearly defines the goal of the program—to help each English language learner move to the next level. The program provides the materials and instructional techniques needed to help students achieve. Language Central scaffolds instruction for levels of language proficiency and creates an environment for learning success. The Newcomer program is designed to give students the opportunity to use the English language in real-life, meaningful situations. The lessons are built around themes and concepts that will help students adapt to everyday life as they progress through the lessons and acquire beginning skills.

C. The information in parts A and B explains how each lesson is developed. This development is found in every lesson, unit, and level of the program. The instruction is geared to identifying the needs of students and then helping them progress as quickly as possible to master the skills and goals of the lessons.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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<td>A. Do the materials include a range of language functions?</td>
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<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
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<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Language Central and Newcomer programs are organized in lessons and units based on the context of a specific topic. Every part of the lesson integrates that context into the lesson goal or objective. The units and lessons are developed around real-world content skills, and each lesson is a part of an integrated plan to develop language skills related to academic language and everyday vocabulary. In Language Central, see Grade 7 Teacher’s Edition pages 5a–5b for an example of the Weekly Planner and Review and Assess, which helps monitor student progress on a daily basis. These activities are complemented by the Table Talk section in every lesson (see examples on pages 6, 7, 9, 10, 11 of Lesson 1). All of the lesson activities in the Newcomer program are connected with the context to promote language function in real-world content.

B. The Language Central lessons are based on content and concepts being developed in the lesson and then related to the overall context of the unit. Applying listening, speaking, reading, and writing skills to unit content areas is included in a wide range of activities to help students develop language proficiency based on a carefully organized program structure. Whether expressing an opinion, interpreting a visual, adding to a graphic organizer, or describing an object or concept, the language function is clearly monitored, and suggestions are given to expand the learning process.

C. The skills presented work in the areas of reading and language arts instruction and the related content areas. This carefully structured and systematically organized format allows students to learn all aspects of language functions as they interact with the lesson materials. Based on this coordinated design, well-constructed lesson plans for skills and strategies are included across the grade and from grade to grade.
Higher Order Thinking

D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Higher-order thinking skills are included in each lesson in Language Central. As students complete the activities, they learn to draw conclusions, identify author’s purpose, classify and categorize, determine the main idea, recognize cause-and-effect relationships, and make judgments. The lessons include Concept Talk in which students draw conclusions or make inferences from the information given (see Grade 7 Teacher’s Edition, page 6). Comprehension Workshop pages provide skill instruction for all skills including higher-order thinking skills. The discussions related to the lessons extend the information from basic recall questions to critical-thinking questions (see Grade 7 Teacher’s Edition, page 9). The Connect to Writing section also includes levels of questioning that address higher-order thinking skills for comprehending, interpreting, and extending the lesson concepts (see Grade 7 Teacher’s Edition, page 11).

E. The lesson structure explained in part D shows lesson locations for instruction in developing higher-order thinking skills. The skills are systematically addressed in the context of each lesson and across the lessons in the units in each level. These sections are found throughout all grades. See the following pages to track the higher-order thinking skill of draw conclusions in the Grade 7 Teacher’s Edition: 111, 117, 133. Students move from basic literal questions to advanced comprehension questions to help develop their reading skills. As the skills are introduced and practiced in a variety of contexts across each level, skill development is assured.
IVB. Content Stem

YES  NO  Coverage and Specificity of Example Content Topics

✔  ❑  A. Do examples cover a wide range of topics typically found in state and local academic content standards?

✔  ❑  B  Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

✔  ❑  C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Language Central program reflects the state standards for topics that are appropriate for each grade level. The language arts base for all the educational goals related to listening, speaking, reading, and writing form the educational groundwork. These skills needs are integrated with social studies and science topics, which were chosen based on the curriculum for the grade level. Woven into these areas is mathematics content. See Grade 7 Teacher’s Edition pages T20–T25 to identify the unit topics and lesson subtopics. See pages 1–5 for an overview of a unit topic and unit Big Question. In the Newcomer program, the content-related topics were selected from state curriculum standards based on the needs of newcomers to become adept at functioning in a new environment and to meet the social and academic requirements. See pages iii and iv of the Grades 6–10 Newcomer Teacher Guide for a brief list of topic objectives to confirm the content-oriented topics provided.

B. Each unit in Language Central is developed around a content area and includes a wide variety of language activities to explore the content and develop listening, speaking, reading, and writing skills as well as work as a whole group, share with a partner, process as an individual, and participate in a small group. The materials provide illustrations or graphics to establish a visual and word association that helps begin and promote comprehension. The interaction in the teaching mode helps ensure that students have the necessary background and/or can inquire to gain understanding of the content. The colorful visual presentation in the Newcomer Student Edition of the program enhances the content so that students more easily comprehend the lesson materials and develop language skills.

C. As described in parts A and B, Language Central was developed following a consistent instructional plan, which ensures that not only are skills presented systematically through the lessons, units, and levels, but topics are as well. The Newcomer program maintains that same content and instructional consistency to guarantee systematic presentation of the topics throughout the materials.
YES   NO   Accessibility to Grade Level Content
☑   ☐   D. Is linguistically and developmentally appropriate grade level content present in the materials?
☑   ☐   E. Is grade level content accessible for the targeted levels of language proficiency?
☑   ☐   F. Is the grade level content systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. The Language Central program consists of Grades 6, 7, 8, 9, and 10. State standards for content were used to identify the appropriate topics for each grade. Their language arts, social studies, science, and mathematics content standards were used to develop the scope and sequence of the skills and content included in the program. Every lesson in a grade level is labeled to identify the topic and its related content. The high-interest topics encourage students to participate in the lessons and learn about the content geared to their grade level. The Newcomer program begins with a Welcome to School section (see Grades 6–10 ELD student book pages iv–x, 1 and Teacher Guide page v–vi and page 1) to help orient newcomers to the school environment. The lessons then progress through topics appropriate to newcomers.

E. In Language Central, the Program Components list (see Grade 7 Teacher’s Edition, pages T4–T15) shows the variety of instructional tools from Student Edition, Vocabulary Cards, Graphic Organizers to Review and Assess materials that help students at all levels progress in language proficiency. Meeting the needs of students is also included in the lesson plans with Leveled Support activities for all levels of proficiency. The Newcomer lessons focus on appropriate topics for Grades 6–10 students.

F. A review of parts A to E in this section shows the systematic presentation of grade level content in the Language Central and Newcomer programs. The content in every grade level is based on a thorough review of the content standards and the developmental needs and interests of the learners. The programs provide flexible instruction to accommodate the learning needs of all levels of English language learners.
IVC. INSTRUCTIONAL SUPPORTS

YES NO  Sensory Support
☑ ☐ A. Are sensory supports, which may include visual supports, present and varied in the materials?

☑ ☐ B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?

☑ ☐ C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central helps teachers meet the needs of students of all learning levels and styles. See Grade 7 Teacher’s Edition Weekly Planner, pages 5a–5b for a typical lesson structure that lists activities for incorporating sensory supports using a variety of methods: consistent routines, graphic organizers, visual support, audio support. As students participate in the Vocabulary Routine (page 6), they are speaking, listening, seeing, and acting. The Reading: Talk About It feature (page 7) uses graphic organizers as well as other visuals to incorporate visual and auditory supports. Throughout the lesson (pages 6–11), sensory tools are used in the learning experiences. The Newcomer program (see Grades 6–10 Teacher Guide pages 2–7) also works with sensory supports, including visual and auditory strategies, to make learning accessible to all students.

B. Every lesson in the Language Central and Newcomer programs includes illustrations, graphic organizers, diagrams, charts, real-world objects, and models as examples to support concepts and vocabulary. The range of instructional strategies encourages students to hear, say, see, and touch while learning skills and concepts. This interactive approach allows students at all levels of proficiency to participate and develop language skills and content concepts.

C. Throughout the materials in the Language Central and Newcomer programs, the lessons are consistently organized and structured to involve many kinds of sensory supports, as described in parts A and B. The programs focus on many different learning modalities to develop language skills and proficiencies in a variety of content areas.
YES NO  Graphic Support
☑  ☐  D. Are graphic supports present and varied in the materials?
☑  ☐  E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
☑  ☐  F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. In Language Central, the student lesson pages use Vocabulary Cards to present the vocabulary in the content of the lesson (see Grade 7 Teacher’s Edition, page 6). This component helps students comprehend the topic and related concepts in a user-friendly manner. The Reading section (see Grade 7 Teacher’s Edition, page 7) provides a graphic organizer as a tool for organizing the content and terms in the lesson. Pictures, illustrations, charts, and diagrams are used on the student edition lesson pages (see Grade 7 Teacher’s Edition pages 6–11) to reinforce understanding of the terms and topics. The student edition lesson pages contain visuals for sentence frames, sentence boxes, and sentence completion boxes to help simplify the task for a successful activity. All of these features are also found in the Newcomer program. See the Grades 6–10 Student Edition for a colorful version of the same types of visuals used to reinforce communicative goals (see pages 2–5 and 8–11 for two representative lessons).

E. The graphic supports in the Language Central and Newcomer programs present the information visually and are completely integrated with the lesson concepts and content. The graphics are well-constructed tools that help students gain meaning, understand or extend vocabulary, and interpret and use content. The highlighted words on each page provide a reference to the vocabulary to help students more easily organize and recall the information. This technique is used with all skills and concepts presented.

F. Graphic supports are found on almost every page of every lesson in the Language Central and the Newcomer programs. With this consistent presentation, students at all levels of proficiency can use the graphics to help them learn everyday language as well as academic vocabulary related to the content. A review of any page in either program quickly shows how extensive the graphic supports are within the lessons.
Interactive Support

G. Are interactive supports present and varied in the materials?

☑ ☐

H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

☑ ☐

I. Are interactive supports varied and systematically presented in the materials?

☑ ☐

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

G. Interactive supports are used every day in the five-day lesson plan in Language Central. See these examples in one lesson in the Grade 7 Teacher’s Edition: Page 6 asks students to work as a group, while the Talk About It section has students work in small groups or with a partner. Pages 7 and 8 have Talk About It sections in which students work in small groups or with a partner. Page 9 includes partner work, while page 10 has Use Grammar for work with partners. Also on pages 6–11, Table Talk has class, small-group, and partner work. Leveled Support activities also have small-group and partner activities. This lesson is representative of the extensive learner interaction in the program. These interactive techniques help students work to succeed in mastering the content. The Newcomer program also has students working as a class, as a small group, individually, and with a partner. Partnering is often used to pair individuals with other students who can help them work more successfully with the content.

H. In Language Central, the lessons begin with teacher modeling and whole-group work to present the concepts using the routine. In these sections, the teacher-student interchange explores and clarifies the lesson content. The Concept Talk and the Talk About It sections involve all students or ask pairs or partners to work together to complete the activity. Throughout the lesson, Table Talk has students work individually, in groups, or with partners. Add the Leveled Support sections, and students of all language proficiencies are involved in a wide variety of interactive exercises. In the lesson activities, the Produce Language activity helps identify the learning process. The Newcomer program also involves all levels for concept and content acquisition. The Corrective Feedback sections assure that careful monitoring is included so that additional instruction can be provided.

I. The lessons in the Language Central and Newcomer programs provide flexible groupings to tailor instruction to meet a variety of student needs. The instruction in the activities allows students to work in all types of groupings, from whole class to small groups to partners to individuals, another way in which the lessons help students succeed in content, concept, and skill acquisition.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
   1. English language learners communicate for Social and Instructional purposes within the school setting.
   2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
   3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
   4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
   5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
   • Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
   • Speaking – engage in oral communication in a variety of situations for a variety of audiences
   • Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
   • Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. **Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. **Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. **Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

PEARSON
Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The **Protocol for Review of Instructional Materials for ELLs (PRIME)** is *not* an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. **Part 1** contains information about the materials that are to be reviewed. **Part 2** is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

**I. Performance Definitions**
(Criteria that shape the ELP Standards)
- IA. Linguistic Complexity
- IB. Vocabulary Usage
- IC. Language Control/Conventions

**II. English Language Proficiency Standards**
- IIA. Presence of WIDA ELP Standards
- IIB. Representation of Language Domains (Listening, Speaking, Reading, Writing)

**III. Levels of English Language Proficiency**
(Entering, Beginning, Developing, Expanding, Bridging)
- IIIA. Differentiation of Language
- IIIB. Scaffolding Language Development

**IV. Strands of Model Performance Indicators**
- IVA. Language Functions
  - Attached to Context
  - Higher Order Thinking
- IVB. Content Stem
  - Coverage and Specificity of Example Topics
  - Accessibility to Grade Level Content
- IVC. Instructional Supports
  - Sensory Support
  - Graphic Support
  - Interactive Support
Part 1: Information About Materials

Publication Title(s): Language Central for Math

Publisher: Pearson

Materials/ Program to be Reviewed: SE and TE Grade Level Texts 3-8 with examples taken from Grade 6

Tools of Instruction included in this review: Student and Teacher Editions

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades 3-8

WIDA Framework(s) considered: Summative and Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts and Math

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: 2011

In the space below explain the focus or intended use of the materials.

Language Central for Math helps ELLs and struggling students develop the academic vocabulary necessary to master math. Oftentimes it’s the math vocabulary, not the mathematical concepts, that hinder student mastery. Language Central for Math is designed to directly address this issue, and to reinforce the instruction given in the math classroom.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Math is carefully designed to help ELL students talk, write, and think about what they are learning in every math lesson. Each 4 page lesson uses a consistent format and includes abundant opportunities for oral and written discourse. The first page begins with an Essential Question that defines the lesson objectives and is followed by activities which build background and activate prior knowledge of math terms and concepts. The second page, Vocabulary in Context, Picture It! is devoted to understanding vocabulary terms and concepts. On the third page of each lesson, Do You Understand? students demonstrate comprehension through activities which can include problem solving and discussion. Each page includes Talk About It, and Your Turn, practice exercises for individual, partner, and group oral and written practice. The final page, Think, Talk, and Write, includes practice and assessment in all language domains. The final assessment in the TE, Table Talk, allows students to reflect on and discuss what they have learned, and answers the Essential Question, presented on the first page of the lesson.

B. Each lesson has integrated support strategies to support the comprehension of oral and written content at all targeted proficiency levels. The TE provides differentiated instruction in the section Leveled Instruction, as well as guided teacher instruction that includes modeling, hands-on experiences, demonstration, and the use of visual aids. Leveled Language Proficiency, charts at the end of each lesson describe the tasks student should perform at each proficiency level. These descriptions help teachers to evaluate the progress of student language development.

C. Linguistic complexity is systematically addressed in every lesson in Language Central for Math. Lessons share the same 4 page structure, and each page includes Talk About It, and Your Turn, opportunities for oral and written practice. Examples within this correlation are taken from the grade 6 text, but are representative of all grades 3-8.

- SE, p. 1: Essential Question. Talk About It and Your Turn. The first page of each lesson asks the essential question, lists objectives, and has activities to stimulate background and prior knowledge to front load student understanding of the lesson.
- SE, p. 2: Vocabulary in Context and Picture It! Vocabulary is visually presented and practiced in multi sensory cooperative exercises.
- SE, p. 3: Do You Understand? Students demonstrate and practice math knowledge.
- SE, p. 4: Think, Talk, and Write. Written and oral assessments, including a reflective Table Talk, discussion.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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A. Is vocabulary usage represented as words, phrases, and expressions in context?

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Math is a complex language using symbols, operations, and academic vocabulary making it difficult for ELL students and struggling readers to understand math concepts and skills. Language Central for Math develops academic and content vocabulary necessary to master math on each page of all lessons. At the beginning of each lesson, prior knowledge of featured math concepts and terms are explored through writing and talking with a partner. On the second page of each lesson, vocabulary words are presented in context with clear visual supports in ‘Vocabulary in Context, Picture It!’. Teachers guide students to understanding using ‘Comprehensible Input’, strategies which include repeating and practicing pronunciation, connecting vocabulary to meaning, using gestures to demonstrate meaning and guiding comprehension through practice. ‘Talk About It’, supports students as they create sentences using the terminology and then use these terms, phrases, and expressions in discussion and conversation. ‘Your Turn’, exercises allow students to use vocabulary in other contexts like drawing, comparing and contrasting terms, and describing them to a partner. Throughout the rest of the lesson, students are challenged to demonstrate their understanding of vocabulary terms, phrases, and expressions through written and oral practice and assessments.

B. Vocabulary is presented in context, with descriptions and visual supports in all grades to scaffold targeted levels of proficiency. Guided and modeled practice of vocabulary usage can include discussion, demonstration, and hands-on activities. The TE lists specific differentiation strategies in ‘Leveled Instruction’, ‘Academic Vocabulary’, and ‘Intervention’, so that teachers can meet the needs of all proficiency levels among their students.

C. The architecture of each lesson is identical. Systematic presentation of general, specific, and technical language usage is found throughout each lesson. The following examples are representative of all grades:

- Talk About It and Your Turn SE pp. 17, 21, 25, 29: The lesson is front loaded with prior knowledge activation.
- Vocabulary in Context, Picture It SE pp. 18, 22, 26, 30: Math language, skills, and concepts presented with visual support and description.
- Talk About It and Your Turn SE pp. 18, 22, 26, 30: Student practice terms with partners using a variety of methods.
- Leveled Instruction, Academic Vocabulary, Comprehensible Input and Intervention TE pp. 17, 18, 21, 22: Comprehension strategies for varying proficiency levels.
- Produce Language SE pp. 20, 24, 28, 32: Students demonstrate written understanding of terms.
IC. Language Control/Conventions (comprehensibility of language)

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A.  Are opportunities to demonstrate language control presented in the materials?

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B.  Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

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C.  Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Opportunities to practice and demonstrate language control are present in every lesson throughout the series. Each math concept is taught, practiced, and assessed in activities which promote speaking and writing to increase language production and control. Additional help with common linguistic issues including phonology, morphology, and semantic choice are found in ‘Academic Vocabulary’ on the second page of each lesson in the TE. The third page of each lesson titled ‘Do you Understand?’ is principally designed to promote language production. It features pair and group activities to help students talk about math and build language confidence. These are supported in the ‘Language Production,’ section in the TE, which presents research-based teaching strategies to promote skill acquisition. Assessment of language and content understanding is targeted in ‘Think, Talk, and Write,’ which concludes each lesson with informal spoken responses and written assessments. In the written assessment ‘Produce Language,’ students use lesson vocabulary and ideas with graphic organizers, sentences, and drawings with oral explanations. A final classroom discussion answers the Essential Question, providing a final opportunity for students to demonstrate and teachers to assess language control and lesson objectives.

B. Opportunities to demonstrate language control correspond to all targeted levels of language proficiency. The Program Overview in the Teacher’s Edition includes a comprehensive ‘Language Proficiency,’ chart (pp. T12-T13) that helps teachers observe their students’ language use characteristics and match these skills and behaviors to their level of language proficiency. Each lesson is written for the proficiencies most common at grade level, and leveled instructional supports for learners below or above level are present in each lesson in the TE. In the TE, a ‘Leveled Language Proficiency,’ chart describes all tasks which students should perform at targeted proficiency levels and is included on pages 3 and 4 of each lesson. These charts help to evaluate students’ progress and proficiency in their language development.

C. Systematic opportunities to demonstrate language control and move students from receptive to productive language are presented in every lesson. See Examples:
- Talk About It and Your Turn SE pp. 21-24: Oral and written activities on each page of every lesson provide opportunities to demonstrate language control.
- Academic Vocabulary TE pp. 22, 26, 30, 34: Strategies for common linguistic issues.
- Do You Understand? TE/SE pp. 23, 27, 31, 35: This section in each lesson is designed to promote language production.
- Think, Talk, and Write SE pp. 24, 28, 32, 36: Assessment of language control and content understanding.
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

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A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

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A. Language Central for Math is intended to support and supplement any core math program by developing the academic language necessary to master math concepts. It uses Social and Instructional language and the language of Mathematics and Language Arts to achieve this purpose. Each standards-based text includes lessons on numbers and operations, algebra, geometry and measurement, and data analysis and probability. Students are guided through the complex language of mathematics with graphic, sensory, and interactive supports and language scaffolds in every lesson. Vocabulary, word study, reading comprehension, and writing assignments develop academic language and fluency so that students can express math concepts in all language domains. Specific assistance in pronunciation, morphology, and word study extend each vocabulary lesson in ‘Academic Vocabulary,’ in the TE. Social and instructional language are used in every practice exercise in a range of language functions like preview, observe, compare, describe, and explain.

B. Language Central for Math systematically integrates the language of Mathematics and Language Arts with Social and Instructional Language. The following examples from the lesson “Patterns and Rules,” pp. 33-36, show a typical math lesson integrated with social instructional language:

- Essential Question SE p. 33: Lesson objectives are listed using language functions like identify, describe, and understand.
- Talk About It, Your Turn SE p. 33: Activities to build background and connect existing student knowledge with what they are learning. Sentence starters are provided to assist language development.
- Vocabulary in Context, Picture It! SE p. 34: Vocabulary is taught and practiced with partners.
- Academic Vocabulary TE p. 35: Lesson extensions are integrated with Instructional Language and include the content grammar, multiple meaning words, and sentence structure.
- Do You Understand? TE p. 35: Students are paired to practice finding patterns.
- Think, Talk, and Write TE p. 36: Shared and individual demonstration of concept attainment. Students discuss lesson objectives.
IIB. Representation of Language Domains

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A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

B. Are the targeted language domains presented within the context of language proficiency levels?

C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each Language Central for Math text contains 20-25 lessons, and every lesson includes listening, speaking, reading, and writing activities to apply academic vocabulary and practice English language development. Math content is customized so that students gain access to the language they need to understand math. Pair and group work enable student practice in listening and speaking. Guided class discussions explore objectives and content, and reflect on the ‘Essential Question.’ All reading is guided using teacher involvement; for example, objectives are read aloud and retold in the teacher’s own words. The informational content is frontloaded with background support and vocabulary used in contextual exercises to support student comprehension. In the ‘Do You Understand?’ section of each lesson, the text is supported with visuals and teacher modeling of concepts. Students have multiple exposures to writing in each lesson with varying levels of difficulty and with supporting scaffolds. Writing activities can include fill in the blank vocabulary practice, guided sentence construction using terms or phrases, graphic organizers, and writing multiple sentences using lesson vocabulary.

B. All language domains are presented within the context of the targeted language proficiency levels. The ‘Leveled Language Proficiency’ chart at the end of each lesson target the lesson goals for listening/speaking and reading/writing at each proficiency level. Within the student text, sentence starters are supplied in writing and speaking practice exercises. Language development is modeled, guided, and monitored in all domains throughout each lesson.

C. Listening, speaking, reading, and writing are systematically integrated into each lesson in Language Central for Math. The following examples are representative of all grades:

- Do you Understand? SE pp. 39, 43, 47, 51: Reading with support.
- Talk and Write About It, Language Production SE pp. 41, 45, 48, 52: Writing exercises include sentence starters and graphic organizers.
- Talk About It and Your Turn SE pp. 38, 39, 42, 46: Partner speaking and listening practice.
- Leveled Language Proficiency TE pp. 39, 40, 43, 44: Describes the tasks that students should perform at targeted proficiency levels in all domains.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES NO

☐  □  A. Do the materials differentiate between the language proficiency levels?

☑  □  B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

☑  □  C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The instructional language in each grade is written for the most common range of proficiency levels, and strategies to differentiate content are embedded within the text and TE for all WIDA proficiency levels. It uses five basic types of differentiation strategies in each lesson: reading support, vocabulary, peer learning, organizing information, and comprehension checks. Reading support and vocabulary strategies, such as building background knowledge or visual descriptions, provide support for students as they interact with the text, lesson concepts, and academic and technical vocabulary. Peer learning, which promotes cooperative learning, is used in practice activities on each page of the lessons. Students of all proficiency levels benefit from hearing explaining concepts in different ways. Graphic organizers are used to scaffold the organization of information within instruction and written practice activities. Assessment and progress monitoring are used to measure comprehension before, during and after instruction. Leveled differentiation strategies are embedded in every lesson in the TE through features like ‘Comprehensible Input,’ ‘Intervention,’ (If/Then strategies,) and ‘Leveled Instruction.’ These specific sections provide research-based strategies to differentiate content. ‘Leveled Instruction’ gives insight and comprehension strategies for six proficiency levels: Early Beginner, Beginner, Early Intermediate, Intermediate, Advanced and Transitioning, which are equivalent to WIDA’s proficiency levels. In addition, the TE ‘Strategies for Teaching English Language Learners,’ on pp. T24-T35 contains multiple effective teaching strategies for differentiation of content.

B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level. Within each lesson, ‘Leveled Instruction’ and ‘Leveled Language Proficiency,’ describe the tasks that students should be accomplishing at each level, as well as strategies to scaffold content. Linguistic support is specifically addressed in ‘Academic Vocabulary,’ which provides pronunciation help and word study support for the vocabulary section in each lesson.

C. The following examples of systematic differentiation are representative of all lessons:
• Leveled Instruction TE pp. 49, 53, 57, 61: Differentiation for 6 proficiency levels.
• Intervention TE pp. 50, 54, 58, 62: If/Then strategies for struggling students.
• Academic Vocabulary TE pp. 50, 54, 58, 62: Vocabulary and linguistic differentiation.
• Comprehensible Input TE pp. 50, 54, 58, 62: Teacher modeling, demonstration, and application of content.
• Leveled Language Proficiency TE pp. 51, 52, 55, 56: Describes the tasks students should perform at 6 proficiency levels.
IIIB. **Scaffolding Language Development** (from ELP level to ELP level)

**YES** | **NO**
---|---
☑️ | ☐ A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑️ | ☐ B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑️ | ☐ C. Are scaffolding supports presented systematically throughout the materials?

**Justification:** In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

---

A. Language Central for Math supports the core math program, supporting students as they advance within their proficiency levels and develop fluency in academic language and math concepts. Scaffolding is designed into the program and offered through extra activities in the TE. Lessons are frontloaded with activities to connect the student to content objectives and vocabulary through talking, thinking, and writing about background and prior knowledge. Supports found within every lesson include extensive use of visual aids, cooperative learning, teacher modeling, guided discussions, hands-on activities, reading strategies, and comprehension checks. Scaffolds to support specific domain practice include: graphic organizers for writing and sentence starters used in academic discussions. The architecture of each lesson is identical, supporting comprehensive continuity of instruction. In addition, teachers can use the 'Leveled Instruction' and 'Leveled Language Proficiency' chart to differentiate learning tasks and content as needed in the mixed ability classroom.

B. With the scaffolding support described in part A, students develop the academic vocabulary and content knowledge required to advance from one proficiency level to the next. Informal and written response assessments are found in each lesson to check comprehension of content. The last page of each lesson, 'Think, Talk, and Write,' allows students to demonstrate the skills they learned in all language domains. Teachers can assess advancement from one proficiency level to the next using the 'Leveled Language Proficiency' chart. This describes tasks students should perform at 6 proficiency levels.

C. Scaffolding supports are systematically presented throughout Language Central for Math. The following examples are representative of every lesson in the series:

- Frontload the Lesson and Content and Language TE pp. 57, 61, 65, 69: Talk About It and Your Turn sections frontload the lesson with background and prior knowledge activities.
- Vocabulary in Context, Picture It! SE pp. 58, 62, 65, 69: Vocabulary is presented with visual supports.
- Talk About It SE pp. 58, 59, 63, 66: Cooperative learning activities use sentence starters to aid communication.
- Think, Talk, Write SE pp. 56, 60, 64, 68: Assessment section of lesson is supported with graphic organizers and hands-on activities.
- Leveled Language Proficiency TE pp. 59, 60, 63, 64: Describes the tasks that students should perform at 6 proficiency levels, allowing teachers to assess advancement in proficiency level.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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<td>A. Do the materials include a range of language functions?</td>
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<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
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<td>☑️</td>
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<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Lesson objectives, practice and assessment activities, and instructional language use a range of language functions in Language Central for Math. Clear objectives are stated at the beginning of each lesson, using language functions to describe what the students are expected to learn. Instructional language reflects the goals of the objectives through guidance and modeling using language functions. As students practice academic language and demonstrate understanding of content they solve, compare, label, rate, organize, discuss, create, draw, describe, recognize, predict, estimate, and identify.

B. Language functions are attached to the practice and assessment activities, and all activities relate to the context of the lesson and lesson objectives. An example of typical usage of language functions in Language Central for Math activities would be “Describe a Polygon and see if your partner can guess which one you are describing (p. 62)” or “Draw a Line of reflection for the trapezoid (p. 68)”

C. Language functions play an important part in the development or progression of academic language; therefore they are comprehensively presented within each lesson of Language Central for Math. The following examples of language function usage are representative of the types found throughout each grade:

- Lesson Objectives SE pp. 65, 69, 73, 77: Objectives are listed under the Essential Question and contain language functions like describe, understand, find, and identify.
- Your Turn and Talk About It SE p. 70, 71, 73, 74, 75, 78: Students describe, draw, tell, predict and discuss.
- Do You Understand? SE p. 75: Instructional language uses a range of functions; i.e., repeat and measure.
YES  NO  Higher Order Thinking
☑  ☐  D.  Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

☑  ☐  E.  Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D.  Language Central for Math is designed to develop higher order thinking skills through purposeful questioning and tasks for students of various English language proficiency. The lesson begins with the evaluative ‘Essential Question,’ and ends with reflective activities that answer the ‘Essential Question.’ Instructional language is intended to develop students’ mathematical thinking and language fluency. After informative content is presented, ‘Talk About It,’ and ‘Your Turn,’ activities require students to practice through transforming content into their own words by describing or explaining rather than recitation. Other examples of higher-order thinking activities include: compare and contrast, drawing, and creative gaming. In addition, students synthesize and organize knowledge gained through assessment exercises like ‘Produce Language.’

E.  Opportunities for engaging in higher order thinking are systematically addressed throughout each lesson in all grades. The following examples reflect the types of higher-order opportunities present in all lessons:

- Essential Question SE pp. 69, 73, 77, 81: An evaluative question begins each lesson.
- Wrap Up TE pp. 68, 72, 76, 80: Students answer the Essential Question at the end of each lesson with a reflective and evaluative student response to show knowledge gained.
- Think, Talk, Write SE pp. 72: Students synthesize learned content to draw, create, talk, and write while demonstrating knowledge of content.
- Your Turn and Talk About It SE pp. 70, 73, 75, 78, 79: Practice activities that ask students to compare and contrast, describe, and explain.
IVB. Content Stem

YES NO Coverage and Specificity of Example Content Topics

☑ ☐ A. Do examples cover a wide range of topics typically found in state and local academic content standards?

☑ ☐ B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

☑ ☐ C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Math content was carefully constructed around grade level state, national, and local math standards so that lessons could be used to supplement a core math program. Each text contains 20-25 lessons in numbers and operations, algebra, geometry and measurement, and data analysis and probability. Lessons are sequenced according to topic, making it easy to target content and language needs. Every four page lesson is structured in the same format and includes listening, speaking, reading, and writing practice activities. Standards-based objectives are listed in the beginning of each lesson, and assessments end each lesson. To view content in each grade, see the Scope and Sequence in the introductory pages of the TE (Grades 6-8 pp. T38-T39).

B. All topics in Language Central for Math are accessible to English language learners of the targeted levels of English language proficiency. Lessons are introduced through background and prior knowledge activities. Strategies to make content comprehensible are embedded into the curriculum and instructions specific to five levels of proficiency for each lesson are found in the TE.

C. Topics in Language Central for Math are systematically presented throughout the materials to supplement core math programs. Please review representative examples:

- Scope and Sequence TE pp. T38, T39: Lesson content overview for grades 6-8.
- Contents TE p. 1A: Lessons are organized and sequenced categorically for easy implementation in the classroom.
- Essential Question SE pp. 69, 73, 77, 81: Objectives listed for each lesson.
YES NO Accessibility to Grade Level Content
☑ ☐ D. Is linguistically and developmentally appropriate grade level content present in the materials?
☑ ☐ E. Is grade level content accessible for the targeted levels of language proficiency?
☑ ☐ F. Is the grade level content systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Lesson content in Language Central for Math is linguistically and developmentally appropriate for grades 3-8. As stated in part A, each text contains content specific to state and national math content standards to easily support, not replace, a core math program. The program is designed to develop the academic vocabulary necessary for English language learners and struggling readers to succeed in math, and to reinforce instruction given in the core math classroom. Linguistic support accompanies vocabulary instruction in each lesson and in ‘Academic Vocabulary,’ to support language development. To view content in each grade, see the Scope and Sequence in the introductory pages of the TE (Grades 6-8 pp. T38-T39.) Lessons can either be integrated into the classroom by teaching them in increments of 15 to 20 minutes a day before each math class to complete 1 lesson per week, or an entire lesson could be taught weekly in an ELL class.

E. Grade level content is made accessible for the targeted levels of language proficiency through a variety of strategies embedded within the curriculum. Resources for teachers to implement differentiation in the classroom include: multi-sensory instruction guides, models, and demonstrations of lesson content. Content is presented with plentiful visual supports which include illustrations, graphics, and step by step explanations. Cooperative practice activities reinforce instruction through transformation of content into students’ own words by using sentence starters.

F. Grade level content is systematically presented throughout the materials. Each four page lesson has clearly defined objectives and an assessment section. Please review representative examples of grade level content:
   • Scope and Sequence TE pp. T38, T39: Lesson content overview for grades 6-8.
   • Contents TE p. 1A: Grade level content was chosen from state and national academic standards.
   • Essential Question SE pp. 69, 73, 77, 81: Clearly defined standards-based objectives.
   • Do You Understand? TE pp. 71, 75, 79, 83: Grade level content is presented and practiced.
   • Academic Vocabulary TE pp. 70, 74, 78, 82: Accompanies each vocabulary lesson to promote language development.
IVC. INSTRUCTIONAL SUPPORTS

YES NO  Sensory Support

✓ ☐ A. Are sensory supports, which may include visual supports, present and varied in the materials?

✓ ☐ B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?

✓ ☐ C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Math provides varied sensory supports that utilize multiple modes of instruction including visual, aural, verbal, and kinesthetic. Supports specific to the language of Mathematics are found in every lesson, and examples include: number lines, rulers, coins, models of geometric figures, clocks, and counters. Some lessons include the use of manipulatives. For example, in Lesson 18 “Area and Perimeter,” students cut out the square tiles provided at the end of the text on p. 99, and use the manipulatives in the ‘Do You Understand,’ with step by step instructions and practice. Each page in the lesson includes aural and verbal cooperative practice exercises to develop academic language. These practice activities often provide sentence starters to assist student communication. Visual icons representing either verbal or written responses are used to indicate when to write or speak the answer in the activity. A support feature called ‘Comprehensible Input’ makes content accessible through hands-on experiences, visuals, and demonstrations. Such instruction includes teacher modeling, guided discussion, and the use of gestures and visuals to demonstrate meaning.

B. Sensory supports used throughout Language Central for Math are relevant to concept attainment, and reinforce communicative goals for the targeted levels of proficiency. All levels of proficiency are supported by the consistent use of sensory supports found within the program. To develop the academic vocabulary necessary to learn math, every lesson is visually supported, sustaining concept attainment through consistent verbal, aural, hands on, and written practice and assessment.

C. The following examples are representative of systematic sensory supports in every lesson:

- Comprehensible Input TE pp. 82, 86, 90, 94: Hands on experiences, visuals, and demonstrations.
- Talk About It and Your Turn SE pp. 75, 79, 83, 87: Verbal, aural, and hands on practice.
WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

YES NO **Graphic Support**
☑ ☐ D. Are graphic supports present and varied in the materials?
☑ ☐ E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
☑ ☐ F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. All lessons in every text use varied graphic supports that scaffold comprehension of content and help students to organize ideas. In each four page lesson, content is color-coded for easy recognition; for example, vocabulary is presented within a red box. Vocabulary is always presented with visuals that help to describe context, making math terms understandable. Graphic supports specific to the language of Mathematics: charts, tables, graphs, number lines, line plots, timelines, and graphic organizers are an integral aspect of each lesson. Clear and concise illustrations explain math content and break down complex ideas into manageable and sequential steps. Graphic organizers like tables and charts are used in the instructional language, as well as the writing activity 'Talk About It,’ and the assessment ‘Produce Language.’ In the introductory pages of the TE (pp. T27-T35), a section called 'Strategies for Teaching English Language Learners,' provides comprehensive strategies which include implementing various graphic organizers into vocabulary and writing instruction. These strategies can be used in conjunction with the many activities found throughout the lessons.

E. All graphic supports found in Language Central for Math are relevant to concept attainment and are presented in a manner which reinforces the communicative goals for targeted proficiency levels. Mathematical graphic supports can be complex and difficult to understand; therefore, leveled instructional strategies like modeling and demonstration are embedded into the curriculum to scaffold comprehension. Graphic organizers used in speaking and writing activities are teacher modeled and guided. Repeated practice and exposure to graphic organizers supports ongoing comprehension (See KWL chart on page 81 and 85.)

F. Graphic supports are systematically presented throughout Language Central for Math. The following examples are representative for all grades:
   - Examples of Language of Mathematics Graphic Supports in SE: Number Lines, pp. 30-32; Table, pp. 42-44; Graphs, pp. 50-52, 54-56.
   - Examples of Graphic organizers used in instructional language in SE: Tree diagram, p.94, 95, 96; Table, 84, 91; Graph, pp. 87, 88.
   - Examples of Graphic Organizers used in writing and speaking exercises in SE: KWL Chart, pp. 81, 85, 89, 92; Charts, pp. 56, 73, 76.
   - Vocabulary in Context, Picture It! SE pp. 74, 78, 82, 86: Vocabulary presented in context with visual support that includes examples and description.
G. Interactive supports are varied and present within Language Central for Math. The interactive supports most common within the program are cooperative learning through discussion, explaining, describing, sharing, as well as interaction with partners and in groups. Cooperative learning exposes students to a variety of communication styles, promotes comprehension of math content, and challenges every level of language proficiency. Verbal and written background and prior knowledge activities begin each lesson, acknowledging prior educational experiences as a catalyst for concept and language development. Leveled Instruction, in the TE advises teachers to partner beginning language learners with higher proficiency level students. Beginning level students benefit from hearing concepts explained in different ways, and advanced students benefit from describing and explaining concepts. When applicable, a ‘Cultural Consideration,’ section accompanies the vocabulary section in the TE to assist in cross cultural issues like metric measurement vs. inches and feet in the U.S. customary system.

H Interactive supports in Language Central for Math are relevant to concept attainment for all targeted proficiency levels. Supports described in part A are used to scaffold content and academic language development. Leveled support strategies are found on every page in the TE within sections like ‘Leveled Instruction,’ ‘Academic Vocabulary,’ ‘Intervention,’ ‘Language Production,’ and ‘Assess Understanding.’

I. Interactive supports are varied and systematically presented in Language Central for Math. The following examples are representative of all grades:

- Examples of cooperative learning in SE: pp. 90, 91, 92, 94: Each page of every lesson uses paired or group activities to practice and assess content and language development.
- Talk About It and Your Turn SE pp. 81, 85, 89, 93: Interactive background/prior knowledge activities begin each lesson.
- Cultural Consideration TE pp. 50, 70, 74: Cross-culture explanation of vocabulary concepts.
- Leveled Instruction TE pp. 81, 85, 89, 93: Beginning students are paired with more advanced proficiency levels.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
- Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking – engage in oral communication in a variety of situations for a variety of audiences
- Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
• Context – the extent to which language functions are presented comprehensively, socially and academically in materials
• Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
• Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
• Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
• Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

PEARSON
Introduction
The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization
The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

- **STEP 1:** Complete information about materials being reviewed.
- **STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.
- **STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions
   (Criteria that shape the ELP Standards)
   - IA. Linguistic Complexity
   - IB. Vocabulary Usage
   - IC. Language Control/Conventions

II. English Language Proficiency Standards
   - IIA. Presence of WIDA ELP Standards
   - IIB. Representation of Language Domains
     (Listening, Speaking, Reading, Writing)

III. Levels of English Language Proficiency
   (Entering, Beginning, Developing, Expanding, Bridging)
   - IIIA. Differentiation of Language
   - IIIB. Scaffolding Language Development

IV. Strands of Model Performance Indicators
   - IVA. Language Functions
     - Attached to Context
     - Higher Order Thinking
   - IVB. Content Stem
     - Coverage and Specificity of Example Topics
     - Accessibility to Grade Level Content
   - IVC. Instructional Supports
     - Sensory Support
     - Graphic Support
     - Interactive Support
Part 1: Information About Materials

Publication Title(s): Language Central for Science

Publisher: Pearson

Materials/ Program to be Reviewed: SE and TE Grade Level Texts 3-8 with examples taken from Grade 5

Tools of Instruction included in this review: Student and Teacher’s Editions

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades 3-8

WIDA Framework(s) considered: Summative and Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts and Science

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: 2012

In the space below explain the focus or intended use of the materials.

Language Central for Science helps ELLs and struggling students develop the academic vocabulary necessary to master Science. Often times it is the Science vocabulary, not the scientific concepts, which hinder student mastery. Language Central for Science is designed to directly address this issue – and to reinforce the instruction given in the science classroom.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Science is a carefully designed program for grades 3-8 that takes into account linguistic complexity for all levels of language learners. Struggling readers and ELL students master academic science vocabulary, and develop the necessary oral and written communication skills needed to succeed in the science classroom. Each 4 page lesson uses a consistent format and includes abundant opportunities for oral and written discourse. The first page begins with a ‘Big Question,’ that clearly states what the students will be learning. It is followed by activities that build background knowledge and activate prior knowledge of science terms and concepts. The second page, ‘Vocabulary in Context: Picture It!’ is devoted to understanding science vocabulary terms and concepts. On the third page of each lesson, ‘Do You Understand?’ students demonstrate comprehension. Each page includes ‘Talk About It,’ or ‘Your Turn,’ practice exercises for individual, partner, or group oral and written practice. The final page, ‘Think, Talk, and Write,’ includes practice and assessment exercises in listening, speaking, reading, and writing. The final assessments ‘Produce Language,’ and ‘Table Talk,’ allow students to reflect on what they have learned while answering the ‘Big Question,’ and share their writing with peers.

B. Language Central for Science addresses linguistic complexity for all targeted proficiency levels. Content is made accessible though descriptive graphics, and imbedded support strategies for comprehension of oral and written content. The TE provides differentiated instruction in the lesson section ‘Leveled Instruction,’ as well as guided teacher instruction which includes modeling, hands-on experiences, demonstration, and visual aids. ‘Leveled Language Proficiency,’ charts at the end of each lesson describe the tasks student should perform at each proficiency level. These descriptions help teachers to evaluate progress of student language development.

C. Linguistic complexity is addressed in each lesson in Language Central for Science. Examples within this correlation are taken from grade 5, but are representative of all texts.

- Big Question, Talk About It, Predict p. SE 2: The first page of each lesson asks the Big Question, lists objectives, and activities develop background/prior knowledge and prediction to frontload the lesson.
- Vocabulary in Context, Picture It! SE p. 3: Vocabulary is visually presented and practiced in multi sensory cooperative exercises.
- Do You Understand? SE p. 4: Students demonstrate and practice understanding of science
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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A. Is vocabulary usage represented as words, phrases, and expressions in context?

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. At the beginning of each lesson, background and prior knowledge of science concepts and terms frontload the lesson through cooperative and hands-on learning exercises. On the second page of each lesson, vocabulary terms and science concepts are presented in context and with visual supports in ‘Vocabulary in Context, Picture It!’ Visual supports are specific to the language of science and include diagrams, models, and illustrations of cycles or processes. Teachers guide students using ‘Comprehensible Input,’ strategies which incorporate repeating and practicing pronunciation, making visuals connections to meaning, and using gestures to demonstrate. ‘Talk About It,’ practice support students in creating sentences with the vocabulary, and then using the terms, phrases, and expressions in discussion and conversation. ‘Your Turn,’ exercises allow students to utilize the words in additional contexts such as comparing or contrasting ideas, or describing them to a partner. In some lessons, the extra linguistic and vocabulary support section ‘A Closer Look,’ is included. Marked orange instructional boxes include lessons like multiple meaning words or word parts. Throughout the rest of the lesson, students have opportunities to demonstrate their understanding of vocabulary terms, phrases, and expressions through written and oral practice and assessments.

B. Vocabulary is presented in context, with descriptions, and visual support in all grades to scaffold all levels of proficiency. Guided and modeled practice of vocabulary usage can include discussion, demonstration, and hands-on activities. The TE lists specific differentiation strategies in ‘Leveled Instruction,’ ‘Academic Vocabulary,’ and ‘Response to Intervention,’ so teachers can meet the needs of all proficiency levels according to the needs of their students.

C. General, specific, and technical language usage is incorporated into every lesson. The following examples are representative of all grades:

- Vocabulary in Context, Picture It SE pp. 3, 7, 11, 15: Science language, skills, and concepts presented with comprehensive visual support and description.
- Talk About It and Your Turn- SE pp. 3, 4, 7, 8: Student practice terms with partners using a variety of methods.
- Leveled Instruction, Academic Vocabulary, Comprehensible Input, and Response to Intervention TE pp. 2, 3, 6, 7: Comprehension strategies for varying proficiency levels.
- Produce Language SE pp. 9, 13, 17, 21: Students demonstrate written understanding using lesson terms.
IC. Language Control/Conventions (comprehensibility of language)

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A. Are opportunities to demonstrate language control presented in the materials?

B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Science presents opportunities to demonstrate language control in all lessons in every text. Science content is taught, practiced, and assessed in activities which promote speaking and writing to increase language production and control. Additional help with common linguistic issues such as phonology, morphology, and semantics are found in ‘Academic Vocabulary’ in every lesson in the TE, and ‘A Closer Look,’ instructional boxes within some lessons in the text. The ‘Do you Understand?’ page is supported with ‘Language Production,’ strategies in the TE, and is designed to promote language control. It features cooperative hands on activities to help students to test concepts and talk about science while building language confidence. Assessment of language and content understanding is targeted in ‘Think, Talk, and Write,’ which concludes each lesson with informal spoken response and written assessments. In the written assessment activity, ‘Produce Language,’ students demonstrate understanding of lesson content and the ‘Big Question,’ using vocabulary terms and academic language. A final classroom discussion reflects on the ‘Big Question,’ providing an opportunity for students to demonstrate, and teachers to assess, language control and lesson objectives.

B. Opportunities to demonstrate language control correspond to all targeted levels of language proficiency. The Program Overview in the Teacher’s Edition includes a comprehensive Language Proficiency Chart (pp. T14-T15) that helps teachers observe their students’ characteristics and match these skills and behaviors to their level of language proficiency. Each lesson is written for a the proficiencies most common with each grade, and leveled instructional support for learners below or above level is present in each lesson in the TE. In the TE, a ‘Leveled Language Proficiency’ table, in each lesson, describes all tasks which students should perform at the targeted proficiency levels.

C. Systematic opportunities to demonstrate language control progresses students from receptive to productive language in every lesson. See Examples:

- Talk About It, and Your Turn SE pp.12,15,16,20: Oral and written activities are on each page of every lesson to provide opportunity to demonstrate language control.
- Do You Understand? and Language Production TE/SE pp. 12, 16, 20, 24: This section is designed to promote language production.
- Think, Talk, and Write SE pp. 13,17,21,25: Assessment of language control and content understanding.
- In Other Words SE pp. 4,20,28,44: Language scaffold helps students develop ideas into comprehensible language.
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
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<tbody>
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<td>✓</td>
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A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Science supports or supplements the core science program by developing the academic language necessary to master science concepts. It uses Social and Instructional language, the language of Science, and Language Arts to achieve this purpose. Each grade 3-5 text includes standards-based lessons in science and technology, earth science, physical science, and life science. Grades 6-8 lessons are combined but separated into volumes according to content: Earth Science 6-8, Physical Science 6-8, and Life Science 6-8. Vocabulary, word study, reading comprehension, and writing assignments develop academic language and fluency so that students can express science concepts in all language domains. In every lesson in the TE, and in various lessons in the SE, specific assistance is provided in pronunciation, morphology, or word study in ‘Academic Vocabulary’ in ‘A Closer Look’ instructional boxes. Social and instructional language is used in every practice exercise, through a range of language functions like predict, preview, observe, compare, describe, and explain. Students develop language production socially through cooperative learning practice activities on every page.

B. Language Central for Science systematically integrates the language of Science and Language Arts with Social and Instructional Language. The following examples from the lesson “The Nervous, Digestive, and Excretory Systems,” pp. 30-33, show a typical science lesson integrated with social instructional language:

- Big Question SE p. 30: Lesson objectives listed using language functions like identify, describe, and use.
- Talk About It, Predict, TE/SE p. 30: Activities to build background, and connect what they know with what they will learn. Sentence starters provided to assist language development.
- Vocabulary in Context, Picture It! SE p. 31: Vocabulary taught and practiced with partners.
- Academic Vocabulary TE p. 31: Lesson extensions are integrated with Instructional language include the content grammar, multiple meaning words, and sentence structure.
- Do You Understand? TE p. 32: Students work in pairs to describe each system.
- Think, Talk, and Write TE p. 33: Shared and individual demonstration of concept attainment. Students discuss lesson objectives and answer the Big Question.
IIB. Representation of Language Domains

<table>
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<tr>
<th>YES</th>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In every lesson in Language Central for Science, students engage in listening, speaking, reading, and writing activities to apply academic vocabulary and practice English language development. Cooperative partner and group activities encourage student practice in listening and speaking. Guided class discussions explore objectives, vocabulary, science concepts, and reflect on the Big Question. All reading is guided by teacher involvement; for example, complicated diagrams of cycles are accompanied with comprehension support strategies in the TE. The informational content is frontloaded with background knowledge support and vocabulary in context exercises to support comprehension. In the ‘Do You Understand?’ section of each lesson, the text is supported with visuals and guided, hands on scientific experiments. Students have multiple exposures to writing in each lesson of varying difficulty with supporting scaffolds. Writing activities can include: Fill in the blank vocabulary practice, guided sentence construction using terms or phrases, completion of graphic organizers, or multi-sentence explanations of processes using relevant vocabulary concepts.

B. All language domains are presented within the context of the targeted language proficiency levels. The ‘Leveled Language Proficiency,’ charts at the end of each lesson target lesson goals for listening/speaking and reading/writing at each proficiency level. Within the student text, sentence starters are supplied for writing and speaking practice exercises. Language development is modeled, guided, and monitored in all domains throughout each lesson.

C. Listening, speaking, reading, and writing are systematically integrated into each lesson in Language Central for Science. The following examples are representative of all grades:
• Vocabulary in Context, Do you Understand? SE pp. 39,40: Reading with support.
• Talk and Write About It, Language Production SE/TE pp. 33,37,41,45: Writing exercises include sentence starters and graphic organizers.
• Talk About It, and Your Turn SE pp. 32,35,36,38: Partner speaking and listening practice.
• Leveled Language Proficiency TE pp. 32,33,36,37: Describes the tasks that students should perform at 5 proficiency levels in all domains.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>A. Do the materials differentiate between the language proficiency levels?</th>
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<tbody>
<tr>
<td>✅</td>
<td></td>
<td>B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?</td>
</tr>
<tr>
<td>✅</td>
<td></td>
<td>C. Is differentiation of language systematically addressed throughout the materials?</td>
</tr>
</tbody>
</table>

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The instructional language for each grade is written for the most common range of proficiency levels, and strategies to differentiate content are embedded within the text and TE for all WIDA proficiency levels. Language Central for Science uses five basic types of differentiation strategies within each lesson: reading support, vocabulary, peer learning, organizing information, and comprehension checks. Reading support and vocabulary strategies like building background or visual descriptions; provide support for students as they interact with the text, lesson concepts, and academic and technical vocabulary. Students benefit from cooperative learning in all proficiency levels from hearing or explaining concepts in different ways. Graphic organizers are used to scaffold organization of information within instruction and written practice activities. Assessment checks and suggestions for monitoring student progress give opportunities to assess comprehension before, during and after instruction. Leveled differentiation strategies are embedded in every lesson in the TE: features such as 'Comprehensible Input,' 'Response to Intervention,' (If/Then strategies,) and ‘Leveled Instruction’. ‘Leveled Instruction,’ provides insight and comprehension strategies for six proficiency levels- Early Beginner, Beginner, Early Intermediate, Intermediate, Advanced and Transitioning, which are equivalent to WIDA’s proficiency levels. In addition, an extensive instructional handbook in the TE, ‘Strategies for Teaching English Language Learners,’ on pp. T26-T37, contains effective teaching strategies for differentiation of content.

B. Differentiation in Language Central for Science is linguistically and developmentally appropriate for each targeted proficiency level. Within each lesson, ‘Leveled Instruction,’ and ‘Leveled Language Proficiency,’ describe tasks that students should be accomplishing at each level, and include strategies to scaffold content. Linguistic support is specifically addressed in ‘Academic Vocabulary,’ and ‘A Closer Look’, these provide pronunciation help and word study support.

C. The following examples of systematic differentiation are representative of all lessons:
- Leveled Instruction TE pp. 34,38,42,46: Differentiation for 6 proficiency levels.
- Response to Intervention TE pp. 31,35,39,43: If/Then strategies for struggling students.
- Academic Vocabulary TE pp. 31,35,39,43: Differentiation specific to vocabulary and linguistic content.
- Comprehensible Input TE pp. 31,35,39,43: Examples of teacher modeling, demonstration, and application of content.
- Leveled Language Proficiency TE pp.40,41,44,45: Describes the tasks that students should perform at 6 proficiency levels.
WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation Form for Educators

IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES  NO
☑  ☐  A. Do the materials provide scaffolding supports for students to advance within a proficiency level?
☑  ☐  B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?
☑  ☐  C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Science supports the core science program, advancing students within their proficiency levels and developing fluency in academic language and science concepts. Scaffolding is designed into the program, and offered as extra activities in the TE so that the teachers can scaffold according to learner needs in the classroom. Lessons are frontloaded with activities that connect the student to content objectives and vocabulary through talking, thinking, and writing about background and prior knowledge. Students use the Big Question and lesson objectives to predict what they will learn in the lesson. Multisensory supports found within every lesson include extensive use of visual aids, hands-on experiments, cooperative learning, teacher modeling, guided discussions, and comprehension checks. Scaffolds for specific domain practice accompany practice activities, for example sentence starters used in writing and discussion. The architecture of each lesson is identical, creating comprehensive continuity in instruction. Each lesson begins with students giving brief, supported, oral or nonverbal responses, and progresses toward longer, more independent, spoken and written answers. In addition, teachers can use the ‘Leveled Instruction’ and ‘Leveled Language Proficiency’ charts to differentiate learning tasks and content as needed in the mixed ability classroom.

B. With the scaffolding support described in part A, students develop the academic vocabulary and content knowledge required to advance from one proficiency level to the next. Informal and written response assessments are found within each lesson to check comprehension of content. The last page of each lesson, ‘Think, Talk, and Write’ allows students to demonstrate skills they learned in all language domains. Teachers can assess advancement from one proficiency level to the next using the ‘Leveled Language Proficiency’ chart which describes tasks students should perform at 6 proficiency levels.

C. Scaffolding supports are presented throughout Language Central for Science. The following examples are representative of every lesson:
- Science Background, Frontload the Lesson, Content and Language TE pp. 42,46,50,54: Frontload the lesson with background/prior knowledge and prediction activities.
- Vocabulary in Context-Picture It! SE pp. 43,47,51,55: Vocabulary is presented with varied visual supports.
- Talk About It SE pp. 51,52,55,58: Cooperative learning using sentence starters to aid communication.
- Think, Talk, Write SE pp. 49,53,57,61: Assessment section of lesson uses supports like graphic organizers and hands-on activities.
- Leveled Language Proficiency TE pp. 52, 53, 56, 57: Describes tasks students should perform at 6 proficiency levels to help teachers assess advancement.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Context</th>
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<tbody>
<tr>
<td>☑</td>
<td></td>
<td>A. Do the materials include a range of language functions?</td>
</tr>
<tr>
<td>☑</td>
<td></td>
<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
</tr>
<tr>
<td>☑</td>
<td></td>
<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
</tr>
</tbody>
</table>

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. A range of functions are used within Language Central for Science as students learn, practice, and demonstrate new skills and language. Clear objectives are stated at the beginning of each lesson, for usage of language functions, to describe what the students are expected to learn. As students practice academic language and demonstrate understanding of content they respond to such language functions as predict, compare, contrast, describe, summarize, locate, explain, discuss, list, draw, describe, recognize, and identify. Instructional language within the text and TE use language functions to guide learners through content, for example, “Have students demonstrate understanding…” or “Describe what you think you will learn in this lesson.”

B. Language functions used within Language Central for Science are attached to a context; incorporating them into a communicative goals, objectives, and practice or assessment activity. The students may be comparing objects in free fall to objects in orbit, or explaining the layers of the Earth, but in all cases language functions are used in context.

C. Language functions play an important part in the development or progression of academic language; therefore they are comprehensively presented within each lesson of Language Central for Science. The following examples of language function usage are representative of the types found throughout each grade:
- Lesson Objectives SE pp. 58,62,66,70: Objectives are listed under the ‘Big Question,’ and contain language functions such as describe, understand, explore, and identify.
- Your Turn, and Talk About It SE p. 59,60,62,63: Students discuss, observe, describe, and predict.
- Do You Understand? TE pp. 56,60,64,68: Instructional language uses a range of functions like draw and demonstrate.
D. Opportunities to engage in higher order thinking are present for students of all English proficiency levels in Language Central for Science. Each lesson begins with the evaluative ‘Big Question,’ and ends with a reflective assessment that answers the ‘Big Question.’ Thinking skills are developed through prior knowledge activities, organizing information, and elaboration. Small group activities found throughout every lesson, such as discussions and cooperative learning; offering opportunities to engage in high order thinking. Instructional language is designed to develop student’s scientific thinking and language fluency. After informative content is presented, such as ‘Talk About It’ and ‘Your Turn,’ students to practice by transforming content into their own words by of describing or explaining rather than recitation. Other examples of higher-order thinking activities include compare and contrast, drawing, and explorative activities. In addition, students synthesize and organize knowledge gained in assessment exercises like ‘Produce Language’ and ‘Wrap Up.’

E. Opportunities for engaging in higher order thinking are systematically addressed throughout each lesson in all texts. The following examples reflect the types of higher order thinking opportunities present in all lessons:

• Big Question SE pp. 62,66,70,74: An evaluative question begins each lesson.
• Produce Language, and Wrap Up TE pp. 65,69,73,77: Students answer the Big Question at the end of each lesson with a reflective and evaluative student response of knowledge gained.
• Think, Talk, Write SE pp. 65,69,73,77: Students synthesize learned content to draw, create, talk, and write while demonstrating knowledge of content.
• Your Turn, and Talk About It SE pp. 63,67,71,73: Practice activities that ask students to transform content into their own words.
IVB. Content Stem

YES  NO  Coverage and Specificity of Example Content Topics

✓  ☐  A. Do examples cover a wide range of topics typically found in state and local academic content standards?

✓  ☐  B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

✓  ☐  C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Science content was carefully constructed around grade level state, national, and local science standards so that lessons can be used to supplement a core science program. Each text in grades 3-5 includes 24 standards-based lessons in science and technology, earth science, physical science, and life science. Grades 6-8 are combined into texts according to content and include 24 lessons each in: Earth Science 6-8, Physical Science 6-8, and Life Science 6-8. Within the 6-8 texts, lessons are organized by content into more specific categories. For example, in Life Science, categories are: Cells and Heredity, Ecology and the Environment, Diversity of Living Things, and Body Systems. Every four page lesson is structured in the same format and includes listening, speaking, reading, and writing practice activities. Language arts topics like antonyms or word parts supplement the curriculum throughout each lesson. Standards-based objectives are listed in the beginning of each lesson, and assessments end each lesson. To view lesson content for grades 3-8, see the Scope and Sequence in the introductory pages of the TE (pp. T38-T39).

B. All topics in Language Central for Science are accessible to English language learners of the targeted levels of English language proficiency. Lessons are introduced through background and prior knowledge activities. Dynamic visual supports include diagrams and models to describe science vocabulary and concepts. Strategies to make topics comprehensible are embedded into the curriculum, and leveled instruction specific to six levels of proficiency is found in each lesson in the TE.

C. Example topics in Language Central for Science are systematically presented throughout the materials. Within each text, lessons are organized by science topic, making it easy for teachers to identify and use lessons to supplement a core science program. See the following examples of topics found within grade 5:

- Scope and Sequence TE pp. T38, T39: View topics taught in each grade.
- Contents TE p. 1: Lessons are organized categorically for easy implementation into the classroom.
- Big Question SE pp. 70, 74, 78, 82: Objectives and clearly stated at the beginning of each lesson.
### Accessibility to Grade Level Content

**D.** Is linguistically and developmentally appropriate grade level content present in the materials?

**E.** Is grade level content accessible for the targeted levels of language proficiency?

**F.** Is the grade level content systematically presented throughout the materials?

**Justification:** In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

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#### Example Justifications

- **D.** Lesson content in Language Central for Science is linguistically and developmentally appropriate for grades 3-8. As stated in part A, grade appropriate state and national science content standards are used to identify lesson content and objectives to support, not replace, a core science program. The program is designed to develop the academic vocabulary necessary for English language learners and struggling readers to succeed in science, and to reinforce instruction given in the core science classroom. To develop fluency with science concepts, the curriculum scaffolds content and supplies many opportunities for students to demonstrate language control through oral and written activities on each page of the lesson. Linguistic supports and instruction are found within the lessons and TE in ‘Academic Vocabulary,’ and ‘A Closer Look.’ Implementation of lessons into the classroom is designed to be flexible. Lessons can either be integrated into the classroom by teaching them in increments of 15 to 20 minutes a day before each science class completing 1 lesson per week, or an entire lesson could be taught weekly in an ELL class.

- **E.** Grade level content is made accessible for the targeted levels of language proficiencies through a variety of embedded strategies within the curriculum, as well as resources for teachers to implement differentiation of content in the classroom as needed. Multi-sensory activities and instruction extend understanding of content through demonstration, modeling, science labs, and use of manipulatives. Content is presented with visual support that includes illustrations of cycles or processes, photographs, diagrams, and models. Cooperative learning exercises reinforce instruction through transformation of content into students’ own words assisted by sentence starters and teacher guidance.

- **F.** Grade level content is systematically presented throughout the materials. Each four page lesson has clearly defined objectives and an assessment section. Please review representative examples of grade level content:
  - Scope and Sequence TE pp. T38, T39: Lesson content overview for grades 3-8.
  - Contents TE p.1: Lessons are organized and sequenced categorically for easy implementation into the classroom.
  - Big Question SE pp. 74,78,82,86: Clearly defined standards-based, grade level objectives.
  - Vocabulary in Context, Picture It! and Academic Vocabulary TE pp. 75,79,83,87: Content is made accessible with supports which include diagrams, illustrations, and provides assistance in word study for multiple meaning words.
  - Do You Understand? TE pp.76,80,84,88: Grade level content presented and practiced in multi sensory activities.
IVC. INSTRUCTIONAL SUPPORTS

<table>
<thead>
<tr>
<th>YES</th>
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<th>Sensory Support</th>
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<td>✓</td>
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<td>A. Are sensory supports, which may include visual supports, present and varied in the materials?</td>
</tr>
<tr>
<td>✓</td>
<td>□</td>
<td>B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?</td>
</tr>
<tr>
<td>✓</td>
<td>□</td>
<td>C. Are sensory supports systematically presented throughout the materials?</td>
</tr>
</tbody>
</table>

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language Central for Science provides varied sensory supports that utilize multiple modes of instruction including visual, aural, verbal, and kinesthetic. Supports specific to the language of Science are found in every lesson, examples include: models, illustrations of processes and cycles, natural materials, actual objects of investigation, measurement tools, and scientific instruments. The ‘Do You Understand?’ section often includes the use of manipulatives and hands-on science labs to explore content. Manipulatives like maps or sorting cards are found at the end of the text, in easy to use formats. Flashcards are used in the prior knowledge exercise ‘Talk About It,’ to sort vocabulary words into 3 piles: terms you know, terms you have heard, and terms you do not know. A support feature called ‘Comprehensible Input,’ makes content accessible through hands on experiences, visuals, and demonstrations. Such instruction includes teacher modeling, guided discussion, and the use of gestures and visuals to demonstrate meaning. Each page in the lesson includes aural and verbal cooperative practice exercises to develop academic language. These practice activities often provide sentence starters to assist student communication. Visual icons representing either verbal or written response are used to indicate when to write or speak the answer in the activity.

B. Sensory supports used throughout Language Central for Science are relevant to concept attainment and reinforce communicative goals for the targeted levels of proficiency. To develop the academic vocabulary necessary to think, talk, and write about science, every visually supported lesson is structured to maintain concept attainment through consistent verbal, aural, hands on, and written practice and assessment. Supports used in each text are appropriate for the grade level. For example in grade 5 (p. 72), a kinesthetic game uses the students' bodies to demonstrate how Earth moves in space.

C. The following examples are representative of systematic sensory supports found in each lesson in the series:
  - Examples of sensory supports for the language of science: Use of manipulatives, TE p. 30,38,42,72; Use of illustrations and diagrams, SE pp. 72,73,75,79; Models of processes or cycles, SE pp. 23,39,44,63; Use of objects in investigation, TE pp. 4,56,60,81; Use of physical models, TE pp. 52,64,72
  - Comprehensible Input and Language Production TE pp. 79,80,83,84: Hands on experiences, visuals, and demonstrations.
  - Do You Understand? SE pp. 80,84,88,92: Use of visuals and materials with guided support.
  - Drawing SE pp. 45,64,69,77: Students are often required to draw and label.
  - Talk About It, Your Turn SE pp. 80,82,83,88: Verbal, aural, and hands on practice.
YES  NO  Graphic Support
☑️  ☐  D.  Are graphic supports present and varied in the materials?
☑️  ☐  E.  Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
☑️  ☐  F.  Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Language Central for Science presents varied and consistent graphic supports that scaffold comprehension of content and help students to organize ideas in each lesson. In each four page lesson, content is color coded for easy recognition. For example, vocabulary is presented within a red box and the Big Question in a green box. Vocabulary is always presented with visuals that help to describe context, making science terms understandable. Graphic supports specific to the language of Science: diagrams, charts, models, timelines, and graphic organizers, are an integral aspect of each lesson. Clear and concise illustrations explain science content and break down complex ideas into manageable steps. Graphic organizers, such as tables and charts, are used in the instructional presentation, as well as in writing activities. In addition, graphic organizers are located in the back pages of the text as an extra student resource. In the introductory pages of the TE (pp. T26-T37), a section called ‘Strategies for Teaching English Language Learners,’ provides comprehensive strategies that include implementing various graphic organizers into vocabulary and writing instruction. These strategies can be used in conjunction with the many activities found throughout the lessons.

E. Graphic supports found in Language Central for Science are relevant to concept attainment and are presented in a manner that reinforces the communicative goals for the targeted proficiency levels. Science concepts and the graphics which support them can be complex and difficult to understand; therefore leveled instructional strategies like modeling and demonstration are embedded into the curriculum to scaffold comprehension. Graphic organizers used in speaking and writing activities are teacher modeled and guided, and repeated use ensures comprehension.

F. Graphic supports are used in every lesson in Language Central for Science. The following examples are representative of all grades:
• Examples of language of Science graphic supports: Cycle, SE pp. 39,40,44,73; Cause and Effect, SE pp. 11,13; Diagrams, SE pp. 59,63,71,75
• Examples of graphic organizers used in writing and speaking exercises: KWL Chart- SE pp. 6,90; Chart, SE pp. 20,36,69,85; Cycles, SE pp. 37,41,45
• Vocabulary in Context-Picture It! SE pp. 83,87,91,95: Vocabulary presented in context with visual support that includes examples and description.
• Do You Understand? pp. 84,88,92,96: Use of visual supports in comprehension practice.
G. Interactive supports are varied and ever-present within Language Central for Science. The interactive support most common within the program is cooperative learning through discussion, explaining, describing, experimenting, exploring, and sharing with partners and in groups. Cooperative learning exposes students to a variety of communication styles, promotes comprehension of science content, and challenges every level of language proficiency. Verbal and written background and prior knowledge activities begin each lesson, activating prior educational experiences as a catalyst for concept and language development. Interactive games, labs, and flashcards produce multi-sensory cooperative learning. In the 'Leveled Instruction,' charts found in each lesson, teachers are advised to partner beginning language learners with higher proficiency level students. Beginning level students then benefit from hearing concepts in different ways, and advanced students benefit from describing and explaining concepts. When applicable, a 'Cultural Consideration,' section accompanies the vocabulary section in the TE to connect diverse culture’s experiences to the content. For example, in one lesson using maps, the text reads, “Studying maps provides an opportunity for students to talk about where they were born…” In addition, an interactive application is available for the iPhone, iPod, and iPad, to study vocabulary by gaming, trivia, and virtual flashcards for all grades in Life, Physical, and Earth Science.

H. Interactive supports in Language Central for Science are relevant to concept attainment for the targeted proficiency levels. The interactive supports described in part G, are used to scaffold content and academic language development throughout each grade.

I. Interactive supports are varied and systematically presented in Language Central for Science. The following examples are representative of each grade text:

- Examples of cooperative learning: SE pp. 91,92,95,97: Each page of every lesson uses paired or group activities to practice or assess content and language development.
- Talk About It, and Predict SE pp. 82,86,90,94: Interactive background/prior knowledge activities begin each lesson.
- Leveled Instruction TE pp. 86,90,94: Beginning students are paired with more advanced proficiency levels.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
- Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking – engage in oral communication in a variety of situations for a variety of audiences
- Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
PRIME™

Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

PEARSON
Introduction
The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization
The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions
   (Criteria that shape the ELP Standards)
   - IA. Linguistic Complexity
   - IB. Vocabulary Usage
   - IC. Language Control/Conventions

II. English Language Proficiency Standards
   - IIA. Presence of WIDA ELP Standards
   - IIB. Representation of Language Domains
     (Listening, Speaking, Reading, Writing)

III. Levels of English Language Proficiency
     (Entering, Beginning, Developing, Expanding, Bridging)
   - IIIA. Differentiation of Language
   - IIIB. Scaffolding Language Development

IV. Strands of Model Performance Indicators
   - IVA. Language Functions
     - Attached to Context
     - Higher Order Thinking
   - IVB. Content Stem
     - Coverage and Specificity of Example Topics
     - Accessibility to Grade Level Content
   - IVC. Instructional Supports
     - Sensory Support
     - Graphic Support
     - Interactive Support
Part 1: Information About Materials

Publication Title(s): Cornerstone

Publisher: Longman Pearson

Materials/ Program to be Reviewed: Cornerstone (multi-level program for English learners); specific examples in this correlation are drawn from Cornerstone A

Tools of Instruction included in this review: SE, TE, Practice Book, Assessment Book, Technology Suite

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades K-5

WIDA Framework(s) considered: Summative and Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing, Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA English Language Proficiency Standards addressed: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

WIDA language proficiency levels included: Levels 1-5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: www.longmankeystone.com

In the space below explain the focus or intended use of the materials.

Longman Cornerstone is a six-level program designed for elementary English learners and struggling readers whose academic achievement is two or more years below grade level. Levels K, 1, and 2 are designed for the lower elementary grades, and levels A–C for the upper elementary grades. Through explicit, intensive, and focused instruction accelerates students’ language acquisition, reading comprehension, vocabulary and oral and written communication skills. Cornerstone blends rigorous, research-based reading and language skills instruction together with a balance of content-area readings and age-appropriate, high-interest stories. In addition, this series incorporates the focused and purposeful instructional principles of Understanding by Design, which allow students to demonstrate their understanding and mastery of skills through multiple formal and informal assessment opportunities. Through this process, students will be equipped with the key transferable academic skills necessary for lifelong success.

Cornerstone level K, for Kindergarten, builds fundamental literacy skills such as sight vocabulary and is rich in oral language use. Levels 1 and 2 are for lower elementary grades, and present material which bridge language and literacy development. Levels A, B, and C, designed for upper elementary grades, provide a flexible program which accelerates students’ academic achievement.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Longman Cornerstone is a six level program intended for grades K-5 English language learners and other struggling readers. It is designed to accelerate language acquisition, reading comprehension, increase vocabulary, and strengthen both oral and written communication skills. Linguistic complexity is represented in all lessons and practice activities, through the use of a consistent and growing vocabulary, and using expressive language. Six units are included in each level, and are thematically organized, beginning with ‘The Big Question.’ This allows students to start a discussion about the unit theme, and guides them through the readings and lessons that follow. Background information and students’ prior knowledge are explored through discussion and writing activities, such as ‘Quick Write,’ and ‘What about you?’ Vocabulary is practiced and applied with strategies, such as class discussion, partner activities, and individual writing assignments. Three readings in each unit include content-area reading and literary genres. Each reading concludes with a review and practice, which includes oral and written lessons found in such sections as: ‘Word Analysis/Phonics, and Fluency,’ ‘Comprehension,’ and ‘Grammar and Writing.’ Summative assessment allows students to respond using written and oral approaches, and concludes with a reflective oral or written assessment. The TE includes multiple oral and written extension activities such as ‘Sharing Language and Culture.’ In addition, all lessons are supported by Practice Book activities, and a DVD and CD’s are provided for multi-sensory understanding of material.

B. Cornerstone addresses linguistic complexity at all proficiency levels. Supported by multiple images and graphic illustrations, course content is accessible and consistent. Writing lessons are supported with ‘Writing Check Lists,’ and ‘Spelling Tips,’ to help students become more proficient in their writing skills. Language frames are used to allow students to practice and apply new content in complex sentences. On most right hand pages of the TE, a sidebar, ‘Differentiated Instruction,’ provides creative strategies for customizing lessons to meet a variety of student needs. Potential problem areas of language development are addressed in ‘Accelerate Language Development,’ and ‘Linguistic Note,’ sidebars, which provide remediation strategies. Linguistic Complexity is noted in the TE by the icon, “CRI” to indicate a teaching strategy which is culturally and
linguistically responsive to students' background and cultural experiences (See level A, TE pp. T33, T55, T59.)

C. Linguistic complexity is systematically addressed in all lessons, readings, and units in the Cornerstone materials. See Cornerstone A, Unit 1 for representative examples of linguistic complexity:
   - 'Quick Write' p. 3: Visual literacy and theme related writing.
   - 'What about you?' p. 7: Oral and written personal response questions.
   - 'Make connections' p. 9: Writing fluency exercises using key words.
   - 'Think it over' p. 13: Flexible, grouping, comprehension questions.
   - 'Grammar and Writing' pp. 18-19: 'Nouns and Write a Description.'
   - 'Unit 1 Wrap Up' pp. 52-53: Multi-level assessment and 'Self-Evaluation Questions.'
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES  NO

A. Is vocabulary usage represented as words, phrases, and expressions in context?

☑  ☐

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

☑  ☐

C. Are general, specific, and technical language usage systematically presented throughout the materials?

☑  ☐

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Vocabulary usage is presented as words, phrases, and expressions in context with visual support. At the beginning of each unit, vocabulary related to the theme is visually presented and practiced in context. Students are provided with graphic prompts in the form of language frames, as a means of applying vocabulary by using expressions and sentences, either with a partner and in whole class discussion, or through writing exercises. Both sight (high frequency) and story words are presented in simple sentences. Vocabulary is then modeled using multiple strategies, such as ‘Your Turn,’ practice exercises. ‘Words in Context’ teaches content related key words linked with real world examples. The same key words are used again in the next reading to build vocabulary through practice. ‘Make Connections,’ concludes these pre-reading vocabulary lessons with a writing activity. Students are asked to use key words in a personal response related to the subject matter. Academic words are explicitly taught with multiple opportunities available for practice. These are the words that travel across the content areas (ex. theorize, create, process,) and are critical for student understanding of content area readings. Words and phrases are highlighted and defined throughout the readings. Teacher instruction is included to pre-teach highlighted words and phrases in context. The Practice Book provides further support for all vocabulary lessons.

B. Vocabulary usage is addressed at all targeted levels of proficiency. Vocabulary is supported with colorful illustrations and photos. ‘Visual Literacy,’ lessons expand vocabulary instruction to other academic subject areas using real world connections. Four proficiency levels of differentiated instruction for each vocabulary lesson are noted in the TE. Additional support included in the Cornerstone program includes: audio recordings, picture cards, CD-Rom and Practice Book activities.

C. General, content specific, academic and technical language are systematically presented throughout the materials. To view vocabulary presented in levels 1-C, see the ‘Scope and Sequence,’ located in the TE on pages 16-19.

Representative examples of vocabulary instruction: Level A, Unit 1:

- ‘What Do You Know About Communities?’ pp. 4-5: Unit terms introduced using language frames to help structure communication.
• ‘Vocabulary’ pp. 8-9: Words in Context and Academic Words taught in context with expressive use.
• ‘A Closer Look at…’ pp. 42-43: This lesson is found in each unit. It builds additional background knowledge and vocabulary, as well as including extension activities.
• ‘Vocabulary Definitions’ TE p. T51: Specific and technical vocabulary related to reading is pre-taught.
IC. Language Control/Conventions (comprehensibility of language)

YES  NO

A. Are opportunities to demonstrate language control presented in the materials?  

B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?  

C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?  

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Opportunities to demonstrate language control are varied and frequent in the Cornerstone series. Skills are introduced, taught, practiced and applied using a variety of instructional strategies, which encourage language development, such as: partner and whole class discussions, social conversation, and collaborative assignments. Fluency, phonics, grammar and semantic choice are practiced in each unit, to develop language control. At higher levels, each reading is followed by a fluency lesson. Students choose from 3 leveled reading excerpts to practice pacing, intonation, and expression. Phonics is taught at all levels. The TE integrates phonics throughout the lessons and clearly identified phonics lessons appear in the SE. Grammar is connected directly to writing, and follows each reading lesson with the section, ‘Grammar and Writing,’ which supports retention of material and accelerates language control. Additional activities are included in the Practice Book, Assessment Book, and on the CD ROM.

B. Opportunities to demonstrate language control are appropriate to targeted language proficiency levels. Differentiated instruction for language control activities is included in the TE. As stated above in A, leveled fluency practice and assessments are found after each reading for higher levels. Opportunities to practice reading fluency and language development activities are abundant at all levels. These include teacher modeling, choral and partner reading, and direct reading by the teacher.

C. Opportunities to demonstrate language control are carefully structured in each lesson and unit. See the ‘Scope and Sequence,’ on pages 16-19 to view ‘Listening/Speaking,’ ‘Grammar,’ ‘Phonics,’ and ‘Writing,’ activities.

Level A, Unit 2:

- ‘What about you?’ p. 59: Discussion connected to theme.
- ‘Think it Over’ pp. 67, 79: After reading questions there are opportunities for group or individual response.
- ‘Comprehension’ pp. 46-47, 70-71: Retell, Practice, and Extension exercises practice oral and written skills.
- ‘Grammar and Writing’ pp. 72-73: ‘The Verb Have,’ and ‘Write a Problem and Solution Story.’
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

YES NO
✓ ☐ A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

✓ ☐ B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All WIDA English Language Proficiency Standards (Social and Instructional language, the language of Language Arts, Mathematics, Science, and Social Studies) are present in the Cornerstone series. Each level has a balance of literary and subject based texts and includes a variety of genres. Genre and subject area are clearly marked in the Table of Contents, Scope and Sequence, and again within the text. Academic vocabulary, such as context, method, or identify are taught at the beginning of each reading, and appear across all content areas. In the TE, lessons connect content to subject areas and are noted by a, ‘Link to…’ lesson, wherever appropriate (See level A pp. T58, T78, T86.) These lesson extensions develop student understanding of subject matter, and build learning skills, activities include: using timelines, researching science terms, and dramatically acting out literature (level A TE pp. T78, T83, T86.) Social and instructional language is used in the practice and application of skills such as identifying classroom routines, reading strategies, information gathering, and personal information or experience responses. In addition, personal communication is addressed in writing activities like ‘Formal Letter’ p. 273 or ‘Write Directions’ p. 287 in level A. The Practice Book, Assessment book, and CD ROM provide further practice in the five ELP standards. See the ‘Scope and Sequence,’ on pages 16-19 to view content related to the ELP standards.

B. Cornerstone systematically integrates Social and Instructional Language with the Languages of Math, Language Arts, Social Studies, and Science. Pre-reading and post-reading lessons are structured in the same manner for all content, whether literary or subject-area based. These lessons include practice exercises using social and instructional language related to writing, reading, speaking, and listening.

The following examples found in Cornerstone A, Unit 3 shows how a science reading is integrated with Social Instructional Language:

- ‘Unit 3 Planner’ TE pp. T106A-T107A: View the ‘Reading 1’ column to see all lessons cross referenced with the science area reading.
- ‘Your Stories about Animals at Home’ pp. 110-111: Short readings to connect theme and create background knowledge though reading, discussion, and writing.
- ‘Vocabulary’ pp. 112-113: Words in context and academic words taught prior to reading.
- ‘Reading Strategy’ pp. 114, 117, 120: An exercises which leads learners through the reading; students also summarize text in the ‘Comprehension,’ section.
- ‘Think it over’ p. 117: Asks students to compare and contrast, and then make conclusions.
## IIB. Representation of Language Domains

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A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

B. Are the targeted language domains presented within the context of language proficiency levels?

C. Are the targeted language domains systematically integrated throughout the materials?

### Justification

In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

### Example 1

A. Each unit in the Cornerstone series is built around the language domains of listening, speaking, reading, and writing to accelerate language development. In higher levels, units typically include three readings, a literary or informational text, a ‘Picture Walk’ and a third ‘Bonus Reading.’ Additional, level appropriate books related to the theme are listed at the end of each unit in ‘Further Reading.’ Each reading is preceded by the exploration of background knowledge and vocabulary using reading, listening/speaking and writing activities. Strategies for comprehension include questions for discussion and writing exercises. Listening and speaking are taught as interdependent processes with partners, in small group cooperative activities and through discussion. After completing the reading for the higher levels, lessons follow in ‘Phonics and Fluency,’ ‘Comprehension,’ and ‘Grammar and Writing.’ Writing lessons build in complexity through the units and vary in genre and structure (examples in level A include: ‘Write a Paragraph,’ p. 49, ‘Write a Family Story,’ p. 199, or ‘Write a Report,’ p. 223.) All lessons are supported in the Practice Book with written skills practice. See the ‘Unit Planners,’ found before each unit in the TE (level A, Unit 2 example pp. T54-T55) to view language domains connected to the unit readings.

B. The Cornerstone series presents many opportunities for students to practice and apply skills appropriate to their language proficiency level through listening, speaking, reading, and writing lessons and activities. Higher levels are designed for flexible use; a placement test guarantees that students are working at their correct level. ‘Unit Wrap Up,’ provides differentiated assessment opportunities of the unit objectives using written, oral or visual projects. This allows teachers to match students with a suitable assessment to their proficiency level. Levels of differentiated instruction are noted in the TE; this provides strategies for customizing instruction for a variety learner needs in all subject area domains.

C. As referenced above in A, Cornerstone integrates all language domains into each lesson and unit in the series. The following examples are typical of the types of activities found throughout the series:

See Cornerstone A, Unit 2:

- ‘Unit 2: Meeting Challenges’ pp. 54-55: Introduces reading, listening and speaking, and writing lessons in the unit plus an additional ‘Quick Write’ exercise.
- 'Make Connections' p. 61: Discussion and written response.
- 'Phonics and Fluency' pp. 68-69: Read aloud and partner practice.
- 'Grammar and Writing' pp. 72-73: 'The Verb Have,' and 'Write a Problem and Solution Story.'
- 'Unit 2 Wrap Up' p. 104: Written, oral, or visual unit assessment ‘Further Reading’
- TE p. T151: Optional reading extension assignment which lists level appropriate books related to theme.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

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A. Do the materials differentiate between the language proficiency levels?

B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Cornerstone program is a six level, grade K-5 program. Content within each level is appropriate for the targeted proficiency and grade levels. Scaffolding exercises and lesson extensions are included throughout the text to ensure access to all learners working above or below level. A brief placement test locates students at the correct program level. Standards-based assessments are available for every reading selection, unit, midterm, and at the conclusion of each level. These assessments measure progress throughout the year and ensure students are mastering standards and learning transferable skills. An exit exam determines whether a student is either ready for mainstream coursework, or should continue to the next level of the program.

B. Differentiation of language proficiency is linguistically and developmentally appropriate at each Cornerstone level. A variety of linguistic supports are incorporated into each level including: teacher modeling, repeated reading, discussions, and student presentations. Fluency lessons in higher levels practice pacing, intonation, and expression. These lessons give students a choice of 3 leveled reading passages: 1-easy, 2-intermediate, 3-more difficult. Differentiated assessment for the unit objectives is found at the end of each unit, and is built into the TE, providing strategies for customizing instruction for a variety of learner needs. Further support in the Teacher’s Resource book includes summaries of all readings in six common first languages. An ‘Introduction to Linguistics,’ located on pages 26-41 in the TE supplies background linguistic knowledge and comparisons of English sounds to other languages.

C. Cornerstone is a carefully structured program that provides a complete instructional plan across various proficiency levels. As stated in A and B above, differentiation is systematically addressed in skills taught in the lessons, across the units, and specifically noted in sidebars included in the TE.

See Cornerstone A, Unit 3 for examples typical for the series:

- ‘Extension’ pp. 121, 133, 145: Multi-sensory extension activities located included after every reading.
• ‘Fluency’ pp. 119, 131, 143: Leveled oral reading options.
• ‘Unit 3 Wrap Up’ p. 150: End of unit assessment provides an end of unit evaluation which allows teachers to evaluate student grade level progress.
IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES   NO

A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑   ☐

B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑   ☐

C. Are scaffolding supports presented systematically throughout the materials?

☑   ☐

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Cornerstone series offers a guided transition by providing scaffolding supports for students to advance within each proficiency level. Texts have built in scaffolding, and the TE includes more scaffolding activities which can be used as needed. Thematic units and ‘The Big Question,’ introduce and connect the student to reading in the content areas. Each reading begins with an exploration of content background and students’ prior knowledge. Other scaffolding support found in lessons and throughout the units include: examples of teacher modeling, visual and graphic support, cooperative learning, hands on learning, reading strategies, and comprehension checks. In higher levels, writing activities contain a ‘Writing Checklist,’ and ‘Spelling Tips,’ for immediate writing guidance, as well as a model for students to use as an example of language control. Academic vocabulary is vital to the progression of the ELL learner; thus academic vocabulary is introduced and practiced with every reading. The ‘Skills Handbook,’ found at the end of levels, features easy to use student supports, which are critical to academic skills like grammar, writing, and study skills. In addition, the Teacher’s Resource Book contains summaries for all readings in six languages to help simplify language and create a bridge to understanding.

B. Skills built throughout the readings and units assist students as they advance from one proficiency level to the next with scaffolded assistance described above in part A. The TE provides step-by step lesson plans, which are supported with instructional cues, to help teachers introduce concepts, teach, and assess effectively. Assessment resources monitor student progress and evaluate student progression through each level. See the ‘Scope and Sequence,’ located on pages 16-19 of the TE for an overview of skill advancement through each level.

C. As stated above in A and B, Cornerstone systematically builds upon prior knowledge and explicitly scaffolds learning, as a means to progressing students from one level to the next. Examples from Cornerstone A, Unit 3 are representative of the types of scaffolding found throughout the series:

- ‘Words to Know’ pp. 108-109: Introduction to unit terms with the use of graphic supports.
- ‘Your Stories about Animals at Home’ pp. 110-11: Uses short readings to connect students to theme and readings in the unit.
- ‘More About the Big Question’ TE pp. T114, T126, T18: TE features easy to use step-by-step instruction. The Big Question introduces readings and a graphic organizer is used to scaffold understanding of the reading strategy.
• ‘Reading Strategy’ pp. 114, 126, 138: Guides reading.
• ‘Fluency’ pp. 119, 131, 143: Partner work and leveled oral reading lessons.
• ‘Writing’ pp. 123, 135, 147: Includes student model of the writing activity.
• ‘Spelling Tip’ and ‘Writing Checklist’ pp. 123, 135, 147: A scaffolding activity found in each writing activity.
• ‘Think it Over’ pp. 117, 127: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
• ‘Unit 3 Wrap Up’ p. 150: Written, oral, or visual/active end of unit assessment.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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<td>A. Do the materials include a range of language functions?</td>
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✓ ☐ B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?

✓ ☐ C. Are language functions presented comprehensively to support the progression of language development?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. A range of language functions are used in the instructional language of Cornerstone, both within lessons and in practice activities. After students are taught a new skill, they practice and apply the skill using a variety of language functions. For example, as students respond to comprehension questions, or use reading strategies, they compare, identify, answer, find, describe, and retell. Academic words taught in higher levels include language functions such as: theorize respond, or conclude, to expand students’ knowledge of such universal terms found in multiple content areas. See Level A ‘Scope and Sequence,’ located on pages 16-19 of the TE to view the multiple uses of language functions in the curriculum.

B. The language functions are attached to the practice activities, and all activities are connected to expanding student understanding of lessons, readings, and thematic units. In addition, the TE uses language functions in the step by step instructions of each lesson (ex. ‘Step 2: Practice’ or ‘Step 3: Expand’).

C. The progression of language development is supported by the comprehensive use of language functions throughout Cornerstone. As student skills progress in each unit, language functions are used to support the communicative needs of the developing learner. Examples found in level A, Unit 4 show the comprehensive use of language functions in the curriculum:

- ‘Quick Write’ p. 153: Describe and create.
- ‘Academic Vocabulary’ pp. 175, 189: Conclude, theory, respond.
- ‘Reading Strategy’ pp. 165, 176: Students identify important concepts within the text to build understanding.
- ‘Use a T-Chart’ p. 171: List, solve, present.
- ‘Step 2: Practice’ TE p. T185: Language function in the step by step instructions of each lesson.
Higher Order Thinking

D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

☑ ☐

E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

☑ ☐

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Opportunities for students to engage in higher order thinking are present at all ELP levels in each unit and across all levels of the Cornerstone series. ‘The Big Question,’ begins each unit, and ties together all readings. This creates an opportunity for students to discuss content relative to the universal and reflective questions. Every unit includes ‘Think it Over,’ questions that involve complex judgment skills and require students to analyze the reading and come to conclusions. Extension lessons are included throughout the TE and in comprehension sections of the SE. These lessons promote creative thinking while applying previously taught skills. Student research activities are used to evaluate the theme and cultivate connections between subject areas. In higher levels, extension lessons often include a ‘Share with Partner,’ exercise where students react to a partners work by asking questions. ‘Self-Evaluation Questions,’ found at the end of the unit encourage students to reflect on what they have learned in the subject unit as well as recognize what they have accomplished.

E. Opportunities to engage in higher order thinking are systematically presented in Cornerstone. See the following examples found in Level A, Unit 4:

- ‘Self-Evaluation Questions’ p. 203: Reflection on the unit. Students reflect on what they have learned in the unit, as well as recognize they have accomplished.
- ‘Extension’ pp. 171, 185, 197: Projects which use creative thinking and require student presentations and feedback.
- ‘Think it Over’ pp. 165, 181, 193: Comprehension questions that promote an analysis of the reading.
IVB. Content Stem

Coverage and Specificity of Example Content Topics

- [✓] A. Do examples cover a wide range of topics typically found in state and local academic content standards?
- [✓] B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?
- [✓] C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Cornerstone is a curriculum aligned to state and national academic content standards, covers a wide range of subject matter topics, and is grade level appropriate. In the TE, TESOL standards are referenced on even pages of each two page spread for every assignment. The curriculum emphasizes language arts, as well as including significant content area readings and lessons in social studies, math, and science. Examples in level A include “Earth and Beyond,” p. 212 or “Scientists and Crows,” p. 176. Each unit contains lessons aligned to the standards in vocabulary, grammar, phonics, word analysis, fluency, and writing. The ‘Learning Checklist,’ concludes each unit and lists all skills taught in unit. WIDA ELP standards and example topics are abundantly incorporated in lessons such as, level A p. 242, “The Phases of the Moon” (WIDA Language of Science, ELP Standard 5, Grades 3-5, Example Topic: Nature.) In addition, the student assessment book provides questions which are aligned to standards, and introduce students to question types found on state exams. See www.pearsonlongman.com for a list of correlations to state and national standards.

B. All topics covered in the Cornerstone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated instruction and is further supported by a wide variety of teaching resources and technology for comprehensive reinforcement of instruction.

C. Standard aligned content and topics are systematically presented throughout the Cornerstone series. See the Table of Contents, in the introductory pages of each level to view unit structure and the variety of subject area content. See examples found in Level A, Unit 5:

- ‘TESOL Standards’ TE pp. T204, T206, T208, T210: TESOL standards listed on even pages throughout TE, these correlate to lessons found on representative pages.
- ‘Learning Checklist’ p. 255: End of unit list of skills and standards met.
- ‘Reading 1: Informational Text/Science,’ ‘Reading 2: Informational Text/Biography,’ ‘Reading 3: Literature/Myths,’ and ‘Bonus Reading: Informational Text/Science’ pp. 212, 226, 242, 252: Readings cover a variety of content areas and genres.
Accessibility to Grade Level Content

D. Is linguistically and developmentally appropriate grade level content present in the materials?

☒ ☐ D. Linguistically and developmentally appropriate content are present in the materials, which address state standards for the targeted grade levels and include WIDA example topics and standards. The first three levels, K, 1, and 2, are grade specific. Levels A—C are a flexible program with grade level content suitable for grades 3-5. Unit themes and ‘The Big Question,’ guide students through lessons anchored by subject area content. Curriculum is designed around high-interest readings, which are supported by grade appropriate images and graphics. Cornerstone curriculum provides rigorous instruction in vocabulary, grammar, phonics, fluency, and writing with the goal of improving academic performance and developing transferable skills. Within the Cornerstone program a wide variety of linguistic supports are incorporated, and include teacher modeling, listening to CD’s, repeated readings, discussions, presentations, and dramatic reading. See the ‘Scope and Sequence,’ located on pages 16-19 of the TE to view grade level content at each level.

E. Cornerstone uses a curriculum design approach called ‘Understanding by Design’ and differentiated instruction is built into each lesson. These multiple approaches make content accessible for each language proficiency level. Students advance through levels of Cornerstone curriculum and eventually progress to mastering mainstream coursework.

F. As stated above in A through D, Cornerstone content was selected based on grade level appropriate state and national standards. This content is systematically presented throughout the material. See ‘Scope and Sequence,’ in the introductory pages of all levels to corroborate this well articulated structuring of the program. See Level A, Unit 5 for representative examples of Cornerstone content:

- Reading 1: “Earth and Beyond” p. 212: Science/Informational Text.
- Reading 3: “One Moon, Many Myths” p. 242: Myths/Literature.
IVC. INSTRUCTIONAL SUPPORTS

YES  NO  Sensory Support

A.  Are sensory supports, which may include visual supports, present and varied in the materials?
   ✓  ☐

B.  Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
   ✓  ☐

C.  Are sensory supports systematically presented throughout the materials?
   ✓  ☐

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

   A. Sensory supports are present and varied throughout the Cornerstone program. All units are strongly supported with a range of dynamic visual supports, including computer graphics, artist’s illustrations, and photographs to enhance student understanding of content. Visual literacy is explicitly taught in the unit opener, allowing students to investigate images related to the theme, and discussion prompts are noted throughout the TE (level A pp. 256-258, 275, 279.) Included in each unit is a photo essay labeled ‘Picture Walk,’ which builds visual literacy and background knowledge. Content area lessons include supporting graphics, like diagrams, which illustrate cause and effect (Level A pp. 112, 115-117, photos of artifacts pp. 191-193, and models pp. 211, 216.) Multi-sensory lessons activities specific to the targeted proficiency level are also included. For example, students sing songs related to vocabulary, teachers use puppets in instruction, students play physical learning games, or draw pictures. ‘Unit Wrap-Up,’ which includes assessments is found at the end of each unit, and gives students and teachers choices of oral, written, or visual/active activities, as well as acknowledging a diversity in learning styles. A video DVD available with this curriculum features background information on the unit themes, and audio CD’s are included to model oral reading fluency. A list of available teaching resources is included with every lesson in the TE.

   B. Sensory supports relevant to concept attainment are presented in a manner that reinforces communication goals for each targeted level. Vocabulary and practice activities are supported throughout the levels with illustrations and photographs, furthering the understanding of instruction and teaching background knowledge of subject. As stated above in A, the ‘Unit Wrap Up,’ is an oral, written, or visual/active assessments enabling teachers to match students with an appropriate activity based on proficiency level. Extension activities also offer hands-on projects and include creating collages, writing captions, and drawing.

   C. Sensory supports are systematically presented throughout all units and levels in the Cornerstone series. See examples found in level A, Unit 6:
      • ‘Unit 6: Arts Festivals’ pp. 256-257: Unit opener visually introduces theme, Big Question, readings and unit objectives.
WIDA Protocol for Review of Instructional Materials for ELLs  
WIDA PRIME Correlation

- ‘Visual Literacy’ TE p. T256: Students study the photographs and make inferences.
- ‘What Do You Know about Arts Festivals?’ pp. 258-259 and ‘Vocabulary’ pp. 262-263: Vocabulary instruction is supported visually.
- “How to Make Puppets” p. 278: Informational text supported by appropriate visuals.
- ‘Picture Walk’ pp. 280-281: Photo essay develops background info and visual literacy.
- ‘Extension’ p. 297: Students create and perform a dance.
- ‘Unit 6 Wrap Up’ p. 302: Written, oral, visual/active unit assessments.
YES NO  Graphic Support
☑ ☐ D. Are graphic supports present and varied in the materials?
☑ ☐ E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
☑ ☐ F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. All lessons, at every level of Cornerstone are comprehensively supported with a variety of graphic material appropriate to the proficiency level. At the very beginning of each unit, graphics introduce a theme and bridge student comprehension with activities that build background knowledge. Visual supports are used in vocabulary, phonics, reading, and writing lessons. Images like sequence illustrations are used in informational texts to bridge understanding of content (ex. visual science sequence of a tadpole developing into a frog.) In addition, graphic organizers are used in practice activities to organize information for writing lessons. In each reading, graphic organizers like main idea or cause and effect charts are used to teach reading strategy. ‘Comprehension,’ lessons found after each reading, feature a graphic organizer specific to the reading strategy. The same graphic organizer is then typically used in the accompanying pre-writing activity. Practice Books that accompanies materials use similar vocabulary, phonics, and comprehension graphic supports as the textbook.

E. Graphic supports used in Cornerstone are always relevant to concept attainment and presented in a manner, which reinforce communicative goals for the proficiency level. Specific graphic supports such as language starters are used to create sentences and visual vocabulary scaffolds language development. Throughout the TE, ‘Visual Literacy,’ expands the meaning of graphics to promote further understanding content. ‘Differentiated Instruction,’ often uses content graphics and graphic organizers to scaffold and extend lessons.

F. As stated in A and B above, graphics supports are systematically presented throughout the materials. Examples found in Cornerstone level A, Unit 6 are characteristic of supports found throughout all levels:
   - ‘Words to Know’ pp. 258-259: Uses visual language frames to scaffold sentence creation.
   - ‘Author’s Purpose’ p. 270: Uses cause and effect chart in instruction.
   - ‘Fluency’ pp. 269, 283, 295: Instruction supported with sequence boxes.
   - “How to Make Puppets” p. 278: Graphics supports are used in Informational text.
   - ‘Write a Newspaper Article’ p. 299: Pre-writing exercise using KW Chart.
Interactive Support

G. Are interactive supports present and varied in the materials?

H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

G. Interactive support is varied and relevant to concept attainment in the Cornerstone program. Opportunities to discuss and confirm both background and prior knowledge begin each unit and reading. Partner, small and whole group discussions, and practice activities are interactive strategies which can be used in every unit to facilitate comprehension of content and promote meaningful communication. Extension projects and unit assessments often use cooperative group structures. The internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Native language support is noted throughout the TE in lessons like 'Linguistic Note,' 'Sharing Language and Culture,' and with the 'CRI' icon. These lessons are culturally and linguistically responsive and incorporate the diversity of student's background and cultures into the curriculum. The Teacher's Resource book contains summaries of all readings in six common first languages. In addition, the CD-Rom includes additional interactive activities and the www.pearsonlongman.com website contains a student area with games and practice.

H. All interactive supports are relevant to concept attainment for the targeted proficiency level. Interactive supports described above in A and referenced in C are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

I. Interactive supports are varied and systematically presented throughout the Cornerstone material. Examples found in Level A, Unit 6 are representative of lessons found in all levels:

- 'What about you?' p. 261: Small groups share personal stories that connect to theme.
- 'Think it Over' p. 267: Comprehension questions answered with a partner, in whole class discussion or individual writing.
- 'Phonics and Fluency' pp. 268-269: Practice exercises include cooperative activities.
- 'Sharing Language and Culture' TE pp. T261, T285: Students have an opportunity to exchange cultural information in extension lessons included throughout the TE.
- 'CRI' pp. T259, T269, T275, T277, T281: Icon signals interactive lessons that are culturally responsive.
- 'Unit 6 Wrap Up' p. 302: Assessments include interactive supports.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
- Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking – engage in oral communication in a variety of situations for a variety of audiences
- Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. Strands of Model Performance Indicators – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support.

IVA. Language Functions – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials.
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. Content Stem – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. Instructional Support – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation

PEARSON
Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

I. Performance Definitions
   (Criteria that shape the ELP Standards)
   - IA. Linguistic Complexity
   - IB. Vocabulary Usage
   - IC. Language Control/Conventions

II. English Language Proficiency Standards
   - IIA. Presence of WIDA ELP Standards
   - IIB. Representation of Language Domains (Listening, Speaking, Reading, Writing)

III. Levels of English Language Proficiency
    (Entering, Beginning, Developing, Expanding, Bridging)
    - IIIA. Differentiation of Language
    - IIIB. Scaffolding Language Development

IV. Strands of Model Performance Indicators
    - IVA. Language Functions
      - Attached to Context
      - Higher Order Thinking
    - IVB. Content Stem
      - Coverage and Specificity of Example Topics
      - Accessibility to Grade Level Content
    - IVC. Instructional Supports
      - Sensory Support
      - Graphic Support
      - Interactive Support
Part 1: Information About Materials

Publication Title(s): Pearson Longman Keystone, copyright 2013

Publisher: Pearson Longman

Materials/ Program to be Reviewed: Keystone (multilevel program for English learners); specific examples in this correlation are drawn from Keystone A

Tools of Instruction included in this review: Student Edition, Teacher's Edition, Workbooks, Assessments, Reading Guides, Technology Suite; References drawn

Intended Teacher Audiences: Classroom Teachers, Content Specialists, Language Teachers, Resource Teachers, and Paraprofessionals

Intended Student Audiences: Grades 6–12

WIDA Framework(s) considered: Formative and Summative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Language Arts, Science, Social Studies, and Math

WIDA language proficiency levels included: Levels 1–5 (Entering, Beginning, Developing, Expanding, and Bridging)

Most Recently Published Edition or Website: Copyright 2013; www.pearsonschool.com

In the space below explain the focus or intended use of the materials.

Pearson Longman Keystone is a multilevel program specially designed to help English learners acquire English language proficiency while mastering rigorous academic standards in Grades 6–12. Keystone A, B, and C levels are for the lower secondary grades and Keystone Building Bridges, D, E, and F are used for the higher grades. A supplementary level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills suitable for all grades, 6–12. Through explicit, intensive, and focused instruction that accelerates students' language acquisition, reading comprehension, vocabulary, and oral and written communication skills, students will quickly begin achieving greater academic success in their coursework across the curriculum.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pearson Longman Keystone is an eight level accelerated reading and language arts program developed specifically for students in Grades 6–12. The flexibility of the Keystone series allows students of all proficiency levels, from Entering through Bridging, to practice language in social situations and academic settings. Differentiated instruction (Leveled Support) for students is noted throughout the texts. Teachers are guided to accelerate language development through exercises which teach grammar, linguistics, pronunciation and spelling in a consistently recognizable manner. Each unit begins with a Big Question that is used as a guide for discussion, writing exercises, and exploration of background knowledge and themes. This approach scaffolds student learning as they progress through the unit and guides a final spoken and written literary response. All lessons have a variety of listening, speaking, reading, and writing activities that vary in complexity and cumulate with Workshops. These final activities use all the skills introduced in the unit.

B. Keystone addresses linguistic complexity for all targeted levels. Beginning course levels are heavily supported by visual vocabulary and instruction, while advanced level lessons require more sophisticated oral and written discourse. Leveled Support is built into each lesson. End of unit projects give students options for a differentiated demonstration of concepts according to learners' abilities. The Teacher’s Resource Book provides reading summaries in six languages, allowing students to preview the lesson reading in their home language. Additional linguistic exercises are located in the Workbook and Assessment book.

C. Linguistic complexity is systematically addressed throughout the entire Keystone program. Every unit of the program contains similar types of lessons. See examples found in Keystone A Teacher’s Edition, Unit 1, Reading 1 pp. 2–19:

- The Big Question pp. 2–4: Introduces theme and lessons in the unit using discussion and writing activities.
- Prepare to Read pp. 4–5: Builds background knowledge and teaches vocabulary through cooperative learning and a graphic organizer.
- Leveled Support pp. T4, T8, T14: Lists scaffolds for the different proficiency levels.
- Listening and Speaking: The Big Question pp. 2, 4; Discussion p. 15; Before You Go On pp. 9, 11, 13; Set a Purpose for Reading p. 8.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

YES  NO
☑  ☐  A. Is vocabulary usage represented as words, phrases, and expressions in context?
☑  ☐  B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?
☑  ☐  C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Through carefully sequenced instruction and practice, Keystone accelerates vocabulary acquisition to ensure academic success. Before each reading selection, vocabulary is introduced and practiced in the Student Edition and Workbook through three key lessons: First, Key Words for content area vocabulary and literary terms are presented, defined, and practiced. Secondly, Academic Words from the Academic Word List that appear across all content areas are introduced and practiced. Word Study finishes the prereading vocabulary lessons with instruction in skills and strategies to help students decode unfamiliar words to derive meaning. Words and phrases are highlighted and defined throughout the readings. Teachers are able to preteach these highlighted words and phrases to develop context and meaning. Phrases and expressions are taught with vocabulary and practiced in conversation and through writing activities.

B. Vocabulary usage is addressed for all the targeted levels of proficiency. All levels of language learners are provided with abundant support (including audio) and practice opportunities are available throughout the lessons in student texts and workbooks. Vocabulary is supported in the lower levels of the series with colorful illustrations and photos. Specific and technical vocabulary is introduced in context with content area readings. Leveled Support is found throughout the Teacher’s Edition for teachers to use as needed in the classroom.

C. General, specific, and technical language is systematically presented throughout Keystone. Sequenced vocabulary instruction and practice is found before each reading selection. Lesson sequence follows a systematic pattern before and after each reading. See the Scope and Sequence on Teacher’s Edition pages 36–39 in Keystone A for vocabulary taught in each unit. The examples given for Keystone A, Unit 1, Reading 1 are indicative of the structure for all readings:
• Listening and Speaking: Key Words p. 5: Key words are taught and practiced in context.
• Vocabulary Teacher’s Edition p. T5: Students listen to CD and repeat words.
• Listening and Speaking: Academic Words p. 6: Words used in all content areas are presented and practiced in context with a partner.
• Word Study p. 7: Spelling words with ar, er, and or, are presented with a spell aloud partner practice.
• Fact or Fiction? pp. 8–13: Words are highlighted and defined throughout reading.
• Preteaching Boldfaced Words pp. T8, T10, T12: Teachers help students preview, discuss, and model using the words in context.
• Review and Practice pp. 26–27: Includes the lesson Read for Fluency to review difficult words in the reading; In Your Own Words uses reading vocabulary to retell or summarize.
IC. Language Control/Conventions (comprehensibility of language)

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A. Are opportunities to demonstrate language control presented in the materials?

B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Oral and written discourse is abundantly present throughout Keystone, consequently learners have numerous opportunities to demonstrate and practice language control. Each skill is introduced, taught, and practiced in a wide variety of activities to encourage language control and development. These activities include, but are not limited to, collaborative writing assignments, cooperative presentations, discussions, literary responses, and social conversations. Fluency is specifically addressed in lessons such as Read for Fluency and Reader’s Theater. These exercises practice pace, intonation, and expression. Grammar, usage, and mechanics are taught after each reading and applied in the connected writing lesson. Writing Checklists accompany each lesson to develop skills of structuring and revising written text. Highly scaffolded Workshops at the end of each unit present learners with the opportunities to develop and present a final polished project infused with the skills taught throughout the unit. Additional opportunities to demonstrate language control are included in the Workbook, Reader’s Companion, and Assessment book for each level. See Scope and Sequence on Teacher’s Edition pages 36–39 to view the listening and speaking, grammar, and writing activities included to develop language control.

B. The methods used in oral and writing activities include many ways to assist all levels of learners and are used at every level in the series. Leveled Support is built into lessons to provide strategies for customized instruction to students with a variety of learning levels. Opportunities to demonstrate language control are present throughout each unit and level. These range in difficulty from short response oral and writing activities to engaged content area discussion and opportunities for thoughtful reflection. Listening Skill and Speaking Skill notes are included throughout the text to assist students in Listening and Speaking situations such as conversational opportunities or appropriate expression of classroom etiquette. Each unit culminates with a final opportunity to demonstrate language control using project based learning. Language control is monitored, and assessments are found in all units and in the Assessment book.

C. In each carefully structured lesson and unit, opportunities to demonstrate language control are presented in the Keystone series.

For examples of language control activities in a typical unit see Keystone A, Unit 1:
- Discussion pp. 15, 31, 45, 59: Paired, small group, or whole class discussions.
- Fluency Check, Read for Fluency, and Reader’s Theater pp. 15, 30, 45, 58: Fluency activities included after each reading.
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

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A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Keystone, a language acquisition program, relies primarily on a Language Arts curriculum that uses social and instructional language and the language of Mathematics, Science, and Social Studies systematically throughout the series. Each unit contains four high-interest readings, which are a balanced blend of subject-based informational text and classic and contemporary literature. An additional Art History lesson, written by educators at the Smithsonian American Art Museum, concludes each unit. Prereading lessons introduce background knowledge and academic vocabulary that extend student knowledge of content area language. Academic vocabulary are terms commonly used in all content areas to promote transferable academic language development. Social and instructional language is used in the practice and application of all skill and content area standards taught by the program. For example, students research and gather information, use reading and study strategies, and develop sophisticated compositions and student presentations. The program components provide further practice in the five ELP standards.

B. Systematic academic skill development through the teaching of Common Core State Standards is clearly identified within each unit and level of the Keystone series. Prereading and postreading lessons are structured in the same manner for every reading and include practice exercises using social and instructional language related to listening, speaking, reading, and writing. The following examples found in Keystone A, Unit 2 show how a Social Studies informational reading is integrated with Social Instructional Language:

Before Reading:
- The Big Question p. 76: Students brainstorm and share ideas relating to unit theme.
- Build Background p. 78: Prereading history lesson introduces reading content.
- Vocabulary pp. 79–81: Key and academic words are taught and practiced in context and include social studies terms specific to reading, such as ancient, ceremony, and classical.
- Reading Strategy p. 81: Compare and contrast Greek, Roman, and Maya cultures to understand the reading.

Reading 1:
- Set a Purpose for Reading p. 82: Students use reading strategy to set the purpose.
- Comprehension p. 88: Recall, Comprehend, Analyze, and Connect types of questions.
- In Your Own Words p. 88: Students use reading vocabulary to summarize text.
- Extension p. 89: Students pick a culture presented in the reading to research.
IIB. Representation of Language Domains

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A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

B. Are the targeted language domains presented within the context of language proficiency levels?

C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each lesson in the Keystone series is built around the language domains of listening, speaking, reading, and writing. The end of unit lessons Listening and Speaking Workshop and Writing Workshop target and expand specific domain skills developed throughout the unit. A typical unit includes four lessons that are thematically linked and centered on an informational or literary reading. Preceding each reading, vocabulary and word study are taught and practiced using listening, speaking, and writing activities. These activities can include listening to vocabulary on a CD, partner and group discussions, or writing about background knowledge. Readings have built-in comprehension questions to guide written and discussion responses, and as a means of practicing writing vocabulary with subject content areas. After the reading, students complete Review and Practice activities. These typically include comprehension checks, a discussion, a response to literature or reading for fluency, and working on an extension activity such as researching an original question. Grammar and Writing exercises complete the lessons. All lessons are supported with further practice in the student Workbook, Reader’s Companion, and Assessment book.

B. Listening, speaking, reading, and writing are presented and practiced in all levels of proficiency in the Keystone series. Domain instruction is always age and proficiency level appropriate, making use of visual and textual scaffolds throughout each unit. Listening Skills and Speaking Skills are attached to exercises with helpful tips to improve communication (see Level A pp. 15, 31, 45, 59). Differentiated instruction in the Teacher’s Edition provides strategies in customizing all domain instruction for a variety of proficiency levels.

C. Each unit and lesson contains systematic representation of the language domains as explained in section A for all levels. See the Scope and Sequence in Keystone A Teacher’s Edition pages 36–39 for a comprehensive listing of listening, speaking, reading, and writing activities. See the following representative examples in Keystone A, Unit 2:

- The Big Question pp. 76–77: Introduces unit, theme, and background information and highlights with the related content domain found in the unit.
- Prereading Lessons pp. 94–97: Introduces literary and academic words for the lesson. Word study lesson teaches suffixes. Practice includes cooperative and written response.
- “Becoming Naomi Leon” by Pam Munoz Ryan pp. 98–103: Novel excerpt and audio CD for read along activity.
- Review and Practice pp. 104–105: Includes Reader’s Theater, Comprehension, Discussion, and Response to Literature lessons covering all domains of instruction.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

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A. Do the materials differentiate between the language proficiency levels?

B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Pearson Longman Keystone is a proficiency based, accelerated reading and language arts program for Grades 6–12. Keystone levels A, B, and C are designed for the lower secondary grades, and Building Bridges, Keystone D, E, and F for the upper grades. A newcomer level, Keys to Learning, is appropriate for beginning language learners and teaches foundational language and literacy skills, at all Grades 6–12. Standards-based assessments for every reading selection, unit, midterm, and end of level test measure progress throughout the year and ensure students are mastering the standards and developing transferable skills. Leveled Support for differentiated instruction is built into every lesson in the Teacher's Edition, and provides strategies for customizing all domain instruction for varying levels of learners. An exit exam determines if a student continues to the next level of the program, or is ready for mainstream coursework. Additional resources provide further assistance to language learners at all levels.

B. Differentiation is linguistically and developmentally appropriate for each targeted proficiency level. Within Keystone a wide variety of learning supports are incorporated, including examples of teacher modeling, listening to CD’s to accompany repeated reading, and partnered or whole class discussions. Fluency is practiced in postreading lessons such as Read for Fluency and Reader’s Theater. These lessons practice reading skills such as pace, intonation, and expressive/dramatic use of language. For further student support, the Teacher’s Resource Book contains summaries of all readings in six common first languages. An Introduction to Linguistics on Teacher’s Edition pages 40–55 supplies background linguistic knowledge, and comparisons of English intonation and sounds to other languages.

C. Keystone is a carefully structured program that provides a complete instructional plan across proficiency levels. Differentiation is systematically addressed in the skills taught in the lessons, across the units, and through the levels. See Keystone A, Unit 3 for examples that are reflective of the entire series:

- Media Literacy and Projects p. 215: Leveled and multisensory projects.
- Reader’s Theater pp. 164, 194; Read for Fluency pp. 179, 209: Fluency practice and assessments found after each reading and unit.
IIIIB. Scaffolding Language Development (from ELP level to ELP level)

YES  NO  
✔  ☐  A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

✔  ☐  B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

✔  ☐  C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The Keystone series provides scaffolding supports for students to advance within each proficiency level. Scaffolding is designed into the curriculum and also represented in the Teacher's Edition with extra exercises. This allows the teacher to respond to the flow of the lesson and scaffold when student need arises. Themetic units and The Big Question introduce and connect the student to reading in content areas. Explorations of background and students' boxes attached to speaking, listening, and writing lessons contain tips and checklists; providing helpful guidance within the lessons. Writing lessons also contain models for student use, and demonstrate structure and language control. Typical scaffolding supports found in Keystone lessons include teacher modeling, visuals and graphics, cooperative learning, hands-on learning, dramatic activities, reading strategies, and comprehension checks. Academic vocabulary is vital to the progression of the ELL learner; consequently, academic vocabulary is introduced and practiced with every reading. At the conclusion of each level, a Skills Handbook features easy to use support material critical to further academic skills. In addition, the Teacher's Resource Book contains summaries for all readings in six languages to simplify the reading and create a bridge to understanding.

B. With the assistance of the scaffolding described above in A, transferrable skills are developed throughout each unit to assist students as they advance from one proficiency level to the next. Assessment resources monitor student progress and evaluate student progression throughout each unit and level. See the Scope and Sequence located on Teacher's Edition pages 36–39 for an overview of skill advancement through each level.

C. The Keystone program systematically builds upon prior knowledge and explicitly scaffolds within each lesson as a means of progressing student proficiency from one level to the next. The following is a sampling of scaffolding exercises from Keystone A, Unit 3:
• Build Background p. 154: A background lesson connects students to reading content.
• Scaffolding: Listen and Read pp. T158, T174, T188, T204: Read along with the audio CD.
• Listening Skill pp. 165, 179, 195; Speaking Skill pp. 164, 178, 194: Helpful advice specific to content.
• Writing Workshop pp. 218–222: Includes student writing models in the prewriting, revision, and final draft phase for complete lesson support.
• Writing Checklist pp. 169, 183, 199, 213, 219: Writing guidelines provided in a checklist for guided revision.
• Before You Go On pp. 159, 161, 163: Comprehension questions answered in class discussion, partner activity, or individual writing assignment.
• Discussion pp. 165, 179, 195, 209: Teacher models discussion as students work in pairs or small groups.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Context</th>
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<tr>
<td>✔</td>
<td></td>
<td>A. Do the materials include a range of language functions?</td>
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<tr>
<td>✔</td>
<td></td>
<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
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<tr>
<td>✔</td>
<td></td>
<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In the Keystone series all activities provide practice using a range of language functions. Language functions found in Keystone include retelling, defining, describing, identifying, sequencing, explaining, discussing, evaluating, comparing, analyzing, and responding. These functions are used in the instructional language and found throughout all levels. Academic vocabulary includes language functions such as theorize, identify, illustrate, and create, providing additional student exposure to terms that transfer to other content areas. See the level A Scope and Sequence located on Teacher’s Edition pages 36–39 to view the widespread uses of language functions in the curriculum.

B. Language functions are attached to practice activities, and all activities are connected to expanding understanding of the lessons and thematic units. After students are taught a skill, they practice and apply the skill using a variety of language functions in context. The Teacher’s Edition uses language functions in the step-by-step instruction, for example Step 2: Practice or Step 3: Extend.

C. The progression of language development is supported by the comprehensive use of language functions throughout Keystone. As skills progress through the units, language functions are used to support the communicative needs of the developing learners. Examples found in Keystone A, Unit 4 show the comprehensive use of language functions in the curriculum:

- In Your Own Words p. 252: Identify the main idea.
- Response to Literature p. 239: Describe and respond to reading.
- Discussion p. 239: Discuss in pairs or small groups.
- Practice p. 259: Discuss and describe proverbs.
- Reading Strategy p. 261: Identify Author’s Purpose.
- Link the Readings p. 286: Discuss and compare the unit readings.
Higher Order Thinking

D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Opportunities to engage in higher order thinking are present for all ELP levels in each unit, and across the Keystone series. In the On Your Own section, reading comprehension questions involve complex judgmental skills involving analysis, evaluation, and synthesis. Every unit concludes with exercises such as Media Literacy and Projects, Writing Workshop, and Listening and Speaking Workshop. These activities require research, analysis, and creativity while applying skills taught consistently throughout the lesson format. After the four readings in each unit of Building Bridges and Keystone levels A–F, a Link the Readings lesson uses critical thinking to compare and contrast the readings and link them to the unit theme. In addition, the final lesson in Keystone levels A–F, Smithsonian American Art Museum: The Language of Art, develops students' cultural and visual literacy by analyzing and evaluating pieces of American art. This is a final exploration of the Big Question. Students explore the connection of the artwork to the unit theme and answer questions such as “What would you show in a painting to illustrate the ideas of winning and losing?” (Level A, Unit 4, p. 297)

E. Opportunities to engage in higher order thinking are systematically addressed in Keystone. As stated in D above, skills and strategies are included in each lesson and unit. See representative examples in Keystone A, Unit 4:

• On Your Own pp. 249, 251: Found in every reading are questions that require complex judgment skills.
• Link the Readings p. 286: Critical thinking exercise links content in unit readings.
• Media Literacy and Projects p. 287: Creative, leveled, multisensory extension projects.
• Listening and Speaking Workshop pp. 288–289: Students research, organize, present, and evaluate in these extensive lessons.
• Writing Workshop pp. 290–294: Expository essay lesson that requires organization, evaluation, and publication of personal writing.
• Smithsonian American Art Museum: The Language of Art pp. 296–297: Students evaluate and analyze American art and as it relates to the Big Question and theme of each unit.
IVB. Content Stem

**Coverage and Specificity of Example Content Topics**

<table>
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A. Do examples cover a wide range of topics typically found in state and local academic content standards?

B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

---

A. Keystone is a standard-aligned curriculum covering a wide range of subject matter topics found in state, local, and national academic content standards. Grade appropriate standards were used to design the Keystone curriculum. Common Core State Standards are listed on the pages of the Teacher’s Edition as an easy to use reference for all lessons. Each reading chapter contains vocabulary, morphology, grammar usage and mechanics, listening, speaking, reading, and writing lessons. The language arts dominated curriculum also integrates social studies, math, science, and art history lessons clearly labeled throughout the units. WIDA ELP standards and topic examples are abundantly represented in each unit. In addition, the student assessment book provides standard-aligned tests that introduce students to the types of questions found on state exams. See [www.pearsonschool.com](http://www.pearsonschool.com) for a comprehensive list of correlations to state and national standards.

B. All topics covered in the Keystone series are accessible to English language learners of the targeted levels of English language proficiency. Each lesson has built-in differentiated and scaffolded instruction and is further supported by an array of teaching resources and technology for comprehensive instructional reinforcement.

C. Example topics are systematically presented throughout the units in the Keystone series. See the Table of Contents in the introductory pages to view the structure of the units and variety of content found in each level. The Scope and Sequence found on Teacher’s Edition pages 36–39 lists all vocabulary, word study, grammar, and writing structures and modes in each level. See examples found in Keystone A, Unit 5:

- Reading 1: Literature/Play p. 304; Reading 2: Informational Text/Science p. 322; Reading 3: Literature/Novel Excerpt p. 336; Reading 4: Informational Text/Social Studies p. 354; and Smithsonian American Art Museum: The Language of Art p. 374: Readings in every unit cover a variety of content areas and genres.
WIDA Protocol for Review of Instructional Materials for ELLs  
WIDA PRIME Correlation Form for Educators

**YES**  **NO**  

**Accessibility to Grade Level Content**

D. Is linguistically and developmentally appropriate grade level content present in the materials?

☑ ☐

E. Is grade level content accessible for the targeted levels of language proficiency?

☑ ☐

F. Is the grade level content systematically presented throughout the materials?

☑ ☐

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

---

D. All content in Keystone is linguistically and developmentally appropriate for the targeted grade levels. Keystone content is standard-aligned and includes grade level appropriate WIDA example topics. Repeated exposure to vocabulary and morphology, which is both academic and content oriented, increases student ability to comprehend grade level content. High interest readings of varied genres are supported with appropriate scaffolds, graphics, and practice activities that stimulate learning and develop transferable skills. Linguistic supports are incorporated into each reading chapter along with opportunities to practice language control. In addition, projects and workshops use cumulative skills taught in the unit to develop polished presentations and publications. See the Scope and Sequence located on Teacher's Edition pages 36–39 to view grade level content in each level.

E. In the eight level Keystone series, grade level content is accessible to all targeted levels of language proficiency. Leveled support for differentiated instruction is built into each lesson, making content accessible to all language proficiency levels. Assessments can be customized using ExamView, an electronic test generator, to tailor instruction to individual learners’ needs.

F. Keystone presents grade level appropriate content in a structured systematic manner, which allows students to build progressive skills. Grade level content is aligned to the state and national standards. See the Scope and Sequence on Teacher's Edition pages 36–39 to corroborate the careful structuring of the program. See examples in Keystone A, Unit 5:

- Table of Contents Teacher's Edition pp. 22–33: Content is clearly labeled.
- Reading 1: Literature/Play p. 304; Reading 2: Informational Text/Science p. 322; Reading 3: Literature/Novel Excerpt p. 336; Reading 4: Informational Text/Social Studies p. 354; and Smithsonian American Art Museum: The Language of Art p. 374: High interest readings of varied genres are found in every unit.
- Writing: Write a Formal E-mail p. 316; Write How-to Instructions p. 330; Write a Plot Summary p. 348; Write a Paragraph That Classifies p. 362; Expository Essay pp. 368–372.
IVC. INSTRUCTIONAL SUPPORTS

YES NO  Sensory Support
☑ ☐ A. Are sensory supports, which may include visual supports, present and varied in the materials?
☑ ☐ B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?
☑ ☐ C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Sensory supports are present and varied throughout the Pearson Longman Keystone program. All units are strongly supported with a range of dynamic visual supports that introduce the unit themes, enhance the readings, and assist understanding of lessons. Visual supports are specific to content and include maps, photographs, scientific illustrations of processes and cycles, sequence blocks, and pictures of artifacts. Images found within each unit are analyzed and discussed in Visual literacy, activities designed for students to skim the unit images and predict reading content. The end of the unit lesson, Smithsonian American Art Museum: The Language of Art, uses American art and artists to further express the theme and to develop cultural and visual literacy. Extension lessons and Media Literacy and Projects are hands-on, sensory rich activities, such as creating a DNA model, illustrating the setting of a written work through art, recording sounds, or creating a skit with costumes and music. A DVD is available with this curriculum and features background information on the unit themes, and audio CD’s are included to model oral reading fluency. A list of available Teaching Resources is included with every lesson in the Teacher's Edition.

B. All sensory supports are relevant to concept attainment and are presented in such a manner that reinforces communication goals for the targeted level. Vocabulary and related concepts are supported throughout the levels with illustrations and photographs. Practice activities are visually supported in a fashion that supports a deeper understanding of instruction and background knowledge. Listening and Speaking Skill notes are included to support practice exercises and model ideal classroom communication. In addition, multisensory Media Literacy and Projects provide the option of differentiated instruction allowing students to apply what they have learned in each unit at their level.

C. Sensory supports are presented systematically throughout the Keystone eight level series. Supports are integrated into each lesson and are connected contextually. See representative example found in Level A, Unit 6:
• Unit 6 What is your vision of life in the future? pp. 376–377: Unit opener visually introduces theme, Big Question, readings, and unit objectives.
• Preview the Unit: Visual Literacy Teacher's Edition p. T376: Students study unit images and predict reading content.
• Teaching Resources Teacher's Edition pp. T376, T378, T380, T382: References resources.
• Vocabulary pp. 379–381: Images support comprehension of vocabulary.
• Extension p. 389: Students write about possible future events.
• Media Literacy and Projects p. 443: Students choose from multisensory projects to apply unit skills.
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YES NO  Graphic Support
☑ ☐ D. Are graphic supports present and varied in the materials?
☑ ☐ E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?
☑ ☐ F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. In every level of Keystone, graphics support lesson content with a variety of graphic material appropriate to the proficiency level. Visual supports are used in all domain instruction. Examples include the use of images to explore unit theme, understand vocabulary, and ascertain complex ideas presented in the readings. The most common graphic support are organizers such as semantic maps, Venn diagrams, and T-charts. These are found throughout the entire series as a useful tool for students to understand concepts and to organize ideas. Graphic organizers are modeled by teachers and systematically used in every prewriting exercise. Writing Workshops demonstrate the writing process with a sample of student writing by modeling processes such as revision. Charts are commonly used throughout the readings to convey information and in practice exercises such as Grammar and Link the Readings. The Workbook supports each lesson in the text and relies heavily on the use of graphic organizers in practice exercises.

E. All graphic supports are relevant to concept attainment and reinforce communicative goals for the targeted proficiency level. Graphic organizers are teacher modeled and practiced through multiple use, which include prewriting activities and whole class discussions. Throughout the Teacher’s Edition, Visual Literacy expands the meaning of graphics to promote further understanding content. Leveled Support often uses content graphics and graphic organizers to scaffold and extend lessons.

F. Examples of graphic supports presented above in D and E are used systematically throughout the entire Keystone series. In addition, support materials such as the Workbook and Reader’s Companion that accompany each level offer structured graphic support for all lessons. See representative examples found in Level A, Unit 6:
• In Your Own Words p. 388: Chart used to organize main idea and details to create a reading summary.
• Learn Key Words, Listening and Speaking: Academic Words, and Word Study pp. 429–431: Uses charts in vocabulary instruction.
• Link the Readings p. 442: Uses a chart to compare and contrast unit readings.
• Writing Workshop pp. 446–452: Student models are used to represent stages of the writing process from prewriting to the final draft.
**WIDA Protocol for Review of Instructional Materials for ELLs**

**WIDA PRIME Correlation Form for Educators**

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**Interactive Support**

G. Are interactive supports present and varied in the materials?

H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

---

G. Every lesson in Keystone has interactive supports that are varied throughout the series. To promote comprehension and expose students to a variety of communication styles, students work in paired, small group, and whole group situations to practice and apply skills, dramatize readings, or discuss background knowledge material. Larger cooperative projects are integrated into the curriculum in lessons, such as Media Literacy and Projects or Listening and Speaking Workshops, where students create, practice, and present as a group. The Internet is used to research specific topics, and information is shared and discussed with a partner or in groups. Interactive native language support is included throughout the Teacher's Edition in the Linguistic Notes and with the CRI icon. These lessons are culturally and linguistically responsive, and incorporate the diversity of students' background and culture into the curriculum. The Teacher’s Resource Book contains summaries of all readings in six common first languages. In addition, the CD-ROM includes additional interactive activities and the www.pearsonschool.com website contains a student area with games and practice.

H. The interactive supports found in all levels of the Keystone series are relevant to concept attainment for all targeted proficiency levels. Interactive supports described in part A are explicitly used to scaffold lessons so that learners of all levels gain access to meaning in multiple modalities.

I. Interactive supports are systematically presented and varied throughout the Keystone series. See representative examples found in Level A, Unit 6:

- Research Report p. 446: Students use the Internet, magazines, books, or encyclopedias to gather information on chosen topic.
- Teaching Resources Teacher’s Edition pp. T376, T378, T380, T382: The text box lists resources such as the CD-ROM/e-book.
- Dramatic Reading p. 406: Reread, discuss, interpret, memorize, and perform a poem in a group.
- Listening and Speaking Workshop pp. 444–445: Small group brainstorming activity helps students choose a topic to research, prepare, and present a speech to the class.
Appendix

I. **Performance Definitions** – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

   IA. **Linguistic Complexity** – the amount and quality of speech or writing for a given situation
   IB. **Vocabulary Usage** – the specificity of words (from general to technical) or phrases for a given context
   IC. **Language Control/Conventions** – the comprehensibility and understandability of the communication for a given context

II. **English Language Proficiency Standards** – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

   IIA. **Five WIDA ELP Standards:**
   1. English language learners communicate for Social and Instructional purposes within the school setting.
   2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
   3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
   4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
   5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

   IIB. **Domains:**
   - **Listening** – process, understand, interpret, and evaluate spoken language in a variety of situations
   - **Speaking** – engage in oral communication in a variety of situations for a variety of audiences
   - **Reading** – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
   - **Writing** – engage in written communication in a variety of situations for a variety of audiences

III. **Levels of English Language Proficiency** - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

   IIIA. **Differentiation** – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
   IIIB. **Scaffolding** – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. **Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. **Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. **Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation
Introduction
The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist educators and publishers in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is for users to identify the ways in which elements of the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 are represented in instructional materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners and
- to aid publishers and correlators in developing materials and communicating how their materials address key elements of the WIDA English Language Proficiency Standards

Organization
The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that together are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for page number examples and responses to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Please note that the questions contained in this form are identical to those in the completed correlations on our website.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in BOLD below.

I. Performance Definitions
   (Criteria that shape the ELP Standards)
   - IA. Linguistic Complexity
   - IB. Vocabulary Usage
   - IC. Language Control/Conventions

II. English Language Proficiency Standards
   - IIA. Presence of WIDA ELP Standards
   - IIB. Representation of Language Domains
     (Listening, Speaking, Reading, Writing)

III. Levels of English Language Proficiency
    (Entering, Beginning, Developing, Expanding, Bridging)
   - IIIA. Differentiation of Language
   - IIIB. Scaffolding Language Development

IV. Strands of Model Performance Indicators
   - IVA. Language Functions
     • Attached to Context
     • Higher Order Thinking
   - IVB. Content Stem
     • Coverage and Specificity of Example Topics
     • Accessibility to Grade Level Content
   - IVC. Instructional Supports
     • Sensory Support
     • Graphic Support
     • Interactive Support
Part 1: Information About Materials

Publication Title(s): Scott Foresman Reading Street

Publisher: Pearson Education Inc., publishing as Pearson Scott Foresman

Materials/ Program to be Reviewed: Scott Foresman Reading Street, copyright 2013, Grades K–6 with specific exa


Intended Teacher Audiences: Classroom teachers, content specialists, language teachers, resource teachers, and

Intended Student Audiences: All learners in Kindergarten through Grade 6 including English language learners, ne

WIDA Framework(s) considered: Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

WIDA English Language Proficiency Standards addressed: Social and Instructional Language, The Language of Lan

WIDA language proficiency levels included: Levels 1–5 (Entering, Beginning, Developing, Expanding, Bridging)

Most Recently Published Edition or Website: copyright 2013

In the space below explain the focus or intended use of the materials.

Reading Street is a Reading/Language Arts program that provides instruction on learning how to read and write in English. Adaptations have been made to the lessons to be able to accommodate and scaffold instruction that provides access for English Language Learners. The accommodations and scaffolds are provided at point of use in the core lessons, as differentiated instruction in the small group pages, and as articulated lessons by reading strands in the ELL Handbook that support the Teacher’s Guide with accompanying materials. The four domains of listening, speaking, reading, and writing skills are developed through the literature, concepts, and skills that integrate Science and Social Studies standards as well. Instruction, modeling, and extensive practice are provided for all levels (reading ability and language proficiency) of learners.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each 5-Day lesson in the Reading Street program focuses on developing content knowledge and using that as a base for developing skills. The more students know about the topic, the more they are able to understand linguistic complexity. Specific, detailed lessons help call students use content experience to make inferences about the meanings of words and expressions they may not have seen before. This expands students’ knowledge base and enables them to understand the concepts and the vocabulary. Within each selection, the Content Knowledge pages address levels of complexity. See these representative pages from one Week in Grade 3 TE U1 Content Knowledge (Build Oral Language/Vocabulary): 20j, 20–21, 26a–26b, 38a–38b, 50–50b, 55f–55g; Writing: 25e–25d, 37d–37e, 48–49, 49a, 55d–55e, 55p–55q; Research and Inquiry: 25b, 37b, 47d, 55b, 55n. Additional work is included in the Poster/Concept Talk pages of the ELL Handbook for this grade.

B. SG pages at the end of each Week include Small Group Time activities for On-Level, Strategic Intervention, and Advanced learners and further expand the lesson structure previously described in part A. The English Language Learners notes in the side column of the basic lesson provide instructional methods to accommodate language and concept development as well as background, writing, vocabulary, comprehension, and phonics skills. For Grade 3 Unit 1, see pages SG•1–SG•16. Additional work is included in the Poster/Concept Talk pages of the ELL Handbook for this grade. See also the ELL on Reading Street section of First Stop on Pearson Realize online.

C. These same types of lessons, with Content Knowledge for each Day’s instruction, the daily Research and Inquiry (project-oriented section), and the Writing activities, are contained in each Week in every Unit of the program. See the planner charts for each skill strand to trace the skill through the grades. Additional work is included in the Poster/Concept Talk pages of the ELL Handbook for every grade.
**IB. Vocabulary Usage** (specificity of words, from general to specific to technical)

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A. Is vocabulary usage represented as words, phrases, and expressions in context?

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?

C. Are general, specific, and technical language usage systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

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A. Every lesson in the Reading Street program provides vocabulary development as an integral part of the instruction. Each lesson begins with Content Knowledge—Build Oral Vocabulary that introduces Amazing Words in which students work with words related to the content question of the week first in a Read Aloud for a listening comprehension activity and later in other readings. Vocabulary is presented in context on the Student Edition “I Can Read” page. The Vocabulary Strategy pages present and apply the skill in the accompanying short selection. The lesson vocabulary is then practiced as the main selection is read. Vocabulary development continues on Day 3, Day 4, and Day 5. See these representative pages for one selection in Grade 3 TE U1: 20j, 20–21, 21a–21b, 22a, 22–23, 25a, 26a–26b, 26e, 26–27, 38a–38b, 50a–50b, 55a, 55f–55g, 55h. Lesson pages include ELL notes as well as Vocabulary instruction on pages SG•7–SG•11. Additional work is included in the Vocabulary Strand of the ELL Handbook for this grade.

B. Instruction for all levels of proficiency is included in the Reading Street program. Students work with oral language at the earliest levels and extend into high-frequency and selection vocabulary as they prepare to read each selection. Word-learning strategies are included to help students become independent word learners. See these representative pages for the first three selections in Grade 3 TE U1: 21a, 25a, 26b, 38b, 50b, 55g, 57a, 61a, 62b, 72b, 82b, 89g, 91a, 95a, 96b, 106b, 118b, 121g. Lesson pages include ELL notes as well as Vocabulary instruction on pages SG•7–SG•11. Additional work is included in the Vocabulary Strand of the ELL Handbook for this grade.

C. Each of the program’s lessons includes Amazing Words, content words related to the unit concept and the specific selection. The words are presented in a variety of contexts and then used by students in daily activities to help them master the uses and meanings of the words. The Text-Based Comprehension section in Day 1 of each lesson plan contains Academic Vocabulary to help students learn the meanings of general academic words. For the teacher’s convenience, side notes in the Teacher’s Edition offer definitions of academic language at the point of introduction. See these representative pages for Amazing Words, Academic Vocabulary, and Selection Vocabulary in the five-day lesson plan for one expository selection in Grade 3 TE U1: 123a, 123b, 127a, 127d, 128a, 128b, 128d, 128e, 128–129, 140a, 140b, 154a, 154b, 154h, 159a. Lesson pages include ELL notes as well as Vocabulary instruction on pages SG•7–SG•11. Additional work is included in the Vocabulary Strand of the ELL Handbook for this grade.
IC. Language Control/Conventions (comprehensibility of language)

YES NO
✔ ☐ A. Are opportunities to demonstrate language control presented in the materials?

✔ ☐ B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

✔ ☐ C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each skill is presented and practiced using a wide variety of instructional techniques. Lessons identify and introduce the skill, provide teacher modeling of the skill, and then offer practice activities for application. Guide practice is done in a whole-class or group setting, and independent practice is done alone or with a partner. These steps are designed to accommodate all levels of learners in the development of language. For the format of a typical section, see Grade 3 TE Unit 1: Build Oral Vocabulary 21a, Apply 22–23, Literary Elements and Background Knowledge 24a, Research and Inquiry 25b, Conventions 25d. Additional work is included in similar activities in the ELL Handbook for this grade.

B. The carefully structured program helps ensure that skills are presented and practiced following a step-by-step instructional plan as previously described in part A. The practice activities include many ways to assist all levels of learners. These techniques are used in all grades. See these examples in Grade 3 Unit 1: Apply in the Robust Vocabulary Routine and Amazing Words at Work on 21a, Team Talk on 22–23, Guide Practice and Apply on 24a, Guide Practice and Daily Fix-It on 25d. Additional work is included in the ELL Handbook.

C. Each grade contains 36 lessons. The skills have been structured in each skill strand to start at the simplest beginning level and progress across the levels and the grades to reach the advanced levels. Each skill is introduced, practiced, reviewed, and tested and then reintroduced and practiced again to check and expand students’ knowledge of the skill. Corrective Feedback and Monitor Progress provide simple methods to evaluate students’ skill acquisition and are found throughout every grade. See these examples in Grade 3 Unit 1: 21a (Monitor Progress) and 22a (Corrective Feedback).
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

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A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Each day in every lesson throughout all the grades, students participate in a brief, whole-class, rich, oral language experience based on language related to topics in Social Studies, Science, Language Arts, or Mathematics. Discussion of the Question of the Week guides students to activate prior knowledge and develop new knowledge and understanding of the unit concept. In the Build Oral Language section, the class creates a concept map to build comprehension of the week’s concept, which deals with content-related topics. The graphics on the Student Edition pages prompt the Talk About It content used to create the concept map. Throughout the week, students add related concepts based on class discussions. See a Week’s worth of Content Knowledge—Build Oral Language on these pages in Grade 3 TE U1: 20j, 20–21, 26a–26b, 38a–38b, 50a–50b, 55f–55g. Each main selection has a Paired Selection. These selections focus on topics related to the main selection content or genre as well as to science, social studies, mathematics, literature, or 21st-century topics. A wide variety of content is explored in the nonfiction selections.

B. Every selection in each grade level is clearly labeled to identify its related content area. For an example, see Unit Opener Concept Launch on Grade 3 Unit 1 pages xiv and xv. On page xv, the Time for . . . icons identify the content areas for the selections. The first selection When Charlie McButton Lost Power has the Connect to Science icon. Within the selection on pages 31a, 33a, and 35a, the side column text features Connect to Science content. This main selection’s Paired Selection is a Science in Reading selection, “How a Kite Changed the World” (pages 50–53). As students read the selection, science content is integrated into the text, vocabulary, and activities. This carefully structured system is used throughout all grade levels.
IIB. Representation of Language Domains

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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Every lesson in the Reading Street program includes listening, speaking, reading, and writing. The lessons incorporate all the domains as students talk, write, and read about and listen to the selections and related materials in each week’s 5-Day lesson plan. These domains are covered in every grade level. For Grade 3 Unit 1 Week 1, the TE lesson begins with Content Knowledge—Build Oral Language on pages 20j and 20–21 in which speaking and listening are practiced. Content Knowledge—Build Oral Vocabulary on pages 21a–21b asks students to listen to content and use context clues to develop vocabulary. Reading is targeted on pages 24–25 as students read their Student Edition pages to learn about Literary Elements, develop Background Knowledge, and comprehend a selection using that skill and strategy. Each page focuses on skills related to the domains.

B. Every grade level includes work in these domains for all levels of proficiency. For Grade 3 Unit 1 Week 1, the TE lesson begins with Content Knowledge—Build Oral Language on pages 20j and 20–21 in which speaking and listening are practiced. The side notes on page 21b provide support for English Language Learners and refer to the ELL Support Lessons on the Teacher Resources DVD for specific content support. The Phonics section on pages 22a and 22–23 contains information for Vocabulary Support and notes for English Language Learners. Reading is targeted on pages 24–25 as students read their Student Edition pages to learn about Literary Elements, develop Background Knowledge, and comprehend a selection using that skill and strategy. Additional skill and strategy development, academic vocabulary, and English Language Learner notes are included.

C. The lesson structure explained in parts A and B represents the systematic instruction that appears in each Day of the 5-Day plan for each week of the 36 weeks in each grade level. The program focuses on the language domains in each week of each grade and includes a wide variety of instructional techniques to assist all levels of learners.
III. LEVELS OF LANGUAGE PROFICIENCY

III.A. Differentiation of Language (for ELP levels)

YES  NO
✓  ❄  A. Do the materials differentiate between the language proficiency levels?

✓  ❄  B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

✓  ❄  C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. In the Reading Street program, each Week in the Teacher’s Edition refers to specific ELL support and activities in the Teacher Resources section on Realize online. There are also references to pages in the ancillary ELL Handbook. The Handbook’s introductory section on English Language Proficiency provides information to help identify, understand, and address the needs of students at all levels of language proficiency. Explanations for concept development; listening comprehension; phonics, spelling, and word analysis; vocabulary; reading comprehension; and conventions and writing give student and teacher behaviors and examples for identifying and instructing leveled learners. For the first selection in Grade 3 Unit 1, see example references to the ELL Handbook in side column notes 20–21, 29a, 37c.

B. The introductory section in the ELL Handbook provides information to help identify, understand, and address the needs of students at all levels of language proficiency. Explanations for concept development; listening comprehension; phonics, spelling, and word analysis; vocabulary; reading comprehension; and conventions and writing give student and teacher behaviors and examples for identifying and instructing leveled learners. References to various levels are included in each lesson in the Handbook.

C. Each grade of the Reading Street program has an accompanying ELL Handbook. These materials coordinate with the skills and strategies presented in the carefully structured scope and sequence on which the reading program is based. See the mini Pacing Guide in the Customize Literacy section of First Stop on Pearson Realize online.
IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES NO
☑ ☐ A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑ ☐ B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑ ☐ C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The lesson design allows students to take divergent paths as they progress in a lesson. As a lesson is presented, the skill is identified and introduced. The teacher provides modeling of the skill and then involves students in varied practice activities. Guided practice is done in a whole-class or group setting, and independent practice is done alone or with a partner. These steps are designed to accommodate all levels of learners in the development of language. For the format of a typical section, see Grade 3 TE Unit 1: Content Knowledge —Build Oral Vocabulary 21a, Apply 22–23, Literary Elements and Background Knowledge 24a, Research and Inquiry 25b, Conventions 25d. Additional work is included in similar activities in the ELL Handbook for this grade.

B. As described, the lessons provide scaffolding support as students work in a specific lesson and then move into related materials to guide instruction and practice from very simple to more complex skill levels. The practice activities include many ways to assist all levels of learners. These techniques are used in all grades. See these examples in Grade 3 Unit 1: Apply in the Robust Vocabulary Routine and Amazing Words at Work on 21a; Team Talk on 22–23; Teach, Guide Practice, and Apply on 24a; Guide Practice and Daily Fix-It on 25d. Additional work is included in the ELL Handbook.

C. Every grade contains 36 weeks of instruction with each Week following a 5-Day plan. Throughout the lessons on each day, students are provided with multiple opportunities to progress through the instruction and to change from level to level as skills are mastered. Corrective Feedback and Monitor Progress sections help identify student achievement levels and give timely reteaching or challenging new concepts and skills. They are found throughout every grade. See these examples in Grade 3 Unit 1: 21a (Monitor Progress) and 22a (Corrective Feedback).
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

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<td>A. Do the materials include a range of language functions?</td>
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<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
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<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Students have many ways to participate and demonstrate their language proficiency through the activities in the Reading Street program. Participation in the activities can be as a whole class, in small groups, with a partner, or as an individual. In each lesson segment, students display language functions as they discuss, describe, evaluate, and respond to the relevant topic. These opportunities for evaluation are available at all grades. See these examples in Grade 3 Unit 1 TE: ELL Preteach Concepts notes, ELL Support 20–21; Pronunciation, Team Talk 22–23; Think Aloud for literary elements and background knowledge 24а.

B. Each activity in the lesson (see representative examples listed in part A) is related to the content and concepts being developed. Whether students are expressing an opinion, interpreting a visual, adding to a graphic organizer, or describing an object or concept, the language function is clearly monitored, and suggestions are given to expand the learning process.

C. During the designing of the program, skills were organized into a complete scope and sequence that covers all areas of reading and language arts instruction and related content areas, which is incorporated into the lessons. Based on this carefully coordinated design, each grade level is composed of well-constructed lesson plans for skills and strategies that are included across the grade and from grade to grade.
YES  NO  Higher Order Thinking

D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?

E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. For each page of each main selection in the Student Edition, Access Text and Close Reading questions are provided in the Teacher’s Edition and are divided into 1st Read and 2nd Read. The 1st Read of the selection focuses on Skills and Strategies, providing instruction such as teach, model, on their own, and corrective feedback lesson information to help students understand the text. See Grade 3 Unit 1 TE: 30–31 and 31a. The 2nd Read of the selection focuses on using evidence from the text as students respond to questions based on the higher-order thinking skills of analysis, synthesis, and evaluation. Labels identify these higher-order thinking skills and the Let’s Think About ... skill topics. See Grade 3 Unit 1 TE: 30–31 and 31a. This format continues through the selection to page 37a and resumes with the second part of the selection on pages 38–39 through 45a. Access Text 1st Read and Close Reading 2nd Read can be found in all levels of the program.

E. The information provided in part D explains the 1st Read and 2nd Read format in the Teacher’s Edition. This format for developing higher-order thinking skills is found throughout all grades. At the end of each selection, the Think Critically page helps summarize the selection by asking questions related to the skills and strategies taught in the lesson, including the higher-order thinking skills. Look Back and Write also extends thinking and story comprehension. See Grade 3 Unit 1 TE: 46–47 and 47a. For the Paired Selection, see Grade 3 Unit 1 TE: 50–51, 51a, 52–53, 53a. Here Access Text includes the skills and strategies presented in the lesson, and Close Reading includes a variety of higher-order thinking skills.
IVB. Content Stem

YES NO  Coverage and Specificity of Example Content Topics

☑  ☐  A. Do examples cover a wide range of topics typically found in state and local academic content standards?

☑  ☐  B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

☑  ☐  C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. During the designing of the Reading Street program, state and national standards were used to identify the topics appropriate for each grade. Science and social studies topics were chosen based on the content of the standards for the grade. The main selections were chosen for their ability to coordinate instruction to all literature, language arts, and reading skills as well as their value in the content areas. The paired selections were planned to complement the main selections and to add a specific range of science, social studies, mathematics, and literature content. Every selection in each grade level is clearly labeled to identify the related content area. See Unit Opener Concept Launch on Grade 3 Unit 1 pages xiv and xv. On page xv, the Time for...icon identifies the content areas for the selections. The first selection “When Charlie McBitten Lost Power” has the Time for Science icon. The Paired Selection is a Science in Reading selection, “How a Kite Changed the World” (pages 50–53). As students read the selection, science content directly related to science standards for this grade is integrated into the text, vocabulary, and activities. This carefully structured system is used throughout all grade levels.

B. The content selection described in part A is further expanded with the Leveled Readers listed on the Preview Your Week page for each lesson in the Teacher’s Edition. For Grade 3 Unit 1, see 20b. Also see the Customize Literacy section of First Stop on Pearson Realize online. The site includes science and social studies topics at the Grade 3 level. It also includes lower and higher level listings to accommodate all learners. This information shows the content and the wide variety of choices that can be used to accommodate and cover all levels of skill development.

C. The information in parts A and B delineates the vast amount of coverage for the topics and the content in a grade level. Comparing charts in all levels of the program confirms that the program was carefully structured based on the content standards. Included in the Paired Selections in the program are materials that develop content for 21st Century Skills. See Grade 3 Unit 1 TE: 188–189, 189a, 190–191, 191. Every grade addresses standards for these skills. 21st Century Skills are also addressed in the Teacher Resources section of First Stop on Realize online with a writing project about E-Pen Pals that includes all the related vocabulary and strategies for process writing. Also see an example of a writing project for Grade 3 Unit 1 on pages WP•1–WP•10.
YES  NO  Accessibility to Grade Level Content
☑  ☐  D. Is linguistically and developmentally appropriate grade level content present in the materials?

☑  ☐  E. Is grade level content accessible for the targeted levels of language proficiency?

☑  ☐  F. Is the grade level content systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. State and national standards for content were used to identify the topics appropriate for each grade. Science, social studies, mathematics, and literature content standards were used to develop the scope and sequence of the content to be included in the program. Every selection in each grade level is clearly labeled to identify the related content area, as described in part A. As students read the selection, content directly related to the appropriate content-area standards for this grade is integrated into the text, vocabulary, and activities. This carefully structured system is used throughout all levels.

E. The content selection is further expanded with the Leveled Readers listed on the Preview Your Week page for each lesson in the Teacher’s Edition. For Grade 3 Unit 1, the charts in the Customize Literacy section of First Stop on Pearson Realize online show the content and the wide variety of choices that can be used to accommodate and cover all levels of skill development and the concepts and terms related to the topic.

F. The information in parts A to D delineates the vast amount of coverage for the topics and the content in a grade level. Comparing charts in all levels of the program confirms that the program was carefully structured based on the content standards as well as on materials that develop content for 21st Century Skills.
IVC. INSTRUCTIONAL SUPPORTS

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<td>A. Are sensory supports, which may include visual supports, present and varied in the materials?</td>
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<td>B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?</td>
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<tr>
<td>✔</td>
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<td>C. Are sensory supports systematically presented throughout the materials?</td>
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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. The lessons in all levels of the Reading Street program provide sensory supports. The use of sensory activities is the focus of the Let’s Learn It! pages in the Student Edition. Together with the accompanying Teacher’s Edition lessons, these pages provide tips that advise students how to ask relevant, topic-related questions about and respond with detail to sensory supports. Students use a variety of materials to clarify their understandings and create their own presentations as well as to provide suggestions that build on the ideas of others. See Grade 3 Unit 1 TE: 54–55, 55a, 88–89, 89a, 120–121, 121a. Build Oral Vocabulary—Connect to Amazing Ideas discussions (55g, 88g, 121g) provide additional opportunities to respond to and ask questions and to give suggestions that use sensory responses. Students are provided with a wealth of opportunities to work with and extract information from a wide variety of visual sources. See the resources listed on pages 20b–20c for the many different types of materials, both print and digital, to be used in the Week.

B. All of the materials discussed in part A are an integral part of the lesson instruction and are valuable tools to help students learn the skills. The ability to hear, say, see, and touch while learning skills and concepts directly involves students and encourages skill mastery. The Visualize comprehension strategy presented in the Envision It! section of the Student Edition (Grade 3 SE: EI•27) helps students understand the content by using the information they read to form pictures in their minds. For an example of how the Visualize Comprehension Strategy is applied to a reading selection, see Grade 3 SE: 94 and Unit 1 TE: 94a. Using letter tiles (Grade 3 Unit 1 TE: 38c) is another effective use of sensory supports, in this case used to understand how to build words. The resources listed on Grade 3 Unit 1 TE pages 20b–20c show the variety of materials, and the use of these materials in the lesson plans helps reinforce the instruction to accommodate all learners with direct instruction and a valid lesson plan structure.

C. The materials described in parts A and B are found in every unit and grade in the program. The use of a variety of learning modalities helps students receive, learn, and use the skills presented. For Grade 3 Unit 1, see the complete set of charts (20a–20i, 56a–56i, 90a–90i, 122a–122i, 160a–160i, and UR•1–UR•5), which shows the structure of a unit, as found in all the units in the program.
**Graphic Support**

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D. Are graphic supports present and varied in the materials?

E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

F. Are graphic supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

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D. Beginning at the earliest levels, students work with a variety of graphic supports, including photographs, illustrations, charts, and diagrams, to help them learn both how to locate information in graphics and how to organize information in an easy-to-use form. In the Content Knowledge—Build Oral Language section, the class creates a concept map to build comprehension of the week’s concept. The graphics on the Student Edition pages prompt the Let’s Talk About content used to create the concept map. Throughout the week, students add related concepts based on class discussions. See Grade 3 TE U1: 20j, 20–21, 26a–26b, 38a–38b, 50a–50b, 55f–55g for an example of the use of graphics in the Content Knowledge sections. Structuring a concept map repeats in each of the other weeks of instruction. Additionally, the program teaches and practices skills for analyzing graphically presented materials. See Envision It! EI•10–EI•11, which shows how text features can help students find information. The skill is used in Grade 3 SE: 442 and TE Unit 3: 442a, 442–443, and 467l–467m.

E. In addition to the information presented in part D, a review of one section of a week in Grade 3 provides the context to understand how valuable graphics are in the educational process. In Week 1, SE 24–25 (TE Grade 3 Unit 1: 24a) show how to use a chart to identify the literary elements of a selection. On TE 37d–37e, a writing activity uses a four-column chart to list ideas for a narrative poem. A word web is then used as a tool to help organize and plan the writing. On page 50c, phonics lessons use a chart to categorize words with specific vowel sounds. Page 50g uses a chart to help compare and contrast the elements of narrative and nonfiction, thus transforming a complex concept into an easy-to-understand graphic. All of these items in one week of work make the use of graphics a functional part of the learning.

F. The information presented in parts D and E can be found in a simple form at Grades K and 1. From Grade 2 on, all of the information for the comprehension skills and strategies are presented at the beginning of the Student Editions and applied through the grade in the lessons.
Interactive Support

G. Are interactive supports present and varied in the materials?

H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

G. Interactive supports for learning are found in every lesson in the Reading Street program, beginning with the Practice Stations for each week. In both group and partner situations, students work with others to practice a variety of skills in the Practice Stations, for example, in Grade 3, Word Wise, Word Work, Words to Know, Let’s Write, Read for Meaning, and Get Fluent. Throughout the lessons, labels help to quickly identify interactive learning activities. See these examples for Grade 3 Unit 1 Week 1: Team Talk icons for routines on 25f, 37e, 49c, 55e, 55q. Within the lessons, Team Talk can be found on 22–23, 25a, 26c, 38a, 38d, 50f, 50h, 55g, 55i. Peer Conferencing • Peer Revision is part of the writing activities on 55d. These types of interactive work are found in all grades.

H. In the instructional part of every lesson, an array of techniques is used to ensure that students gain the skills for success in reading. Lessons identify and introduce the skill, provide teacher modeling of the skill, and then use a variety of practice activities. Guide practice is done in a whole-class or group setting, and independent practice is done alone or with a partner. In addition, interactive supports are provided through Practice Stations, Team Talk activities, and peer review, as noted in part G. All of these techniques are intended to accommodate all levels of learners in the development of skills.

I. A review of the interactive lessons in Grade 3 Unit 1 Week 1 identifies the systematic and varied approach: Team Talk icons for routines appear on 25f, 37e, 49c, 55e, 55q. Within the lessons, Team Talk can be found on 22–23, 25a, 26c, 38a, 38d, 50f, 50h, 55g, 55i. Team Talk activities, Practice Stations, and writing activities together provide a complete set of interactive learning supports that appear in every week across all grades in the Reading Street program.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
- Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking – engage in oral communication in a variety of situations for a variety of audiences
- Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IVA. **Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IVB. **Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IVC. **Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation
Introduction

The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the *WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12* are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization

The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

### I. Performance Definitions
(Criteria that shape the ELP Standards)

- IA. Linguistic Complexity
- IB. Vocabulary Usage
- IC. Language Control/Conventions

### II. English Language Proficiency Standards

- IIA. Presence of WIDA ELP Standards
- IIB. Representation of Language Domains (Listening, Speaking, Reading, Writing)

### III. Levels of English Language Proficiency
(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. Differentiation of Language
- IIIB. Scaffolding Language Development

### IV. Strands of Model Performance Indicators

- IVA. Language Functions
  - Attached to Context
  - Higher Order Thinking
- IVB. Content Stem
  - Coverage and Specificity of Example Topics
  - Accessibility to Grade Level Content
- IVC. Instructional Supports
  - Sensory Support
  - Graphic Support
  - Interactive Support
Part 1: Information About Materials

Publication Title(s): ________________________________________________________________

Publisher: ________________________________________________________________

Materials/ Program to be Reviewed: ______________________________________________________

Tools of Instruction included in this review: ________________________________________________

Intended Teacher Audiences: ____________________________________________________________

Intended Student Audiences: ____________________________________________________________

WIDA Framework(s) considered: __________________________________________________________

Language domains addressed in material: _____________________________________________

Social and Instructional Language and the Language of Language Arts, Science, and Social Studies

WIDA English Language Proficiency Standards addressed: _________________________________

WIDA language proficiency levels included: _____________________________________________

Most Recently Published Edition or Website: ____________________________________________

In the space below explain the focus or intended use of the materials.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *Please see expanded justification on page D-160

A. SuccessMaker Reading is an interactive multimedia course designed to meet the needs of students in demographic Grades Kindergarten through Grade 12 by providing instruction, practice, and assessment with a focus on the most essential reading skills for course level Grades K–8. The program scaffolds instruction for levels K to 8 of language proficiency and is designed to help students learn and progress to the next level. SuccessMaker Reading supports the classroom reading program by providing individualized practice and reinforcement for ELL remedial, on grade level, and accelerated students.

IB. Vocabulary Usage (specificity of words, from general to specific to technical)

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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *Please see expanded justification on page D-160

A. The Vocabulary strand provides instruction, practice, and assessment to improve reading comprehension in recognition of the direct correlation between vocabulary development and comprehension. SuccessMaker Reading distinguishes between exposure to and mastery of vocabulary words. The model used in this course also distinguishes between high-frequency words and content area words. See the Vocabulary strand for Grade 3 example lessons SMRE_DI_00265 and SMRE_IP_00277, and for Grade 7 see example lessons SMRE_DI_00425 and SMRE_ITR_01425.

B. Each grade level has a level appropriate database consisting of appropriate words for student level and accelerated students.

IC. Language Control/Conventions (comprehensibility of language)

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C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *Please see expanded justification on page D-160

A. In SuccessMaker Reading, the activities promote language development as the lessons introduce, practice, and apply a variety of language skills from word recognition, word analysis, and word meaning that also applies basic grammar skills. Students use everyday and academic language as they complete the activities. The skill development is applied to the listening, speaking, and writing structures for language learning and enhanced by the interactive lessons that help students participate in the learning experiences. See Grade 3 SMRE_DI_00061 where students use affixes and base (root) words to identify the meanings of words and SMRE_IP_00285 where students use graphic sources to answer questions.

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

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A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *Please see expanded justification on page D-160

A. Every lesson in SuccessMaker Reading contains activities in which students participate in language experiences related to content curriculum for Social Studies, Science, or Language Arts. The lesson activities assist students in developing knowledge and understanding of the lesson concept and the curriculum content as they work with information, ideas, and concepts for a wide variety of subject-area content. Selection-based activities for vocabulary development in Grade 3 have students classify words into sets in the nonfiction passage “My Greatest Trip Ever!” SMRE_IP_00366 or work with

IIB. Representation of Language Domains

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A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?

B. Are the targeted language domains presented within the context of language proficiency levels?

C. Are the targeted language domains systematically integrated throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *Please see expanded justification on page D-160

A. SuccessMaker Reading is organized around the strands recommended by the National Reading Panel and recognized as contributing to the development of foundational and lifelong reading skills. The skills focus on listening, speaking, reading, and writing. The lessons are structured to help students complete the entire learning focus. If a student exits prior to completing a full lesson, the progress at the activity level is bookmarked. This allows the student to start the next session at the same point the student’s last session ended. Print Partners are offline writing activities that capture higher-level, generative-critical thinking skills (e.g., summarizing). Students encounter these activities in the course, but Print Partners...
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

YES  NO
☐  ☐  A. Do the materials differentiate between the language proficiency levels?

☐  ☐  B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

☐  ☐  C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.  

*Please see expanded justification on page D-160

A. The SuccessMaker program was developed to help students move through the levels of language proficiency. The program instruction is an explicit and efficient path to help all students master the skills and learn English and provides a high-interest/low-anxiety environment, comprehensible input strategies, strategies for developing academic language, and content integration. The format invites students to eagerly participate and become actively involved in the learning process and the program’s educational strands for an integrated language program. The following lists the basic program structure: Concepts of Print (course-level Grades K–1), Phonological Awareness (course-level Grades K–2), Phonics (course-level Grades 3–5).

IIIB. Scaffolding Language Development (from ELP level to ELP level)

YES  NO
☐  ☐  A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

☐  ☐  B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☐  ☐  C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.  

*Please see expanded justification on page D-160

A. SuccessMaker Reading’s adaptive engine called “Motion” directs each student’s path through the content. As a student moves through the course, the choice of strands and subsequent learning objectives is not random. Motion is able to eliminate the random aspects of ordered navigating decisions because it takes into account the course content, the student, and the student’s progress. Prerequisite reinforcement, delayed presentation, and retention are all part of SuccessMaker Motion. Once the student has mastered a learning objective, this objective is presented later as a part of maintenance. If the student has not maintained mastery of the objective, the student receives review presentations as determined by Motion.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

YES  NO  Context
☐  ☐  A. Do the materials include a range of language functions?

☐  ☐  B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?
C. Are language functions presented comprehensively to support the progression of language development?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *

A. SuccessMaker Reading involves students in a variety of language contexts as they communicate and complete the exercises and respond to the activities. Students use a variety of language functions that start with words, phrases, and simple sentences and then move on to more complex sentence structures. These lesson activities also involve a wide variety of topics with nonfiction and fictional content. The interactive lessons engage students as they respond to activities where they follow directions, complete sentences, sequence pictures, and perform many other kinds of activities. As each activity is addressed, students are given immediate feedback to assist them and aid in their language development.

D. In addition to fundamental reading skills and print concepts, SuccessMaker Reading incorporates a variety of activities and assessments that are specifically designed to address all levels of higher order (critical) thinking concepts. SuccessMaker has students encounter text and activities that require practice and application of both skills and strategies. These are usually varied activities that call for different levels of student response; for example, click the synonym of a given word or identify the main character in a passage. Students are presented with focused instruction pieces that model meta-cognitive thinking and reading strategies/processes, which the students then practice within the lessons that follow.

E. Are opportunities for engaging in higher order thinking systematically addressed in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *

A. An extensive analysis of state standards throughout the country helped create the list of essential skills for each grade level as well as each reading strand. Further direction comes from the National Institute for Literacy. The Institute funded Armbruster, Lehr, and Osborn’s SuccessMaker Reading Reference Guide 3 piece, Put Reading First: The Research Building Blocks for Teaching Children to Read, which provides detailed definitions and guidance for instruction for each strand. A sampling of the sources used for additional research is in the General Pedagogy section of the SuccessMaker Reading Reference Guide. The SuccessMaker Reading course is guided by agreements and conclusions supported by well-respected names in the field.

B. The program Learning Objectives charts can be found in Section 6 of the SuccessMaker Reading
## WIDA Protocol for Review of Instructional Materials for ELLs

### WIDA PRIME Correlation

### IVC. INSTRUCTIONAL SUPPORTS

#### Sensory Support

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**Justification:** In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *Please see expanded justification on page D-160*

**A.** As an online instructional program, SuccessMaker Reading is totally imbedded with a wealth of engaging sensory supports. A review of any lesson will show how sensory supports are integrated in all instruction as students complete activities that involve seeing, hearing, saying, and touching to determine the content and responses. The program involves students in a variety of auditory and visual activities that use sensory supports. Every part of every lesson uses such supports to help students successfully develop language skills. The methodology caters to a variety of learning styles through a wide range of audio and video technology. See the Vocabulary strand for Grade 3 Lesson 2 and Grade 7 Lesson 2.

**B.** SuccessMaker includes illustrations, graphic organizers, diagrams, charts, real-world objects, and

#### Graphic Support

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**B.** SuccessMaker includes illustrations, graphic organizers, diagrams, charts, real-world objects, and

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**Accessibility to Grade Level Content**

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**D.** State standards for content were used to identify the appropriate topics for each grade. The language arts, social studies, and science content standards were used to develop the scope and sequence of the skills along with the learning objectives included in the program. Every lesson in a grade level is labeled to identify the skill topic and its related content. The high-interest topics encourage students to participate in the lessons and learn about the content geared to their grade level.

**E.** SuccessMaker includes a variety of instructional techniques with interactive tools to present the language in meaningful content to help students acquire and use the language. The activities have clear learning objectives and are designed to help students achieve skills in listening, speaking, reading, and

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**Graphic Support**

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Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *Please see expanded justification on page D-160

D. In the SuccessMaker Reading Reference Guide, Section 2 begins with these statements: “The best way to get acquainted with the SuccessMaker Reading course is to take a session. This chapter shows you what you may see when you sample some exercises in the SuccessMaker Reading course.” A review of that section shows how all aspects of the program have been developed and designed to actively involve the learners with a vibrant assortment of graphics to practice the skills and strategies to help students master the content. This interactive approach and well-developed structure provides a meaningful context for practicing the language in real-world situations.

E. In SuccessMaker, the graphic supports present the information visually and are completely integrated.

YES NO Interactive Support
✔ ☐ G. Are interactive supports present and varied in the materials?

✔ ☐ H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

✔ ☐ I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers. *Please see expanded justification on page D-160

G. SuccessMaker Reading is an interactive multimedia course designed to provide instruction and practice in essential and critical reading skills. After the Focused Instruction section (introduces the primary objective of each Reading lesson through an animation or a 2–3 minute instructional video facilitated by an age appropriate host; Focused Instruction reinforces a specific skill objective associated with a single strategy), the Interactive Practice allows the student to experience applied practice in the concept or skill that was presented. These independent activities are driven by skills and objectives, and are designed to address all Reading strands. Supportive feedback provides assistance when students have difficulty with items. Interactive Practice presents questions or tasks based on the student’s performance.
PERFORMANCE DEFINITIONS: SUCCESSMAKER READING

Justification

1A. Linguistic Complexity

A. SuccessMaker Reading is an interactive multimedia course designed to meet the needs of K-12th grade students. It provides instruction, practice, and assessment with a focus on the most essential K-8th grade reading skills through scaffolded instruction. SuccessMaker Reading supports the classroom reading program by providing individualized practice and reinforcement for ELL, remedial, on-grade-level, and accelerated students. The course promotes critical reading skills by developing students’ proficiency in areas such as phonological awareness, phonics, fluency, vocabulary, and comprehension as well as grammar and spelling. See the SuccessMaker Reading Reference Guide, Section 2, Hands-On Tour: SuccessMaker Reading.

B. SuccessMaker Reading’s adaptive engine called “Motion” directs each student’s path through the content. As a student moves through the course, the choice of strands and subsequent learning objectives is not random. Learning objectives within and across strands have been organized into a coherent sequence of learning objectives. Therefore, movement is personalized by the student’s responses to and interaction with the course learning objectives. The decision to move forward, extend the time on a learning objective, or to review prerequisite skills depends on the student’s mastery performance. The structure provides assistance to help students progress through the levels.

C. For students in demographic Grades K–12, motion will provide the appropriate K–8 reading content based on the assigned level and the student’s performance. High school students can be enrolled in their current demographic Grade levels 9–12 and SuccessMaker will correctly adapt to the students based on their abilities and needs. High school students with limited language proficiency can be placed in SuccessMaker to build reading skills and to listen to the prosody of the English language. The flexibility of the program addresses the real learning needs of the students at all levels.

1B. Vocabulary Usage (specificity of words, from general to specific to technical)

A. The Vocabulary strand provides instruction, practice, and assessment to improve reading comprehension in recognition of the direct correlation between vocabulary development and comprehension. SuccessMaker Reading distinguishes between exposure to and mastery of vocabulary words. The model used in this course also distinguishes between high-frequency words and content area words. See the Vocabulary strand for Grade 3 example lessons SMRE_DI_00265 and SMRE_IP_00277, and for Grade 7 see example lessons SMRE_DI_00425 and SMRE_ITR_01425.

B. Each grade level has a level appropriate database consisting of appropriate words a student may and should be exposed to. In addition, each grade level has an identified list of words that should be mastered. The goal is that each student can identify the mastery words automatically. The mastery words for each grade level are a cross-reference of high-frequency words from both the Fry list and the Dolch list. The selections also incorporate a variety of level appropriate content words.
C. The information presented in parts A and B shows the carefully structured language development features of the program designed to help students succeed in learning general and specific language. See SuccessMaker Reading Reference Guide, Section 6, Learning Objectives to see how the program is designed as a self-contained curriculum that can also be customized to provide intervention or to complement your existing curriculum.

1C. Language Control/Conventions (comprehensibility of language)

A. SuccessMaker Reading activities promote language development as the lessons introduce, practice, and apply a variety of language skills from word recognition, word analysis, and word meaning that also applies basic grammar skills. Students use every day and academic language as they complete the activities. The skill development is applied to the listening, speaking, and writing structures for language learning and enhanced by the interactive lessons that help students participate in the learning experiences. See Grade 3 SMRE_DI_00061 where students use affixes and base (root) words to identify the meanings of words and SMRE_IP_00285 where students use graphic sources to answer questions as they read tables, maps, charts, and other informational sources. See Grade 7 SMRE_DI_00437 where students learn to determine word meaning by using affixes and SMRE_DI_00438 where students learn to use compare and contrast relationships to gain meaning of a text.

B. SuccessMaker is organized to identify the instructional level of students and to help English language learners and all learners learn about, practice, and apply language skills to successfully master the language. As students learn the vocabulary and skills in realistic context, the transition to developing skills and acquiring English becomes seamless.

C. As previously stated, SuccessMaker involves all levels of language proficiency in a wide variety of activities. Each skill is presented, practiced, and reviewed. It is then assessed to check students’ knowledge of the skill. The skill instruction is organized into lessons that focus on a specific topic so that oral language, reading, and writing development are provided within the context of the topic to provide useful content. The features are woven into the program in every lesson and across all lessons and levels.

II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards:

A. Every lesson in SuccessMaker Reading contains activities in which students participate in language experiences related to content curriculum for Social Studies, Science, or Language Arts. The lesson activities assist students in developing knowledge and understanding of the lesson concept and the curriculum content as they work with information, ideas, and concepts for a wide variety of subject-area content. Selection-based activities for vocabulary development in Grade 3 have students classify words into sets in the nonfiction passage “My Greatest Trip Ever!” SMRE_IP_00366 or work with multiple-meaning words in the nonfiction passage “Girls Can Drive” SMRE_IP_00325 with examples related to the content. In Grade 7, academic vocabulary is presented in SMRE_ITR_01433 “School Groups and Education in Japan,” and students use vocabulary concepts to distinguish denotative and connotative meanings as well as identify main idea in “Animal Extinction: A Human Problem” SMRE_ITR_01429.
B. The instructional content as described in part A shows the carefully structured plan for the lessons in SuccessMaker. The lessons provide an overview of the variety of content as they reinforce instruction, provide additional practice, and review the key information, ideas, and concepts. This structure is embedded in the program and serves to guarantee the integration of the topics throughout all lessons.

### IIIB. Representation of Language Domains

A. SuccessMaker Reading is organized around the strands recommended by the National Reading Panel and recognized as contributing to the development of foundational and lifelong reading skills. The skills focus on listening, speaking, reading, and writing. The lessons are structured to help students complete the entire learning focus. If a student exits prior to completing a full lesson, the progress at the activity level is bookmarked. This allows the student to start the next session at the same point the student’s last session ended. Print Partners are offline writing activities that capture higher-level, generative-critical thinking skills (e.g., summarizing). Students encounter these activities in the course, but Print Partners offer the classroom teacher a method of extending practice beyond the student’s computer sessions. Print Partners require written response and give students opportunities to practice writing. Answer Keys are provided for each Print Partner. The scope and sequence of SuccessMaker Reading incorporates the six strands of reading instruction that include listening, speaking, reading, and writing. See the Course Content and Organization in Section 1 of the SuccessMaker Reading Reference Guide.

B. The lessons in the SuccessMaker program include all language domains. The Guided Practice section is the core of the program where students receive instruction based on the student’s instructional reading level and the appropriate strand level. The grades have a lesson sequence in appropriate Lexile levels and additional Text Readers are Lexiled at a higher level to ensure students are exposed to a wider range of vocabulary and build listening comprehension. Remediation follows each Guided Practice lesson when the student is assessed at less than 65% accuracy on responses to phonics, comprehension, or vocabulary items. Remediation activities that are not passed are reintroduced in Delayed Presentation. Fluency assessment enables students to practice their fluency by recording and assessing their performance. Students can practice letters, words, phrases, or familiar texts, and the ability to read a passage with accuracy, speed, and inflection. This can include retelling and is comprised of both fiction and nonfiction.

C. Parts A and B explain the lesson structure, which provides a highly systematic approach to present, practice, use, and apply listening, speaking, reading, and writing in a wide variety of interactive learning exercises. The SuccessMaker program focuses on the language domains of each grade and includes diverse instructional techniques to assist all levels of learners.
III. LEVELS OF LANGUAGE PROFICIENCY

IIIA. Differentiation of Language (for ELP levels)

A. The SuccessMaker program was developed to help students move through the levels of language proficiency. The program instruction is an explicit and efficient path to help all students master the skills and learn English and provides a high-interest/low-anxiety environment, comprehensible input strategies, strategies for developing academic language, and content integration. The format invites students to eagerly participate and become actively involved in the learning process and the program’s educational strands for an integrated language program. The following lists the basic program structure: Concepts of Print (course-level Grades K–1), Phonological Awareness (course-level Grades K–2), Phonics (course-level Grades K–5), Fluency (course-level Grades K–5), Vocabulary (course-level Grades K–8), Comprehension (course-level Grades K–8), Grammar (course-level Grades 2–8), Spelling (course-level Grades 2–8).

B. Students can be placed in the program using the varied activities and materials, and they can then proceed based on their ability to complete the activities. All the online activities provide immediate feedback to help students understand the materials and the questions. The program includes methods to help teachers differentiate instruction to make language comprehensible for English language learners at various levels of proficiency.

C. The SuccessMaker program allows for students to participate in activities and monitors their ability to work in the phonics, vocabulary, comprehension, fluency, grammar, and spelling strands for scaffolded language experiences in every lesson. The individualized practice and reinforcement helps all students work at appropriate levels. Every lesson contains simple interactive exercises that help students complete the activity and then repeat it as many times as needed to master the content and skills.

IIIB. Scaffolding Language Development (from ELP level to ELP level)

A. SuccessMaker Reading’s adaptive engine called “Motion” directs each student’s path through the content. As a student moves through the course, the choice of strands and subsequent learning objectives is not random. Motion is able to eliminate the random aspects of ordered navigating decisions because it takes into account the course content, the student, and the student’s progress. Prerequisite reinforcement, delayed presentation, and retention are all part of SuccessMaker Motion. Once the student has mastered a learning objective, this objective is presented later as a part of maintenance. If the student has not maintained mastery of the objective, the student receives review presentations as determined by the sequencing logic. The necessity and intensity of the review presentations are mediated by each individual student’s performance on individual learning objectives and bundles of related learning objectives.

B. The program is designed to help all learners, including English language learners, to move through the levels. The program provides the materials and instructional techniques needed to help students achieve. SuccessMaker scaffolds instruction for levels of language proficiency and creates an environment for learning success. The materials help students adapt to everyday life as they progress through the lessons and acquire reading skills. See the section Rewards for Progress in the SuccessMaker Reading Reference Guide, Section 2, Hands-On Tour: SuccessMaker Reading.
C. In SuccessMaker, the instruction is geared to identifying the needs of students and then helping them progress as quickly as possible to master the skills and goals of the lessons. If the student is struggling with the content of a lesson, SuccessMaker’s adaptive engine makes the following decisions about a student’s progress through the course: to provide additional remediation activities in an effort to support the student in this content area or to place an activity in delayed presentation, whereby the student takes a break from the content that is too challenging. The content is presented again later after the student has had the opportunity to acquire the skill through maturation while the delayed activity is on hold. All students using SuccessMaker default or custom-by-settings courses will be rewarded for advancing in the course. The first reward is unlocked at the completion of IP and then every 0.25 gain thereafter. The rewards motivate the students to take ownership of their learning and progress.

IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

A. SuccessMaker Reading involves students in a variety of language contexts as they communicate and complete the exercises and respond to the activities. Students use a variety of language functions that start with words, phrases, and simple sentences and then move on to more complex sentence structures. These lesson activities also involve a wide variety of topics with nonfiction and fictional content. The interactive lessons engage students as they respond to activities where they follow directions, complete sentences, sequence pictures, and perform many other kinds of activities. As each activity is addressed, students are given immediate feedback to assist them and aid in their language development. The activities increase their exposure to and practice with new strategies and skills, provide them with known expectations, and minimize their anxiety. Within these routines, language is presented comprehensively, socially, and academically. See the Grammar strand for Grade 3 example lessons SMRE_CU_02315, SMRE_PP_02319, and SMRE_CU_02324, and for Grade 7 see example lessons SMRE_PP_00568, SMRE_DI_00556, and SMRE_PP_00577.

B. In SuccessMaker, each activity involves listening to directions and using the context of pictures, words, phrases, or sentences to complete a statement, identify an object or concept, develop a sequence, or accomplish other related vocabulary and reading exercises. The activities are placed in a context related to a variety of topics that incorporates development and comprehension of the content. The lessons progress from simple to complex and are tracked to assume corrective feedback and assistance to guarantee mastery.

C. The program activities were carefully developed to help students work through the content in a systematically organized structure with the guided practice coordinated with the appropriate remediation as needed to insure language development. The online lessons provide a wide variety of techniques to motivate learning and provide meaningful interactive exercises. This allows for instruction and practice for all skills and strategies needed within a level and cycled between the levels.
**Higher Order Thinking**

D. In addition to fundamental reading skills and print concepts, SuccessMaker Reading incorporates a variety of activities and assessments that are specifically designed to address all levels of higher order (critical) thinking concepts. SuccessMaker has students encounter text and activities that require practice and application of both skills and strategies. These are usually varied activities that call for different levels of student response; for example, click the synonym of a given word or identify the main character in a passage. Students are presented with focused instruction pieces that model metacognitive thinking and reading strategies/processes, which the students then practice within the lessons that follow. Students encounter formative and summative assessment questions that are specifically written to address a variety of levels of Bloom’s taxonomy (e.g., comprehension and evaluation questions).

E. The activities for engaging in higher order (critical) thinking concepts are integrated throughout the program. Students practice writing activities in the Print Partners that capture higher-level, generative critical thinking skills (e.g., summarizing). Students receive specific, detailed correct answer and wrong answer feedback that models, explains, and scaffolds student thinking about an objective (e.g., “ask yourself ... how are these two items the same?”). Students interact with content in a variety of interactive activities. Each activity requires a different type of cognition (e.g., matching versus fill in the blank). This systematic inclusion of a wide assortment of activities helps to promote an array of instructional and application opportunities.

**IVB. Content Stem**

**Coverage and Specificity of Example Content Topics**

A. An extensive analysis of state standards throughout the country helped create the list of essential skills for each grade level as well as each reading strand. Further direction comes from the National Institute for Literacy. The Institute funded Armbruster, Lehr, and Osborn’s SuccessMaker Reading Reference Guide 3 piece, Put Reading First: The Research Building Blocks for Teaching Children to Read, which provides detailed definitions and guidance for instruction for each strand. A sampling of the sources used for additional research is in the General Pedagogy section of the SuccessMaker Reading Reference Guide. The SuccessMaker Reading course is guided by agreements and conclusions supported by well-respected names in the field.

B. The program Learning Objectives charts can be found in Section 6 of the SuccessMaker Reading Reference Guide. The charts list the skill Strand, the Concept, and the Description, which provides information about the type of content for each lesson and how the students work in that topic. The instruction is achieved by presenting highly engaging lessons appropriate to a student’s functional level, providing feedback and re-teaching when necessary, and providing opportunities to apply critical thinking skills in a variety of content. This structure has been developed based on the research explanation found in Part A.

C. A review of the charts will show the skill Strand and the Concept structure of each grade level. The Description provides information about the type of content for each lesson and how the students work in that topic. At each grade, curriculum from many content areas is included and was selected based on various topics to make language learning a real-world experience.
**Accessibility to Grade Level Content**

D. State standards for content were used to identify the appropriate topics for each grade. The language arts, social studies, and science content standards were used to develop the scope and sequence of the skills along with the learning objectives included in the program. Every lesson in a grade level is labeled to identify the skill topic and its related content. The high-interest topics encourage students to participate in the lessons and learn about the content geared to their grade level.

E. SuccessMaker includes a variety of instructional techniques with interactive tools to present the language in meaningful content to help students acquire and use the language. The activities have clear learning objectives and are designed to help students achieve skills in listening, speaking, reading, and writing. The interactive exercises use graphics to incorporate understanding into each and every learning activity to help all learners benefit from the instruction.

F. SuccessMaker has been very carefully structured to present appropriate grade level content for all lessons. The program Learning Objectives charts can be found in Section 6 of the SuccessMaker Reading Reference Guide. The charts list the skill Strand, the Concept, and the Description which provides information about the type of content for each lesson and how the students work in that topic.

**IVC. INSTRUCTIONAL SUPPORTS**

**Sensory Support**

A. As an online instructional program, SuccessMaker Reading is totally imbedded with a wealth of engaging sensory supports. A review of any lesson will show how sensory supports are integrated in all instruction as students complete activities that involve seeing, hearing, saying, and touching to determine the content and responses. The program involves students in a variety of auditory and visual activities that use sensory supports. Every part of every lesson uses such supports to help students successfully develop language skills. The methodology caters to a variety of learning styles through a wide range of audio and video technology. See the Vocabulary strand for Grade 3 Lesson 2 and Grade 7 Lesson 2.

B. SuccessMaker includes illustrations, graphic organizers, diagrams, charts, real-world objects, and models as examples to support concepts and vocabulary. The range of instructional strategies encourages students to hear, say, see, and touch while learning skills and concepts. This interactive approach allows students at all levels of proficiency to participate and develop language skills and content concepts.

C. Throughout the SuccessMaker program, the lessons are consistently organized and structured to involve many kinds of sensory supports, as described in parts A and B. The programs focus on many different learning modalities to develop language skills and proficiencies in a variety of content areas.
**Graphic Support**

D. In the SuccessMaker Reading Reference Guide, Section 2 begins with these statements: “The best way to get acquainted with the SuccessMaker Reading course is to take a session. This chapter shows you what you may see when you sample some exercises in the SuccessMaker Reading course.” A review of that section shows how all aspects of the program have been developed and designed to actively involve the learners with a vibrant assortment of graphics to practice the skills and strategies to help students master the content. This interactive approach and well-developed structure provides a meaningful context for practicing the language in real-world situations.

E. In SuccessMaker, the graphic supports present the information visually and are completely integrated with the lesson concepts and content to develop the language concepts and skills students need. In every lesson, the graphics present the vocabulary in a real-world context and then use the terms as part of everyday language to ask questions, give responses, and explore the use of the words. A review of any of the lessons at any level shows how uniquely the graphics are used to promote the language to be learned. This structure is used with all skills and concepts presented.

F. In SuccessMaker, the audio and video in the online technology include state-of-the-art animations as tools that help students learn content and concepts and develop language proficiency. All the materials at every level in every lesson provide a complete array of interactive visual materials. A review of any lesson in the program quickly shows how extensive the graphic supports are within the lessons. See, for example, the Grade 3 nonfiction passage “Deserts and Mountains” SMRE_PP_00132 and Grade 7 nonfiction passage “Plague and Cholera” SMRE_ITR_01426.

**Interactive Support**

G. SuccessMaker Reading is an interactive multimedia course designed to provide instruction and practice in essential and critical reading skills. After the Focused Instruction section (introduces the primary objective of each Reading lesson through an animation or a 2–3 minute instructional video facilitated by an age appropriate host; Focused Instruction reinforces a specific skill objective associated with a single strategy), the Interactive Practice allows the student to experience applied practice in the concept or skill that was presented. These independent activities are driven by skills and objectives, and are designed to address all Reading strands. Supportive feedback provides assistance when students have difficulty with items. Interactive Practice presents questions or tasks based on the student’s performance.

H. The interactive learning supports are included in every lesson in every level. After the Focus Instruction and the Interactive Practice, the Interactive Text Readers permit students to practice key skills and objectives in context. Text Readers are Lexiled passages followed by a comprehension activity. Each passage contains art and photos, as well as rollover audio for hyperlinked glossary words. Each Text Reader has assessments that measure comprehension and application of key skills and strategies. The two types of Text Reader assessment activities are multiple-choice questions and highlighting activities.

I. The information in parts G and H explains how the program was designed to provide varied and systematic interactive supports at all phases of each activity. The materials help all learners participate in activities in which they work with skills and concepts, vocabulary, language, and content in meaningful real-world situations and develop functional language skills. As students complete each lesson activity, instant feedback shows them their level of accomplishment and guides them into activities that continue to help them master the skills and concepts.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
• Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
• Speaking – engage in oral communication in a variety of situations for a variety of audiences
• Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
• Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels
IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

IV-A. **Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.

- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

IV-B. **Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

IV-C. **Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.

- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
Protocol for Review of Instructional Materials for ELLs

WIDA PRIME Correlation
WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

Introduction
The Protocol for Review of Instructional Materials for ELLs (PRIME) has been developed by World-Class Instructional Design and Assessment (WIDA) to assist publishers and educators in examining the representation of key elements of the WIDA English language proficiency standards in their materials.

The intent of this review is to identify the ways in which elements of the WIDA English Language Proficiency Standards, 2007 Edition, PreKindergarten through Grade 12 are represented in the published materials. These materials vary from core or supplemental texts to DVDs to software programs; however, it is assumed that they all seek to provide teachers with standards-based references to use with English language learners in diverse settings across the United States.

The Protocol for Review of Instructional Materials for ELLs (PRIME) is not an evaluative tool aimed to judge the effectiveness of published materials using the WIDA English Language Proficiency (ELP) Standards. The goal of the Protocol for Review of Instructional Materials for ELLs (PRIME) is twofold:

- to aid publishers and correlators in developing materials and communicating how their materials incorporate or address aspects of the WIDA English Language Proficiency Standards, and
- to assist educators in making informed decisions in selecting instructional materials for programs serving English language learners.

WIDA welcomes the opportunity to work with both publishers and educators. WIDA realizes that it has a unique perspective on the conceptualization of language proficiency standards and how it envisions their use. It is our hope that by using this inventory, publishers will gain a keener understanding of some of the facets involved in the language development of English language learners as they pertain to their products.

Organization
The Protocol for Review of Instructional Materials for ELLs (PRIME) is organized into two parts that, as a whole, are intended to provide information about instructional materials in each of 14 criteria. Part 1 contains information about the materials that are to be reviewed. Part 2 is the protocol used for the review of instructional materials and includes space for publishers to explain the answers to the questions. An Appendix at the end of the document provides definitions of the categories included in the PRIME correlation.

Directions for completing the Protocol for Review of Instructional Materials for ELLs (PRIME) inventory:

**STEP 1:** Complete information about materials being reviewed.

**STEP 2:** Respond to the “Yes/No” questions about the presence of the criteria in the materials.

**STEP 3:** Provide justification to support your “Yes” responses. (Note: If additional explanation for “No” answers is relevant to readers’ understanding of the materials, this may also be included.)
Organization of the WIDA English Language Proficiency Standards In Relation to the Protocol for Review of Instructional Materials for ELLs

The 14 PRIME criteria are in **BOLD** below.

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**I. Performance Definitions**
(Criteria that shape the ELP Standards)

- IA. Linguistic Complexity
- IB. Vocabulary Usage
- IC. Language Control/Conventions

**II. English Language Proficiency Standards**

- IIA. Presence of WIDA ELP Standards
- IIB. Representation of Language Domains (Listening, Speaking, Reading, Writing)

**III. Levels of English Language Proficiency**
(Entering, Beginning, Developing, Expanding, Bridging)

- IIIA. Differentiation of Language
- IIIB. Scaffolding Language Development

**IV. Strands of Model Performance Indicators**

- IVA. Language Functions
  - Attached to Context
  - Higher Order Thinking
- IVB. Content Stem
  - Coverage and Specificity of Example Topics
  - Accessibility to Grade Level Content
- IVC. Instructional Supports
  - Sensory Support
  - Graphic Support
  - Interactive Support
Part 1: Information About Materials

Publication Title(s): A+RISE® Standards2Strategy™

Publisher: Pearson

Materials/Program to be Reviewed: A+RISE® Standards2Strategy™: WIDA, TX, FL, CA, and CCSS K-12 editions

Tools of Instruction included in this review: A+RISE® Standards2Strategy™ is an online Internet teacher resource

Intended Teacher Audiences: Mainstream, ESL/Bilingual, Content Area/Literacy Specialists, and PD Providers

Intended Student Audiences: K-12 ELLs, Newcomers, Struggling Readers, and Standard English Learners

WIDA Framework(s) considered: Formative

Language domains addressed in material: Listening, Speaking, Reading, and Writing

Social and Instructional Language, Language of: Language Arts, Mathematics, Science, and Social Studies

WIDA English Language Proficiency Standards addressed:

WIDA language proficiency levels included: Levels 1-5

Most Recently Published Edition or Website: www.arisek12.com; Take a Tour: www.arisek12.com/index.php/site/tour

In the space below explain the focus or intended use of the materials.

The A+RISE Standards2Strategy® online teacher resource distills 30 years of research into effective instructional strategies in a matter of minutes. Aligned to WIDA, CA, TX, and FL English Language Proficiency Standards across all content areas and curricula, A+RISE helps teachers differentiate instruction, reinforce best practices, and provide alternative learning strategies, while supporting the implementation of all instructional frameworks and models. With 3 simple steps, any teacher can use the A+RISE S2S to instantly identify standards-aligned instructional strategies integrated with content that will help English language learners and all students acquire academic language and content knowledge.
Part 2: PRIME Correlation Tool

I. PERFORMANCE DEFINITIONS

IA. Linguistic Complexity (the amount and quality of speech or writing)

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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A. Do the instructional materials take into account linguistic complexity for language learners?

B. Do the instructional materials address linguistic complexity for all of the targeted proficiency levels?

C. Is linguistic complexity systematically addressed, in multiple lessons, chapters, or units, in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Linguistic complexity of the A+RISE Standards2Strategy™ (S2S) online resource is systematically integrated and accounted for according to the targeted proficiency levels. Teachers use the Search ELP Standards button on the home page. This will automatically direct teachers to address linguistic complexity by selecting #1, Browse the Standards by: subject, grade, domain, and proficiency level. Evidence of linguistic complexity (oral or written) is located on #2 and #3, View the Standards and Aligned Resources. The aligned resources, or strategies, are designed to address the amount of discourse expected of students based on each level of language proficiency.

B. The teacher has the opportunity to select a proficiency level located in #1, Browse the Standards. By simply clicking the level, the teacher will quickly have the appropriate strategies to support the ELL students at that level. For example:

   Level 1: Use single words (N06- I Say, You Say is a strategy to support sound, letter, and word recognition).
   Level 2: Use phrases or short sentences (N20- Sentence Box strategy addresses the use of simple sentence patterns).
   Level 3: Use series of related sentences (F02- Circle of Friends strategy enables the ELL to use sentence structures in a series of sentences).
   Level 4: Use moderate discourse (W05- Process Writing strategy targets descriptive paragraphs).
   Level 5: Use complex discourse (W09- Revising Techniques helps students combine sentences).

C. Linguistic complexity in the A+RISE S2S is presented and systematically organized throughout the aligned resources. The teacher selects the Strategy Card Index to browse through an array of instructional strategies. Each A+RISE strategy was carefully designed to address linguistic complexity. It is recommended that the teacher first use the Search the ELP Standards feature and identify the level of proficiency; this will enable the teacher to use the correct aligned strategy for that particular level of language proficiency.
IB. Vocabulary Usage (specificity of words, from general to specific to technical)

A. Is vocabulary usage represented as words, phrases, and expressions in context?  
   ✔ ☐

B. Is vocabulary usage addressed in the materials for all of the targeted levels of proficiency?  
   ✔ ☐

C. Are general, specific, and technical language usage systematically presented throughout the materials?  
   ✔ ☐

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. A+RISE S2S provides numerous strategies for vocabulary usage. The teacher selects the Browse Strategy Cards button located on the Home Page. This automatically takes the teacher to the Card Index where usage of vocabulary is presented as words, phrases, and expressions in context and based on the content areas: ELA, math, science, and social studies. The vocabulary strategies can be found under several card categories: phonics, vocabulary, newcomers, and cognates. The teacher selects the vocabulary strategy and can also use the content area buttons (6-12th) on the right side to view the application for each content area.

B. Vocabulary usage and its appropriateness to the levels of language proficiency can easily be accessed using the Browse the Standards feature. The teacher selects the second tab labeled: Search Standards. Teachers can easily select by clicking on #1 Browse the ELP Standards by: subject, grade, domain, and proficiency level. Evidence of vocabulary usage is located on #2 and #3, View the Standards and Aligned Resources. The aligned resources or strategies are designed to address vocabulary usage based on each level of language proficiency. For example:
   Level 1: Most common vocabulary (P03, K-5 Puzzle Cards reflect sound, letter, and word recognition).
   Level 2: High frequency vocabulary (N02, 6-8 Greetings! strategy enables ELLs to use high frequency and initial vocabulary).
   Level 3: General and some specific vocabulary (V10, K-5 KIM strategy allows students to segment general vocabulary into 3 sections).
   Level 4: Specialized and some technical vocabulary (V18, 9-12 Word Jar strategy addresses more specialized vocabulary as presented within the content areas).
   Level 5: Specialized and technical vocabulary (V12, 9-12 Fishbone for Mathematics presents 2 and 3D figures to distinguish between volume and area).

C. General, specific, and technical vocabulary usage is presented throughout the A+RISE S2S. Teacher selects the Browse Strategy Cards button on the home page. Evidence of each is presented in the following examples:
   General Language: A03 Academic Vocabulary under the Knowledge category lists: define, label, show, name, list, etc.
   Specific Language: CG03 Blast from the Past cognate strategy addresses words such as conservation, equation, conclusion, and international.
   Technical Language: V04, 9-12 Content Vocabulary Quadrant strategy for Science identifies: symbiosis, commensalism, and mutualism.
IC. Language Control/Conventions (comprehensibility of language)

YES  NO  
✓  □  A. Are opportunities to demonstrate language control presented in the materials?

✓  □  B. Do opportunities to demonstrate language control correspond to all targeted levels of language proficiency?

✓  □  C. Are opportunities to demonstrate language control systematically presented in the materials in multiple chapters, lessons, or units?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Various opportunities to demonstrate comprehensibility of communication through language control is integrated throughout the A+RISE S2S. Language structures such as rules and syntax are found in several A+RISE strategies. Use the Browse Strategy button located on the home page. This will direct the classroom teacher to the Strategy Card Index. Variations of language control are integrated within the procedures of each strategy card.

B. Evidence of language control based on various proficiency levels is located in the View #1 Search the ELP Standards: select subject, grade, domain, and proficiency level.

   Level 1: Memorized Language (N02 Greetings! strategy facilitates oral discourse using simple language structures).
   Level 2: Language with errors where meaning is obscured (F08 Partner Fluency Check allows students to monitor and determine if rate and intonation obscures meaning).
   Level 3: Language with errors but meaning is retained (F02 Circle of Friends: Standard English encourages ELLs to increase sentence lengths using connecting words, use indefinite pronouns and contractions).
   Level 4: Language with minimal errors (W02 Language Experience Approach instructs the teacher to remind students of the differences between formal and informal language).
   Level 5: Language comparable to English peers (F12 Circle of Friends: Discuss and Reflect facilitates oral communication with a focus on grammatical and semantic choice).

C. There are multiple opportunities to demonstrate language control throughout the A+RISE S2S. These instances are integrated throughout the instructional strategy cards. Select the Strategy Card Index and view the card categories. Language control and its application can be found in the following card categories: Cognates, Comprehension, Fluency, Newcomers, Phonics, and Writing.
II. ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS

IIA. Presence of WIDA English Language Proficiency Standards

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

A. Are social and instructional language and one or more of the remaining WIDA Standards (the language of Language Arts, of Mathematics, of Science, and of Social Studies) present in the materials?

✓   B. Do the materials systematically integrate Social and Instructional Language and the language of the targeted content area(s)?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

<table>
<thead>
<tr>
<th>A. All five WIDA English Proficiency Standards are presented in the A+RISE S2S WIDA version. Evidence of the WIDA standards are located in the Search the WIDA ELP Standards button located on the Home page. This will take the teacher directly to the Browse the WIDA Standards feature on View #1. The teacher has the option of selecting social and instructional language, the language of Language Arts, Mathematics, Science, and/or Social Studies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Evidence of the WIDA English Proficiency Standards is located on the Browse the Standards feature. The drop-down windows allows the teacher to select one of the five standards or has the option of viewing the entire WIDA standards on #2, View the Standards. In addition to the browse and view options, A+RISE S2S provides the aligned resources to support each WIDA Standard. The 6-12 Edition provides content-specific examples to support the strategy card and the WIDA standard. The K-5 Edition allows the teacher to select the strategy card aligned to the WIDA standard and provides differentiated techniques called DI Spins.</td>
</tr>
</tbody>
</table>
IIB. Representation of Language Domains

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>A. Are the language domains (listening, speaking, reading, and writing) targeted in the materials?</th>
<th>✓</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>B. Are the targeted language domains presented within the context of language proficiency levels?</td>
<td>✓</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Are the targeted language domains systematically integrated throughout the materials?</td>
<td>✓</td>
<td>☐</td>
</tr>
</tbody>
</table>

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. All four language domains are represented in the A+RISE S2S. In the Browse WIDA Standards feature, the teacher will find drop-down windows on View #1, Browse WIDA ELP Standards. This enables the teacher to select the Standard, grade level, and one of the language domains: listening, speaking, reading, or writing.

B. After the teacher selects one of the domains, listening, speaking, reading, or writing, the teacher has the option of selecting one of the language proficiency levels: 1-5. This feature facilitates easy access to the aligned instructional strategies targeting the selected domain and language proficiency level. The following are examples of each domain and an aligned instructional strategy based on a language proficiency level:

- **Listening**: Language of Mathematics, 6-8th, Listening for Level 1: V03 Puzzle Cards strategy
- **Speaking**: Language of Science, 9-12th, Speaking for Level 3: C09 Carousel strategy
- **Reading**: Language of Language Arts, K-2nd, Reading for Level 4: P02 Letter Patterns strategy
- **Writing**: Language of Social Studies, 3-5th, Writing for Level 5: W05 Process Writing strategy

C. A+RISE S2S offers aligned and appropriate strategies targeting each of the domains: listening, speaking, reading, and writing. After the teacher selects the domain, an aligned strategy may have listening and writing integrated in the procedures. Or, a strategy may have speaking and reading. Some strategies have all 4 domains integrated. For example: Radio Readers, F04 in K-5, enables the teacher to apply all 4 domains as the strategy is implemented.
III. LEVELS OF LANGUAGE PROFICIENCY

III A. Differentiation of Language (for ELP levels)

YES NO
✓   ☐  A. Do the materials differentiate between the language proficiency levels?

✓   ☐  B. Is differentiation of language proficiency developmentally and linguistically appropriate for the designated language levels?

✓   ☐  C. Is differentiation of language systematically addressed throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language proficiency levels are systematically matched to differentiation of language throughout the A+RISE S2S materials. The teacher uses the Browse the ELP standards feature, and, after selecting the subject, grade, domain, the teacher can select the proficiency level. These drop-down windows or ‘filtering system’ enables the teacher to easily locate the right strategy based on the language proficiency level. All 5 proficiency levels are represented and supported by providing teachers aligned and appropriate instructional strategies.

B. Evidence of developmentally and linguistically appropriate strategies for specific designated language proficiency levels are easily accessed in the Browse the Standards option. The teacher selects the subject, grade, domain, and level. The grade designates the developmental appropriateness of the strategies for grades: K-2, 3-5, 6-8, or 9-12. Once the teacher selects the grade level, he/she has the option of viewing the language domain and proficiency level. This integrated system guides the teacher in selecting and implementing language-based strategies that are developmentally and linguistically appropriate.

C. Differentiation of language is integrated and organized throughout the A+RISE S2S program. The teacher selects the Browse the Standards feature. Once the teacher selects the subject, grade, domain, and proficiency level, the teacher can browse an array of aligned strategies. Evidence of differentiation of language is presented in the proficiency levels: 1-5. In addition, K-5 teachers have access to differentiation instructional techniques called SPINS. These SPINS provide teachers 2-3 different ways to apply the strategy in case students need additional support in attainment of language and content.
III B. Scaffolding Language Development (from ELP level to ELP level)

YES NO

☑ ☐ A. Do the materials provide scaffolding supports for students to advance within a proficiency level?

☑ ☐ B. Do the materials provide scaffolding supports for students to progress from one proficiency level to the next?

☑ ☐ C. Are scaffolding supports presented systematically throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Scaffolding supports for students to advance within a proficiency level are presented throughout the A+RISE S2S program. The intent of the step-by-step procedures is for the classroom teacher to implement the strategy and simultaneously use scaffolding techniques to help all students move to the next level of language proficiency. The scaffolding integrated approaches provide linguistic supports and allow independent learning within whole group, peer, and collaborative settings.

B. Evidence of providing scaffolding supports for students to progress from one proficiency level to the next is illustrated in View the Standards. The following is an example of how scaffolding is present within and across the levels of language proficiency for Level 2 Speaking:

N01 My Space (simple question stems using “wh” words).
N02 Greetings! (simple greetings to acquire routine language).
N03 Informal Conversations (use of simple sentence patterns).
N04 Routine Language Strategy (use of commands for routine language).
N05 Job Interview Rehearsals (students begin to use more sentence structures as they begin to speak within social settings).

C. Scaffolding supports are systematic and relevant to the students’ language proficiency levels. Evidence of the scaffolding supports are featured in the Search the Standards option. After the teacher selects the subject, grade, and domain, the teacher has the opportunity to select the level of proficiency. The strategies aligned to that particular level are appropriate based on the targeted level. This allows the teacher to use appropriate scaffolding strategies and therefore, to be able to differentiate instruction.
IV. STRANDS OF MODEL PERFORMANCE INDICATORS

IVA. Language Functions

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Context</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>□</td>
<td>A. Do the materials include a range of language functions?</td>
</tr>
<tr>
<td>✓</td>
<td>□</td>
<td>B. Do the language functions attach to a context (i.e. are they incorporated into a communicative goal or activity)?</td>
</tr>
<tr>
<td>✓</td>
<td>□</td>
<td>C. Are language functions presented comprehensively to support the progression of language development?</td>
</tr>
</tbody>
</table>

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. Language functions are varied and integrated within the A+RISE S2S program. All the instructional strategies were explicitly designed to provide teachers the HOW in the use of language functions for their ELLs. Language functions such as discuss, create, think about, transfer, etc. are some examples of the action verbs found throughout the materials and are directly tied to language functions.

B. Language functions are presented in context and are integrated within the procedures for the teachers. Evidence of language functions can be found in the Card Index. Once the teacher browses the Card Index and selects a strategy card, he/she has access to the procedures. The procedures are designed to support the teacher in implementing an array of language functions. For example:

C06 Carousel strategy located in Comprehension:
Procedures include: Students read the text, summarize, conclude, take notes, write, and present.

C. Language Functions presented in the A+RISE S2S program support the progression of language development. Evidence of language progression through the use of language functions is located in the Browse the Standards feature. After the teacher selects the subject, grade, and domain, the teacher can access the proficiency level. The progression of language development is outlined within the 5 levels of language proficiency. For example:

Language of Mathematics, grades 3-5, reading, Level 1 (Entering): The teacher has numerous aligned resources/strategies to select from. The language functions are integrated into the procedures and explicitly guide the teacher in using language functions and action verbs to direct the learners to engage with the content for that particular language proficiency level. In this instance Level 1 students use the Partners strategy to discuss concepts with a peer using initial vocabulary and simple phrases.
### Higher Order Thinking

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
</table>
| ☑️  | ☐️  | D. Are opportunities to engage in higher order thinking present for students of various levels of English language proficiency?  
| ☑️  | ☐️  | E. Are opportunities for engaging in higher order thinking systematically addressed in the materials? |

**Justification:** In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. A+RISE S2S was designed specifically to provide multiple opportunities to engage ELLs, at all proficiency levels, in higher order thinking activities. The teacher can access the Browse the Standards feature and after selecting the subject, grade, and domain, the proficiency level is presented. Each of the 5 proficiency levels provides the teacher with several strategy options to engage ELLs in higher order thinking.

E. Higher order thinking is presented and organized throughout the A+RISE S2S materials. Evidence of this organization is found in the Assessment component. The 6 levels of cognition are organized from Knowledge, Comprehension, Application, Analysis, Synthesis, to Evaluation. Over seventy-two activities are found in this section. In addition, many strategies offer higher order thinking processes. For example: C02 in Comprehension, the ORID strategy for 6-12th is at a high level of cognition, but provides visual and linguistic supports so all ELLs have opportunities to engage in higher order thinking.
IVB. Content Stem

YES  NO  Coverage and Specificity of Example Content Topics

☑  ☐  A. Do examples cover a wide range of topics typically found in state and local academic content standards?

☑  ☐  B. Are example topics accessible to English language learners of the targeted level(s) of English language proficiency?

☑  ☐  C. Are example topics systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. A+RISE S2S is an integrated system that helps the teacher search the ELP standards and quickly locate the appropriate instructional strategies. A+RISE S2S offers over 100 strategies and covers a wide range of subject-matter topics found in state and local academic standards. The WIDA, FL, TX, and CA K-12 A+RISE S2S materials are aligned to the state-specific English Language Proficiency Standards. Each of these S2S state editions provide the Search the Standards feature to help teachers browse the ELP standards, and they also provides strategies aligned to those standards.

B. Evidence of the example topics, based on levels of language proficiency for ELLs, is located in the Browse the Standards option. The teacher can easily select the standard, grade, domain, and proficiency level. This unique filtering system helps the teacher locate the appropriate strategy based on the level of proficiency. Once the teacher selects the level, A+RISE S2S presents the teacher with an array of strategies. In the 6-12th version, the teacher has access to the core strategy and content specific examples for ELA, math, science, and social studies. These content-based examples reflect the many courses or units of study based on the state standards.

C. Course-related topics are systematically presented throughout the A+RISE S2S strategies and support the content areas. Evidence of integrating content specific topics is found in the Card Index. For example: C04 Omit, Keep, Summarize strategy in the comprehension component offers the following content specific applications:

ELA: Summarization of text reflecting a Limited Warranty for technical text
Mathematics: Summarization as applied to solving word problems for equations in Algebra
Science: Summarization of a paragraph for Aquatic Science
Social Studies: Summarization of a paragraph based on the Civil Rights Movement in American History
YES  NO  Accessibility to Grade Level Content
✓  ☐  D. Is linguistically and developmentally appropriate grade level content present in the materials?
✓  ☐  E. Is grade level content accessible for the targeted levels of language proficiency?
✓  ☐  F. Is the grade level content systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

D. Grade level content is linguistically and developmentally appropriate throughout the A+RISE S2S instructional strategies. The primary purpose is to provide ELLs access to on-grade level subject material while supporting their language development through listening, speaking, reading, and writing.

E. Evidence of grade level content accessibility, based on levels of language proficiency, is located on the Browse the Standards feature. The teacher identifies the subject, grade, domain, and proficiency level. This enables the teacher to select targeted instructional strategies and differentiate instruction based on the students' proficiency level: 1-5.

F. Evidence of grade level content organization and accessibility is located on the Browse the Standards feature. After the teacher selects the subject, grade, domain, and proficiency level, A+RISE S2S allows the teacher to view the aligned instructional strategies. For K-5 teachers, grade level content is presented through illustrations found in the core procedures. In grades 6-12, grade level content is presented next to the strategy procedures. The content area teacher has easy access to his/her content area strategy application by selecting one of the options: math, science, ELA, or social studies.
IVC. INSTRUCTIONAL SUPPORTS

YES  NO  Sensory Support

A. Are sensory supports, which may include visual supports, present and varied in the materials?

YES  NO  B. Are sensory supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted levels of proficiency?

YES  NO  C. Are sensory supports systematically presented throughout the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

A. A+RISE S2S offers numerous instructional strategies and purposefully integrates sensory/visual supports. These supports are varied, reinforce concepts, and are systematic. Teachers can browse the strategies in the Card Index and find card categories for comprehension, cognates, vocabulary, phonemic/phonetic awareness, fluency, writing, and newcomer strategies. An array of sensory supports, such as linguistic and nonlinguistic representations, are embedded within the strategy procedures, illustrations, differentiated instructional techniques, and content-specific examples.

B. Evidence of sensory supports relevant to concept attainment for the levels of language proficiency is located in the Browse Standards feature located on the home page. Once the teacher selects Browse the Standards, this automatically directs the teacher to select subject, grade domain, and proficiency level. This unique filtering system assists the teacher in locating the appropriate strategies based on the ELLs’ proficiency level (1-5) and targets sensory and visual supports such as V11 KIM, CG10 Revolving Circles, and V13 Vocabulary Prediction Chart strategies. Concept attainment is based on accessing grade level content. A+RISE S2S integrates ELA, mathematics, science, and social studies examples for grades 6-12th.

C. Sensory supports integrated into the A+RISE S2S strategies are systematically presented throughout the materials. Evidence of this systemic approach is located in the Card Index. The instructional categories are organized to include comprehension, cognates, newcomers, phonemic and phonetic awareness, vocabulary, comprehension, fluency, and writing. All the instructional strategies were designed to provide classroom teachers with multitude techniques that are supported by illustrations, graphs, and digital content to reach all ELLs.
WIDA Protocol for Review of Instructional Materials for ELLs
WIDA PRIME Correlation

YES NO

D. Are graphic supports present and varied in the materials?

✓  ☐

E. Are graphic supports relevant to concept attainment and presented in a manner that reinforces communicative goals for the targeted proficiency levels?

✓  ☐

F. Are graphic supports systematically presented throughout the materials?

✓  ☐

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

---

D. There are numerous graphic supports in the A+RISE S2S. The graphic supports are varied and represented as advance organizers, note-taking strategies, and graphic organizers. Many of these strategies include illustrations to help the teacher understand the application and nature of graphic supports to help ELLs access grade level content and academic language.

E. The graphic supports located in A+RISE S2S are highly relevant to concept attainment and targets the various levels of language proficiency. Evidence of the graphic supports, based on levels of language proficiency, is found in the Browse Standards feature. After the teacher selects the subject, grade, and domain, the teacher has access to the levels of language proficiency. This quickly refers the teacher to various instructional strategies with appropriate graphic supports. For example:

- Language of Language Arts, K-2, Listening, Level 1: P03 Puzzle Cards
- Language of Mathematics, 3-5, Speaking, Level 2: V03 Word Quadrant
- Language of Science, 6-8, Writing, Level 3: C08 Venn Diagram and T-Chart
- Language of Social Studies, 9-12, Reading, Level 4: V11 KIM
- Social and Instructional Language, 3-5, Listening, Level 5: C02 Fishbone

F. Graphic supports are systematically presented throughout the A+RISE S2S instructional strategies. An array of graphic supports is located in the Card Index under the card categories such as vocabulary, cognates, newcomers, comprehension, fluency, phonemic and phonetic awareness, and writing. The intent is to help teachers use graphic supports throughout the literacy development processes. For grades 6-12th, the strategies presented provide graphic supports in the content areas: math, science, social studies, and ELA. Examples of graphic supports include C05 Fishbone, CG04 Identifying Similarities and Differences, V03 Puzzle Cards, and W11-12 Graphic Organizers.
Interactive Support

G. Are interactive supports present and varied in the materials?

H. Are interactive supports present and relevant to concept attainment for the targeted proficiency levels?

I. Are interactive supports varied and systematically presented in the materials?

Justification: In the box below provide examples from materials as evidence to support each “yes” response for this section. Provide descriptions, not just page numbers.

G. Interactive supports are key attributes to the A+RISE S2S materials. All the instructional strategies provide many opportunities for students to interact with each other and the classroom teacher. The degree of collaboration allows all ELLs, depending on their level of language proficiency, to be included in collaborative experiences to help them attain language and content knowledge. It is the intent of A+RISE to provide equitable access to on-grade level curriculum through interactive supports.

H. Evidence of interactive supports relevant to concept attainment for targeted levels of language proficiency is provided in the Search the Standards feature. After the teacher selects the subject, grade, and domain, the teacher has access to the levels of language proficiency. This quickly refers the teacher to various instructional strategies to engage students in collaborative activities based on their proficiency level. For example: F02 Circle of Friends is a highly interactive strategy where all students get to participate in producing academic language and also serves a reading aloud opportunity. Finally, each strategy in grades the 6-12th edition of A+RISE provides math, science, social studies, and ELA examples to support language and content attainment.

I. Interactive supports are varied and systematically presented in the A+RISE S2S materials. Evidence of the degree of interaction is found throughout the instructional strategies. The teacher uses the Browse the Strategy Cards option. The card index provides a residence of the many interactive strategies. They are systematically categorized by component: comprehension, cognates, fluency, vocabulary, phonemic and phonetic awareness, newcomers, and writing.
Appendix

I. Performance Definitions – the criteria (linguistic complexity, vocabulary usage, and language control) that shape each of the six levels of English language proficiency that frame the English language proficiency standards.

IA. Linguistic Complexity – the amount and quality of speech or writing for a given situation
IB. Vocabulary Usage – the specificity of words (from general to technical) or phrases for a given context
IC. Language Control/Conventions – the comprehensibility and understandability of the communication for a given context

II. English Language Proficiency Standards – the language expectations of English language learners at the end of their English language acquisition journey across the language domains, the four main subdivisions of language.

IIA. Five WIDA ELP Standards:
1. English language learners communicate for Social and Instructional purposes within the school setting.
2. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.
3. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.
4. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.
5. English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.

IIB. Domains:
- Listening – process, understand, interpret, and evaluate spoken language in a variety of situations
- Speaking – engage in oral communication in a variety of situations for a variety of audiences
- Reading – process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency
- Writing – engage in written communication in a variety of situations for a variety of audiences

III. Levels of English Language Proficiency - The five language proficiency levels (1-Entering, 2-Beginning, 3-Developing, 4-Expanding, 5- Bridging) outline the progression of language development in the acquisition of English. The organization of the standards into strands of Model Performance Indicators (MPIs) illustrates the continuum of language development.

IIIA. Differentiation – providing instruction in a variety of ways to meet the educational needs of students at different proficiency levels

IIIB. Scaffolding – building on already acquired skills and knowledge from level to level of language proficiency based on increased linguistic complexity, vocabulary usage, and language control through the use of supports.
IV. **Strands of Model Performance Indicators** – examples that describe a specific level of English language proficiency for a language domain. Each Model Performance Indicator has three elements: Language Function, Content Stem, and Support

**IVA. Language Functions** – the first of the three elements in model performance indicators indicates how ELLs are to process and use language to demonstrate their English language proficiency.
- Context – the extent to which language functions are presented comprehensively, socially and academically in materials
- Higher Order Thinking – cognitive processing that involves learning complex skills such as critical thinking and problem solving.

**IVB. Content Stem** – the second element relates the context or backdrop for language interaction within the classroom. The language focus for the content may be social, instructional or academic depending on the standard.

**IVC. Instructional Support** – instructional strategies or tools used to assist students in accessing content necessary for classroom understanding or communication and to help construct meaning from oral or written language. Three categories of instructional supports include sensory, graphic and interactive supports.
- Sensory support – A type of scaffold that facilitates students’ deeper understanding of language or access to meaning through the visual or other senses.
- Graphic support – A type of scaffold to help students demonstrate their understanding of ideas and concepts without having to depend on or produce complex and sustained discourse.
- Interactive support – A type of scaffold to help students communicate and facilitate their access to content, such as working in pairs or groups to confirm prior knowledge, using their native language to clarify, or incorporating technology into classroom activities.
APPENDIX E
CERTIFICATES OF INSURANCE

This appendix includes the following:

- Certificate of Liability Insurance – page E-1
- Certificate of Workers Compensation Insurance and Directors & Officers Insurance – page E-2
# CERTIFICATE OF LIABILITY INSURANCE

**Date:** 02/11/2016

**Producer:**
Marsh & McLennan Agency-SSS, a service of Seabury and Smith, Inc.
9830 Colonnade Boulevard, Suite 400
PO Box 659570
San Antonio, TX 78265-9520

**Insured:**
Reach Cyber Charter School
1500 Market Street
Center Square, West Tower, Suite 3900
Philadelphia, PA 19102-2100

**Coverages:**

<table>
<thead>
<tr>
<th>INSURER(A) AFFORDING COVERAGE</th>
<th>NAIC #</th>
</tr>
</thead>
<tbody>
<tr>
<td>VANWEBER INSURANCE COMPANY</td>
<td></td>
</tr>
</tbody>
</table>

**Certificate Number:**

**Revision Number:**

**This Certificate is issued as a matter of information only and confers no rights upon the certificate holder. This certificate does not affirmatively or negatively amend, extend or alter the coverage afforded by the policies below. This certificate of insurance does not constitute a contract between the issuing insurer(s), authorized representative or producer, and the certificate holder.**

**Important:** If the certificate holder is an additional insured, the policy(ies) must be endorsed. If subrogation is waived, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

### COVERAGES

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<th>POLICY EXP (MM/DD/YYYY)</th>
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| B                  |                  | AWDA339305    | 07/01/2015              | 07/01/2015              | COMBINED SINGLE LIMIT $1,000,000 |

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### WORKERS' COMPENSATION AND EMPLOYER'S LIABILITY

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<td>Y/N</td>
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**Description of Operations / Locations / Vehicles:**

(ACORD 101, Additional Rationale Schedule, may be attached if space required)

### Certificate Holder

Reach Cyber Charter School
1500 Market Street,
Centre Square, West Tower, Suite 3900
Philadelphia, PA 19102-2100

### Cancellation

Should any of the above described policies be cancelled before the expiration date thereof, notice will be delivered in accordance with the policy provisions.

**Authorized Representative:**

[Signature]

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**CERTIFICATE OF LIABILITY INSURANCE**

**THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFER NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.**

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

**PRODUCER**

Marsh & McLennan Agency-SBS,
a service of Seabury and Smith, Inc.
9830 Colonnade Boulevard, Suite 400
PO Box 659520
San Antonio, TX 78265-9520

**INSURED**

Reach Cyber Charter School
1500 Market Street
Centre Square West Tower, Suite 3900
Philadelphia, PA 19102-2100

**COVERAGES**

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**DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES**

Reach Cyber Charter School Application
Reach Cyber Charter School Application

**CERTIFICATE HOLDER**

Reach Cyber Charter School
1500 Market Street
Centre Square, West Tower, Suite 3900
Philadelphia, PA 19102-2100

**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

**AUTHORIZED REPRESENTATIVE**

[Signature]

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APPENDIX F
ACCEPTABLE USE POLICY
Terms of Use

Last Updated: January 25, 2013

Applicable To All Users

Acceptance of Terms

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Any 3rd Party Content uploaded or otherwise made available by a 3rd Party is and remains the sole property of the 3rd Party or the 3rd Party licensors. By uploading or otherwise making available any 3rd Party Content, you automatically grant and/or warrant that the owner has granted Connections, the perpetual royalty-free, non-exclusive right and license to use, reproduce, publish, distribute, display, and transmit the 3rd Party Content through the channel into which you have uploaded or authorized Connections to upload the 3rd Party Content. You also permit any User of Connexus with access to that channel, subject to your restrictions, to access, view, store, and reproduce the 3rd Party Content to the same extent permitted herein. To the extent provided for in the specific terms of the governing agreement between Connections and 3rd Party, 3rd Party Content may be removed, obscured, altered or modified by the 3rd Party, subject to the terms and conditions set forth herein with respect to the use of Connexus.

Connections reserves the right to change these Terms at any time, effective upon posting the updated Terms on the Connexus® log-in page. The most current version is always available by clicking on the Terms of Use link located at the bottom of the log-in page of Connexus.

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- impersonate any person or entity (through the use of their password or other means), including any employee or representative of Connections
- copy or distribute content included in Connexus® (including postings on the Message Boards, WebMail messages, or curriculum materials, including answer keys) without the owner’s permission
- solicit or collect information about the Users or members of this site, especially for the purpose of transmitting, or facilitating transmission of, unsolicited or bulk electronic email or communications
- use the school-provided communication services in connection with surveys, contests, pyramid schemes, chain letters, junk e-mail, spamming, or any duplicative or unsolicited messages (commercial or otherwise)
- upload files that contain viruses, Trojan horses, worms, time bombs, cancelbots, corrupted files, or any other similar software or programs that may damage the operation of another's computer or property
- solicit or collect personal information (including name, address, and phone number) from anyone under eighteen (18) years of age without verified parental consent
- display threatening or offensive material, including using swear words, offensive, vulgar, or obscene language
- display racist, prejudiced, or discriminatory messages or pictures
- violate any state or federal law
- reveal another User's or a minor's personal address, phone number, or similar information to others without their consent or verified parental consent.
- violate any copyright, trademark, patent, trade secret, or other intellectual property laws or otherwise use intellectual property of another individual or entity without the owner's permission—this includes providing links to and including other copyrighted or trademarked material from third parties in Connexus® (including posting on the Message Boards or in WebMail messages) without permission as well as using any trademarks, service marks, or other marks in social media or other websites without the owner's permission
- trespass in another's folders, work, or files
- promote commercial activities except as agreed to in writing by Connections
- advertise products or services or engage in political lobbying
Reach Cyber Charter School Application

- defame, harass, insult, abuse, stalk, threaten, attack, or otherwise violate the legal rights (such as privacy and publicity) of another person or interfere with another person's work, including, but not limited to, sending unwanted WebMail messages or e-mail
- provide material support or resources to (or conceal the nature, location, source, or ownership of material support or resources of) any organization(s) designated by the United States government as a foreign terrorist organization pursuant to section 219 of the Immigration and Nationality Act.

Each User will have a user name and password (the “Log-in Information”) for the purpose of accessing Connexus® and the Content. Users must keep all Log-in Information strictly confidential, and all Log-in Information may be used only by the assigned User. Users are responsible for maintaining the security and confidentiality of all Log-in Information and for preventing access to Connexus® and/or the Content by unauthorized persons using a User’s Log-in Information. Users are responsible for any and all activities that occur under their account. Users must notify Connections immediately of any unauthorized use of their account or any other breach of security. Notwithstanding the foregoing, certain employees of Connections will be permitted to “log in as” someone other than themselves, after receiving the approval of their supervisor and undergoing specific training.

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To be effective, the Notice must include the following:

- A physical or electronic signature of the owner, or a person authorized to act on behalf of the owner, ("Complaining Party") of an exclusive right that is allegedly being infringed upon;
Reach Cyber Charter School Application

- Information reasonably sufficient to permit Connections to contact the Complaining Party, such as an address, telephone number, and if available, an electronic mail address;
- Identification of the allegedly infringing material on Connexus® ("Infringing Material"), and information reasonably sufficient to permit Connections to locate such material on Connexus®;
- Identification of the copyrighted work claimed to have been infringed upon ("Infringed Material"), or if multiple copyrighted works on Connexus® are covered by a single Notice, a list of each copyrighted work claimed to have been infringed (please be specific as to which Infringing Material is infringing on which Infringed Material);
- A statement that the Complaining Party has a good faith belief that use of Infringing Material in the manner complained of is not authorized by the copyright owner, its agent, or the law; and
- A statement that the information in the Notice is accurate, and under penalty of perjury, that the Complaining Party is the owner or is authorized to act on behalf of the owner of an exclusive right that is allegedly infringed.

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Release

THE USER HEREBY RELEASES AND FOREVER DISCHARGES CONNECTIONS, ITS AFFILIATES, EMPLOYEES, CONTRACTORS, OFFICERS AND DIRECTORS, AGENTS, SUCCESSORS, AND ASSIGNS ("RELEASED PARTIES"), FROM ALL ACTIONS, CAUSES OF ACTION, INJURIES, CLAIMS, DAMAGES, COSTS, OR EXPENSES OF ANY KIND GROWING OUT OF OR RELATED TO THE USER OR USER’S MINOR CHILD(REN)’S USE OF CONNEXUS® OR ANY COMMUNICATION SERVICE. THE USER UNDERSTANDS THAT THIS IS A FULL AND COMPLETE RELEASE TO THE MAXIMUM EXTENT ALLOWED BY LAW OF ALL CLAIMS AND DAMAGES TO WHICH YOU OR YOUR MINOR CHILD(REN) MAY HAVE AS A RESULT OF HIS OR HER USE OF CONNEXUS® REGARDLESS OF THE SPECIFIC CAUSE THEREOF.

Indemnification

Upon request by Connections, the User agrees to defend, indemnify, and hold harmless Connections and its affiliates, employees, contractors, officers, directors, third-party content providers and licensors from all liabilities, claims, and expenses, including attorney’s fees, which arise from the User’s use or misuse of Connexus®, Content, or any Communication Services. Connections reserves the right, at its own expense, to assume the exclusive defense and control of any matter otherwise subject to indemnification by the User, in which event the User will cooperate with Connections in asserting any available defenses.

Governing Law, Choice of Law, and Forum

The use of Connexus® shall be governed by and construed in accordance with the laws of the State of Maryland, excluding its conflicts of law rules. The User expressly agrees that the exclusive jurisdiction for any claim or action arising out of or relating to the User’s use of Connexus® shall be filed only in the state or federal courts located in the State of Maryland, and the User further agrees and submits to the exercise of personal jurisdiction of such courts for the purpose of litigating any such claim or action.

Severability and Integration

Except for other agreements signed by the User with Connections, these Terms constitute the entire agreement between the User and Connections with respect to use of Connexus®. If any part of these Terms is held invalid or unenforceable, that portion shall be construed in a manner consistent with applicable law to reflect, as nearly as possible, the original intentions of the parties, and the remaining portions shall remain in full force and effect.

Termination of Use
If the User violates these Terms, the User may be barred from future use of Connexus® and/or subject to legal action. Cause for such suspension, termination and/or deletion shall include, but not be limited to, (a) breaches or violations of the Terms, or of other incorporated agreements or guidelines, (b) requests by law enforcement or other government agencies, (c) a request by you (self-initiated account deletions), (d) discontinuance or material modification of Connexus® (or any part thereof), (e) unexpected technical or security issues or problems, (f) extended periods of inactivity, and/or (g) engagement by you in fraudulent or illegal activities. Termination of your account may include (x) removal of access to all offerings within Connexus®, (y) deletion of your password and all related information, files and content associated with or inside your account (or any part thereof), and (z) barring of further use of Connexus®. Further, you agree that all terminations for cause shall be made in Connection’s sole discretion and that Connections shall not be liable to you or any third party for any termination of your account, or access to Connexus®.

Additional Terms Applicable to the Connections Community of Schools, Including All Nexus Schools, Only

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Connections offers an internal email system, Connections WebMail, through Connexus, as a service to certain Users in connection with those education programs that provide for webmail service. Webmail allows those Users to interact with other Webmail Users. Connections cannot guarantee the security of any information that such Users disclose in WebMail messages, and the Users do so at their own risk. Sent WebMail messages are accessible only to the author and recipients, as well as other authorized personnel for the purpose of maintaining system integrity and to ensure that Users are acting responsibly and legally as required by these Terms. WebMail messages are also not guaranteed to be private and may be monitored. Messages relating to or in support of illegal or obscene activities or that otherwise violate these Terms may be reported to the appropriate authorities and may result in the loss of privileges, removal from the User's respective education programs, and/or legal action.

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Any information that you submit to be posted to a Message Board or other Communication Service will be disclosed and available to all Users of that Communication Service and is, therefore, no longer private. We cannot guarantee the security of such information that you disclose or communicate
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For Users enrolled in schools that are managed by Connections, only, by providing this information, Users within the Connections community of schools grant to Connections and to their school, a license to edit, use, reproduce, publish, display, perform, adapt, modify, create derivative works of, distribute, have distributed, and promote the material in any form, anywhere, and for any purpose in perpetuity.

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This appendix includes the following:

- Support Letters – Page G-1
  - Harrisburg University of Science and Technology
  - Carnegie Science Center
  - Pennsylvania Girls Collaborative Project
  - Pennsylvania Chamber of Business and Industry
  - Academy of Natural Sciences, Drexel University
  - Bartram Gardens
- Online Petition – Page G-7
- Petition Signatures – Page G-10
APPENDIX G
SUSTAINABLE SUPPORT
SUPPORT LETTERS
February 16, 2016

Secretary Pedro Rivera  
Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126

Dear Secretary Rivera:

As President of Harrisburg University of Science and Technology (HU), a comprehensive, non-profit university with a mission of providing the best science and technology education to traditionally under-served students in urban environments, I am pleased to submit this letter of support of the Reach Cyber Charter School (Reach) application.

The academic proposal for Reach Cyber Charter School is very exciting in that it combines a core academic program aligned to Pennsylvania standards with flexible pacing options and STEM activities and experiences. HU believes this approach addresses an urgent need for more opportunities for Pennsylvania students in PreK-12 to develop competencies in science and technology fields. The Reach proposal directly addresses this need and, importantly, will serve as a model that public schools across the Commonwealth can replicate.

Particularly exciting from HU’s perspective is the plan’s focus on STEM enrichment beginning in the early grades and an academic program that emphasizes the creation of ongoing opportunities for students to become interested in and ready for courses and careers in STEM. HU knows the impact and effectiveness this approach can have because we have witnessed it first-hand through the career exploration sessions our faculty have done with middle school students and the STEM exploration camps we offer each summer for high school students.

Important as well is Reach’s focus on professional development and building up STEM expertise with teachers. HU’s own work with Pennsylvania K-12 educators has highlighted a need to expand the capacity of teachers in STEM literacy and to provide them not only exposure to cutting-edge STEM fields like interactive media, forensics, or geospatial technology but the ability to integrate them into classroom lessons in a way that is aligned to state standards and local curriculum. We see tremendous value in the Reach proposal to harness the many professional development activities HU offers and apply them strategically to enrich training opportunities for teachers.

HU is passionate about seeing that more Pennsylvania K-12 students have the capabilities to pursue employment in science and technology – jobs that are among the fastest growing and highest paid of any in today’s marketplace – and stands ready to partner with public schools committed to giving them the knowledge and skills to do so. The Reach proposal represents a promising and innovative approach to help achieve these important ends and a choice we believe should be available to Pennsylvania students and families.

Sincerely,

[Signature]

Eric D. Darr, Ph.D.  
President
February 17, 2016

Secretary Pedro Rivera  
Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126

Dear Secretary Rivera:

Carnegie Science Center delights, educates, and inspires through interactive experiences in science and technology. The Science Center aspires to foster a scientifically literate community by showcasing regional science and technology advances, achieving national and international recognition in exhibits and programs, exciting and inspiring boys and girls to explore careers in STEM (science, technology, engineering, and math), and attracting and engaging an audience that reflects the diversity of the regional community.

I met recently with a representative from the Reach Cyber Charter School Founding Board about an application they are submitting to the Pennsylvania Department of Education for a new cyber charter school that will offer flexible pacing options for all students and rich opportunities to explore, participate and develop interests in STEM related competencies and careers.

We support Reach Cyber Charter’s application, and look forward to partnering with them in many ways to ensure the school is truly a STEM-enriched environment. Our Chevron Center for STEM Education and Career Development will be a resource for professional development of their teaching staff, where they will learn how to inspire Reach learners through practical application of STEM curriculum. We will encourage long term collaboration between Carnegie Science Center and Reach staff through the Carnegie STEM Excellence Pathway – a tool for schools to evaluate their current STEM offerings and plan for continuous improvement. These efforts will help Reach Cyber to create a committed community that nurtures a love of science. Also, we will ensure Reach students have access to resources like our Fab Lab, CanTEEN online for girls, and our summer camps.

If Reach Cyber Charter School is approved by the Pennsylvania State Board of Education we will work collaboratively with Reach to formalize our partnership prior to the Fall 2016 school opening.

Sincerely,

Linda Ortenzo  
Director of STEM Programs
02/16/2016

Secretary Pedro Rivera
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Rivera:

The PA STEM Girls Collaborative Project brings together organizations throughout Pennsylvania that are committed to informing and encouraging girls to pursue careers in science, technology, engineering, and mathematics (STEM). The project is based upon a model developed by the National Girls Collaborative Project, and replicated through a grant from the National Science Foundation. Project activities are designed to facilitate connections between organizations to maximize access to shared resources for girls and boys.

I learned from a representative of the Reach Cyber Charter School Founding Board that they are submitting an application to the Pennsylvania Department of Education for a new cyber charter school that will offer flexible pacing options for all students and rich opportunities to explore, participate and develop interests in STEM related competencies and careers.

We support Reach Cyber Charter’s application and look forward to partnering with the school to help it develop the best possible STEM enriched environment.

The PA STEM Girls Collaborative Project supports programs that promote gender equity and access like Science Cheerleader, Science Exploration for Girls, and Sisters in STEM. Reach students and staff will have access to PA STEM Girls Collaborative Project programs and training to ensure equity and access extend to Reach students and staff as well.

We look forward to working with Reach to formalize our partnership if the Reach Cyber Charter School is approved by the Pennsylvania State Board of Education.

Sincerely,

Lisa Kovalchick, Ph.D.
Lead Contact
PA STEM Girls Collaborative Project
September 24, 2015

The Honorable Pedro Rivera
Secretary
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126

Dear Secretary Rivera:

I am pleased to write you, on behalf of the Pennsylvania Chamber of Business and Industry, to urge you to consider approving an application submitted by Advance Cyber Charter School.

Leaders of this proposed cyber charter school have described their vision and goal of providing an educational program that will be individually tailored to specific student needs and, therefore, most conducive to facilitating student achievement. Advance Cyber Charter School also plans to focus on science, technology, engineering and mathematics – the “STEM” fields that are so important in today’s economy. Too often we hear of the difficulty employers experience finding qualified applicants to fill positions and this is especially true for STEM-related industries.

Included in the PA Chamber’s Education Policy are statements in support of: competitive educational systems and programs, such as charter schools…that provide ample choices for parents and students; and programs that emphasize STEM and technical skills, communication and a full range of business skills, trades and vocational education.

The mission of the proposed Advance Cyber Charter School appears to be consistent with principles outlined in our education policy position statement and, therefore, I urge you to approve their application.

Thank you for considering my views on this matter.

Sincerely,

[Signature]

Gene Barr
President and CEO
THE ACADEMY
OF NATURAL SCIENCES
of DREXEL UNIVERSITY

September 16, 2015

Secretary Pedro Rivera
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17125

Dear Secretary Rivera:

The Academy of Natural Sciences of Drexel University was founded in 1812 "for the encouragement and cultivation of the sciences, and the advancement of useful learning." The oldest natural sciences institution in the Western Hemisphere, the Academy was founded when the United States hugged the Atlantic coastline and Philadelphia was the cultural, commercial, and scientific center of the new nation.

I was recently notified by representatives from the Advance Cyber Charter School Founding Board that they were submitting an application to the Pennsylvania Department of Education for a new cyber charter school that will offer flexible pacing options for all students and rich opportunities to explore, participate and develop interests in STEM related competencies and careers.

The Academy of Natural Sciences of Drexel University is a leading natural history museum dedicated to advancing research, education, and public engagement in biodiversity and environmental science. Our program was created to ensure every child and every teacher with a heart for natural sciences has access to the latest research and facilities to support their development.

The Advance Cyber Charter School students will have the opportunity to apply their schooling at the Academy of Natural Sciences through discounted access, family events, and the ability to participate in the Carver Science Fair. The Advance Cyber Charter teachers will have the opportunity to benefit from professional development from an Act 48 certified provider like us in areas like Habitats, Paleontology, Plants, Ecosystems, and Biodiversity.

The Academy of Natural Sciences also understands the importance of exposing previously underrepresented communities to science. Through our Women In Natural Sciences (WINS,) we offer a free after-school and summer science enrichment program for high school girls. We envision partnering with the Advance Cyber Charter School to ensure their students have access to all our programming.

If Advance Cyber Charter School is approved by the Pennsylvania State Board of Education to open in the Fall of 2016, we look forward to developing these partnerships with Advance.

Sincerely,

[Signature]

Mariah Romaninsky
Senior Manager of STEM Programs
The Academy of Natural Sciences of Drexel University
Secretary Pedro Rivera  
Pennsylvania Department of Education  
333 Market Street  
Harrisburg, PA 17126

September 8, 2015

Dear Secretary Rivera:

Bartram Gardens, operated by the John Bartram Association and Philadelphia Parks & Recreation, is a destination and an outdoor classroom, living laboratory, and membership organization which serves 40,000 visitors each year. The John Bartram Association’s mission is to protect and enhance the landmark Bartram’s Garden and House; advance the Bartram legacy of discovery, gardening, and art; and inspire audiences of all ages to care for the natural world.

I recently met with representatives from the Advance Cyber Charter School Founding Board to discuss Bartram Gardens and potential partnerships and areas of collaboration to foster student learning in the area of Science, Technology, Engineering, and Math (STEM). We agreed that Bartram Gardens would be a destination for Advance Cyber Charter School parents and students seeking opportunities for practical applications of their STEM curriculum and for all families for school field trips. We also agreed that Advance teachers could use Bartram Gardens for professional development in the area of Botanical Science.

Bartram Gardens would strongly supports the Advance Cyber Charter School’s application because we believe the school speaks to our mission to ensure Pennsylvania’s kids are inspired to care for the natural world.

Sincerely,

Justin O’Berardinis  
Director of Community and Government Affairs  
Bartram Gardens

A NATIONAL HISTORIC LANDMARK HOUSE & GARDEN  
John Bartram Association, 54th St. & Lindbergh Blvd., Philadelphia, PA 19143  T: (215) 729.5281 F: (215) 729.1047  
BARTRAMSGARDEN.ORG  
Page G-6
APPENDIX G
SUSTAINABLE SUPPORT

ONLINE PETITION
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Note: Other information on each signer of this petition is available upon request, such as address, email address, and answers to other questions asked in the survey.
APPENDIX G
SUSTAINABLE SUPPORT

PETITION SIGNATURES
Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked “Parent” I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Circulator: Paige Plagaz
### Petition of Support for the Advance Cyber Charter School

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DEY: Jennifer A. Bryant

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Circulator: Gabby Congahan
Petition of Support for the Advance Cyber Charter School

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Circulator: [Signature]
**Petition of Support for the Advance Cyber Charter School**

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Circulator: Grady Connelly
**Petition of Support for the Advance Cyber Charter School**

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Circulator: Kay Gaddy
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Circulator: Kay gaddy
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Circulator: Gabrielle Caglio
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Circulator: Kay Gaddy
Petition of Support for the Advance Cyber Charter School

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Circulator: Gabby Conagalan
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Circulator: Gabby Cangalda
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Circulator: Dana Goeller
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Circulator: Katie Ide
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Circulator: Curtis Valentine
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Circulator: Daniel Costa
### Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked “Parent” I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Circulator: Steven Gotthard
Petition of Support for the Advance Cyber Charter School

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Circulator: Curtis Valente
Petition of Support for the Advance Cyber Charter School

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Circulator: Curtis Walker

Page G-35
Petition of Support for the Advance Cyber Charter School

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Circulator: Curtis Valentine
# Petition of Support for the Advance Cyber Charter School

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**Circulator:**

Candis Valenta
Petition of Support for the Advance Cyber Charter School

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Circulator: [Signature]
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Circulator: Curtis Valentine
Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked “Parent” I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Circulator: Dakota Holphenstone
Petition of Support for the Advance Cyber Charter School

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**Petition of Support for the Advance Cyber Charter School**

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Page G-42
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Circulator: [Signature]
Petition of Support for the Advance Cyber Charter School

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Circulator: [Signature]
Petition of Support for the Advance Cyber Charter School

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Circulator: Dana Goeller
Reach Cyber Charter School Application

Petition of Support for the Advance Cyber Charter School

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Circulator:
Petition of Support for the Advance Cyber Charter School

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Circulator: Katie Ide

Page G-48
Petition of Support for the Advance Cyber Charter School

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Circulator: Tammy MacDougal
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Circulator: Katie Ide
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Circulator: Curtis Valentine
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Circulator: Susan Sanger
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Circulator: Curtis Valentino
Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked "Parent" I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Circulator: Curtis Valentine
Petition of Support for the Advance Cyber Charter School

We, the undersigned, hereby support the Advance Cyber Charter School application, and urge the Pennsylvania State Board of Education to approve it. We believe that Advance Cyber Charter School offers parents and students an innovative, high-quality educational option. We have chosen to support this proposal because we believe it will benefit our communities.

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(Please note: It is important to verify the correctness of the information submitted.)
Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked "Parent" I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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**Petition of Support for the Advance Cyber Charter School**

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ADVANCE CYBER CHARTER SCHOOL

Petition of Support for the Advance Cyber Charter School

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Page G-60
Petition of Support for the Advance Cyber Charter School

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Circulator: [Signature]

Page G-61
Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked “Parent” I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Petition of Support for the Advance Cyber Charter School

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Circulator: Jared Meess
Petition of Support for the Advance Cyber Charter School

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Circulator: London Samers
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Circulator:

Page G-67
Petition of Support for the Advance Cyber Charter School

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Circulator: Maria Pecora-Miller
Petition of Support for the Advance Cyber Charter School

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Circulator: Mario Pero-Paizler
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Circulator: Maria Peeraer-Majer
Petition of Support for the Advance Cyber Charter School

The petition is used to support the Advance Cyber Charter School application. The petitioners are listed in a table format. Each name is accompanied by a signature and additional details such as city, zip code, and resident status.
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**Signature:**

**Date:**

*Page G-72*
Petition of Support for the Advance Cyber Charter School

I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked “Parent” I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Certification

Page G-73
Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked "Parent" I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Circulator: John Beyer
Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked "Parent" I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Circulator: John Beyer
Petition of Support for the Advance Cyber Charter School

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Circulator: John Bayer
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Circulator: John Boyer
Petition of Support for the Advance Cyber Charter School

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Circulator: John Boyer
Petition of Support for the Advance Cyber Charter School

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Circulator: John Beyer
Petition of Support for the Advance Cyber Charter School

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Circulator: John Boyer
Petition of Support for the Advance Cyber Charter School

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Circulator: Chelsea Nicolas
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Circulator: Megann Arthur
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Circulator: Megann Arthur
# Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked “Parent” I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Circulator: Megann Artur
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Circulator: Megann Arthur
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Circulator: Chelsea Nicholas
Petition of Support for the Advance Cyber Charter School

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Circulator: John Beyer
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Circulator: Tony

Page G-99
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Circulator: Tanyu J. + (Attorney)
Petition of Support for the Advance Cyber Charter School

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Circulator: Caitlin R + Tanya S
Petition of Support for the Advance Cyber Charter School

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Circulator: Susan Smith
Petition of Support for the Advance Cyber Charter School

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Circulator: Susan Stagner
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Circulator: Emma Steeg
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Circulator: Emma Story
Petition of Support for the Advance Cyber Charter School

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Circulator: Sabreena Hill
Timiko Johnson
Petition of Support for the Advance Cyber Charter School

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Circulator: Tim Johnson

Sabreena Hill

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Petition of Support for the Advance Cyber Charter School

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Circulator: John E. Hill
Sign: M. Johnson
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Circulator: Curtis Valentine
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Circulator: [Signature]
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**Circulator:** Curtis Valentine
Petition of Support for the Advance Cyber Charter School

Yes! I support the Advance Cyber Charter School application, and I urge the Pennsylvania State Board of Education to approve the proposal to bring this innovative new Cyber School option to parents and students in Pennsylvania. I am a Pennsylvania resident. If I have checked the box marked “Parent” I am indicating that I have a school-aged child that I would consider attending Advance Cyber Charter School.

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Circulator:        

Page G-116
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Circulator: Kathleen Wald
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Circulator: Cathleen Wald
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Circulator: Charles Wulf