ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM HANDBOOK

Learners Community Challenge Growth

PROVIDING A SAFE, ENGAGING, STUDENT-CENTERED LEARNING ENVIRONMENT WHERE ALL STUDENTS ARE CHALLENGED, ENCOURAGED, & SUPPORTED

Accomack County Public Schools
23296 Courthouse Avenue
Accomac, VA 23301
757-787-5754
http://sbo.accomack.k12.va.us/

Accomack County School Board

Dr. Ronnie Holden, Chair
Margaret Miles, Vice-Chair

Members:
Audrey Furness
Camesha Handy
Aaron Kane
Naudya Mapp
Travis Thornton
Shannon Wessells
Paul Bull

Dr. W. Bruce Benson
Superintendent

TABLE OF CONTENTS

Pages

Acknowledgement……..……..5

Introduction…….……5

Acknowledgments

Background

Accomack County's ESOL Program Vision Statement
Accomack County's ESOL Program Mission Statement
Accomack County's ESOL Program Goals
Accomack County's ESOL Student Goals
Accomack County's ESOL Program Standards
Home Language Details
Student Diversity & Descriptions
Process of Acculturation
Federal Definitions

Section One: State and Federal Law…….…….…….…….15- 25

Virginia Law

The Constitution of Virginia
The *Code of Virginia*
Access of LEP Students to Tuition-free Education
Special Provisions Regarding LEP Students
Social Security Numbers
Parental Notification and High School Graduation

Federal Law

Title VI of the Civil Rights Act of 1964 Requirements
May 25th Memorandum (1970)
Lau v. Nichols (1974)
Equal Educational Opportunities Act of 1974
Castañeda v. Pickard (1981)
Plyler v. Doe (1982)
Martinez v. Bynum (1983)
Office of Civil Rights Title VI Policy Update (1991)

***No Child Left Behind Act of 2001* (NCLB)**

Title I—Improving the Academic Achievement of the Disadvantaged
Title III—Language Instructions for Limited English Proficient and Immigrant Students

Section Two: ACPS Meeting Federal and State Laws and Regulations……..26-35

Federal Program Monitoring
Meeting Federal and State Requirements
Title III Overview

Section Three: ACPS ESOL Program Requirements …….…….36-70
ESOL levels
Grade placement
Registration process
Screening process
Exiting ESOL Services
Monitoring Exited Students
Required service time by ELD level
ESOL Caseload Rosters
Academic Progress Monitoring
ESOL Instruction Plans
LEP assessment plans
ESOL Files
PowerSchool responsibilities
Staff responsibilities
Lead teacher responsibilities
ESOL teacher responsibilities
ESOL Caseload/Teacher Duties by Month

Section Four: Language Acquisition …….…….…….71-72

Section Five: ACPS Instructional Program for ELLs……....73-96
English Language Development Standards
Overview of Program Models
Requirements for Graduation
Additional Services
ESOL and Special Education
SOL and WIDA Standards
ESOL Instructional Strategies

Section Six: Assessment……..…..….97-110
Federal Legislative Requirements
Annual English Language Proficiency Testing
ELD Assessment Administration
LEP Students with Significant Cognitive Disabilities
Academic Achievement Assessment Requirements for LEP Students
School Accreditation

Section Seven: ACPS Parental Involvement, Translation/Interpretation and Community Resources …….…….111-113

Section Eight: Glossary of Terms …….....114-117

Online Resources from the VDOE and USED…....…….…….....118-119

Appendices……..……..…….120

Appendix A: 30 Day Parent Notification Letter (Ellevation document)
Appendix B: Refusal of Services Letters
Appendix C: ESOL Enrollment Checklist
Appendix D: Home Language Survey (insert -5- of ACPS registration)
Appendix E: Exit ESOL Services Form (Ellevation document)
Appendix F: Level 6 FLEP Monitoring Form (Ellevation document)
Appendix G: ESOL High School Course Sequences
Appendix H: ELL Student Plan (Ellevation document)
Appendix I: Dually Identified Q & A
Appendix J: Contact List
Appendix K: Home Language Codes in PowerSchool

Translated Forms for Child Study Team & Student Services……..146-161

CST-1b	Parent/Guardian Contact Prior to Referral
CST-2	Notification/Invitation to Child Study Meeting
CST-4	CST Meeting Summary to Parent/Guardian
CST-7	Office of Special Education/Prior Notice and Request for Permission to Evaluate
SEEC-7	Permission to Release Information
	ESCSB Authorization for Mental Health Services

Acknowledgement

The format of this ESOL Handbook has been modeled after that of Manassas City Public Schools, as shared by Megan Moore, Title III Coordinator. Secondly, recognition goes to those who served on the Division ESL Leadership Team, which began their work in 2009, under the guidance of Dr. Kris Anstrom and Dr. Barbara Acosta from George Washington University. Others providing input within the division include Jessie Duncil (Assistant Superintendent for Instruction), Leander Roberts (Director of Pupil Personnel Services), Diane Gladstone (Instructional Specialist), Gretta Smith (Data Specialist), Sandra Drummond (Division Director of Testing), Charles E. Lawrence (High School Coordinator), Jason Baldwin (Middle School Coordinator), Nicole Cates (Special Education Coordinator), and Marianne Elebash (Talented and Gifted Coordinator).

The involvement of these individuals has been invaluable in the development of this document.

Most Sincerely, Dr. Maribeth Haines

Introduction

Accomack County Public Schools (ACPS) continues to provide English for Speakers of Other Languages (ESOL) services to English Language Learners (ELLs). What was once a primarily migrant ELL population has become a more stable and diverse population. The number of ELLs in ACPS has increased annually over the last fifteen years. Currently, the school system services about 740 Pre-K through 12 ESOL students from as many as 14 different language groups and 17 countries. Additionally, the school system monitors over 140 formerly LEP students, as required for two years upon exiting services. English Language Learners account for approximately 12-15% of the division's total student population. Additionally, it is important to note that, division-wide, over 22% of students in Grades K-2 are students identified as ESOL.

Accomack County's ESOL Program Vision Statement

Accomack County Public Schools' English Language Learning program is well articulated, comprehensive, and academically challenging, while respecting and building upon the unique cultural and linguistic attributes that students bring to the learning community. Students, parents, educators, and community members share the responsibility of ensuring that English Language Learners develop linguistic, cognitive, and academic skills to prepare them for further education, citizenship, and work. Ultimately, the vision of the ACPS ESOL program is that the English Language Learners make progress in learning English, become proficient in English, and exit ESOL services, as they also meet or exceed Annual Measurable Objective targets in core content areas.

Accomack County's ESOL Program Mission Statement

The English Language Learning program supports the division's mission to provide a safe, engaging, student-centered environment where all learners are challenged, encouraged, and supported to maximize growth and be prepared for further education, citizenship, and work. To accomplish this, the mission of the ACPS ESOL program is to equip ELLs with the language skills they need to be socially and academically prepared, leading them to be successful in school and beyond.

Accomack County's ESOL Program Goals

The first goal of the ESOL program is to provide instruction for students specifically to reach proficiency in listening, speaking, reading, and writing as measured on the required annual language proficiency examination. This examination is the World Class Instructional Design and Assessment (WIDA), Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners. In addition, Accomack County must also comply with the federal requirements under the Elementary and Secondary Education Act (ESEA, 1965) amended as the *No Child Left Behind Act of 2001* (NCLB, 2001). One of the five performance goals of NCLB requires Limited English Proficient (LEP) students to become proficient in English while reaching high academic achievement standards in reading/language arts, mathematics, and science. NCLB also requires that LEP students participate in annual academic achievement assessments in reading/language arts, mathematics, social studies, and science as outlined each year by the VDOE with allowable and recommended accommodations and exemptions. Thus, the second goal of the ESOL program is to provide instruction that results in high levels of academic achievement in the content areas.

Specifically, the ACPS ESOL program will:

- address the academic, social, and cultural needs of students
- outline the specific models and best practices to be incorporated into the instructional delivery in every K-12 classroom as appropriate
- provide multiple professional development opportunities to administrators, teachers, and staff in the delivery of ESOL programs and services
- embed content-specific vocabulary instruction
- provide equitable access to academic content that enables ELLs to meet challenging performance standards in all areas consistent with all students
- ensure a safe, supportive learning environment for ELLs
- promote mutual respect and appreciation for students of diverse backgrounds among schools, families, and communities
- include deliberate outreach efforts, forging partnerships between the school and home to build community
- empower language minority parents to become decision makers and advocates for their children's education in the school and community

Accomack County's ESOL Student Goals

Students in the ELL program will:

- master listening, speaking, reading, and writing skills in English
- engage in rigorous curriculum across content areas to ensure academic success
- build upon their strengths and prior knowledge
- think critically and reflectively
- experience a sense of community in the classroom and the school, in an environment that embraces linguistic and cultural diversity
- synthesize both the first and second cultures; and

- demonstrate college and career ready performance as defined by the Virginia Department of Education, the State Council of Higher Education, and Virginia Community College System by graduation

Accomack County's ESOL Program Standards
Accomack County uses the state approved English language proficiency standards designed by the WIDA consortium.

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**; and
5. English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Social Studies**.

Because the population of English Language Learners is significant and varied in Accomack County Schools, we believe ***all*** teachers in ACPS are responsible for language development and course or grade level content.

The ACPS ESOL program addresses these goals through several approaches. These program components have been designed with each ESOL student's grade and proficiency level in mind, along with recommended best practices and scientifically based research. Each school uses several types of service delivery, along with specific teaching strategies by ESOL and classroom/core content teachers.

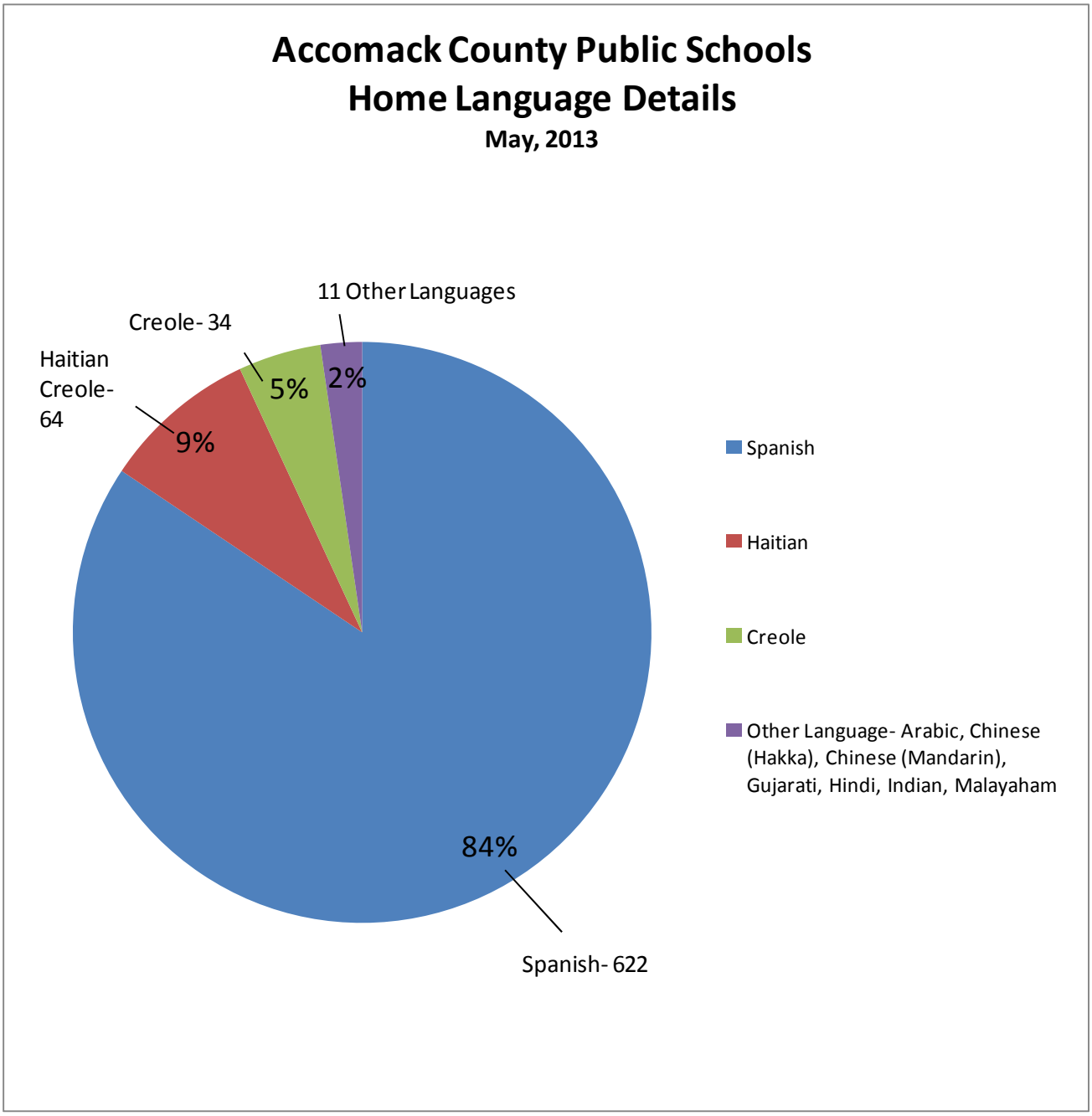
Abiding by the federal and state laws related to the education of ELLs and consistent adherence to the guideline, local policy, and practices set forth in this handbook will assure that such documentation and procedures are consistent and equitable throughout the school division. This handbook has been developed to assist teachers, principals, school testing coordinators, counselors, and other staff in meeting the needs of ESOL students by providing guidance on:

1. Meeting state requirements, including instruction and assessment;

2. Meeting federal requirements under the Elementary and Secondary Education Act (ESEA) amended as the No Child Left Behind Act of 2001 (NCLB);

3. Meeting requirements to identify, assess, and place LEP students in the appropriate grades, courses, and programs, and to monitor their progress; and

4. Ensuring that ESOL students develop English language proficiency and meet state academic achievement standards.


Accomack County Public Schools
Home Language Details
May, 2013
11 Other Languages
Creole- 34
Haitian Creole- 64
2%
5%
9%
84%
Spanish- 622
Spanish
Haitian
Creole
Other Language- Arabic, Chinese (Hakka), Chinese (Mandarin), Gujarati, Hindi, Indian, Malayaham

Student Diversity

Students who speak a language other than English as their native language are identified by various terms. English Language Learner (ELL) is a term that is most commonly used, as it has a more positive connotation than Limited English Proficient (LEP) which is still a term used most commonly in government documents. Nonetheless, there is a wide range of backgrounds within this broader group of students. ACPS ELLs represent a wide range along the continuum of education, language, and literacy. While there are terms used to describe them, these terms do not define the individuals. ACPS recognizes and respects the depth of diversity in the community and expects our instructional staff to take the time to become fully aware of an individual student's background in regard to language and schooling in order to plan for their success in our schools and more specifically, to inform their instruction.

The following are some of the types of students and families that ACPS may serve:

Immigrant- Immigrants are people who settle in a country where they were not born. ACPS qualifies for Immigrant and Youth funding under Title III. The current immigrant population is less than 50 students. Students are only identified as immigrant for fiscal purposes for three years. Children of immigrants may have spent little or no time in their parents' countries of origin, but may be very heavily influenced by their culture(s). Some of the ACPS immigrant students travel with family frequently to their home country. See Federal definition on page 13.

Refugee- Refugees are defined as people unwilling or unable to return to their country of origin because of persecution or genuine fear of persecution on the account of race, religion, nationality, membership in a particular social group, or political opinion. Once they have fled to a neighboring country, refugees are interviewed by staff of the United Nations High Commissioner for Refugees to determine their status and a sometimes lengthy process ensues for a solution to their situation. At the present, ACPS has no known refugees.

Asylee- Asylum seekers are in the United States or applying for admission at a port of entry, rather than from a third country. They, like refugees, are persons who are unable or unwilling to return to the home country because of persecution or genuine fear of persecution. At the present, ACPS has no known asylees.

Migrant- Persons age 3 to 21 who have not yet graduated from high school nor obtained a GED and have moved from one school district to another in the past 3 years to enable the child or a parent, guardian, or spouse to seek or obtain agricultural or fishing work. This work must be temporary or seasonal and it must play an important part in providing a living for the worker and his or her family. In ACPS, this includes some workers in the poultry industry, but under specific circumstances. While ACPS has an extensive summer migrant program for children ages 3-21, the percentage of migrant students enrolled in schools is approximately 144, or 3% of the total student enrollment.

Long-Term English Language Learners- These students have received most of the education in the United States, but continue to be designated as LEP as they enter the secondary level. The students may have been in and out of various ESL or bilingual programs. They *may* have strong basic interpersonal communicative skills (BICS), but have limited literacy and academic skills in

both their native language and English. Academic achievement may suffer as a result, typically, of multiple moves to various schools and states and the subsequent gaps in ESOL services and content instruction. The challenge at the secondary level is to identify and address these gaps as efficiently as possible.

Learners with Limited Formal Schooling- These ELLs are generally recent arrivals to the United States whose schooling has been limited for a variety of reasons including war, migration, poverty, and a lack of educational opportunities. These students may have some understanding of the function of literacy and may lack basic content concepts; therefore support with vocabulary and academic skills are necessary for academic success. These students may also be referred to as Students with Interrupted Formal Education (SIFE).

Newly Arrived with Adequate Schooling- A number of ELLs arrive to ACPS from other countries and have had continuous education in their country of origin. It is important to note that there are some students who arrive to the country having a strong educational background and literacy in their first language and may have even studied English. This prepares them for the transfer of content knowledge and literacy skills here in the United States. They often experience success in ESOL programs and progress quickly in the ESOL program.

Formerly Limited English Proficient- FLEP students are no longer identified as LEP because they have tested proficient (Level 6 composite and literacy scores) on the federally mandated annual ELP test (WIDA ACCESS). FLEP students are not eligible for services and are no longer tested with the WIDA ACCESS. However, their progress is monitored quarterly for two calendar years by the ESL teacher who has them on their assigned caseload. In PowerSchool, these students are coded as "6Y1" or "6Y2" under WIDA level; additionally, under the state information page, Receiving ESL Service Code is "Identified as formerly LEP for each of 2 years after exiting ESL services (3)." They are coded as "FLEP" in Ellevation under LEP status.

Fully English Proficient- FEP students have had two years of successful monitoring in Year 6-1 and Year 6-2. They are considered fully English proficient and are no longer carried on an ESL caseload. They are not eligible for services and are coded as non-LEP in PowerSchool and coded as "Fully Exited LEP" on Ellevation under LEP status.

Process of Acculturation

As an English Language learner goes through the process of acculturation in a new country, with a new language, and a new educational system, there are four stages through which he/she typically passes. Within each stage there are characteristics that the newcomer may exhibit. While each individual is unique, there is a recognized pattern within the experience.

Enthusiasm- During the first stage there is an initial enthusiasm over the newness of the surroundings and newcomers may feel excitement, idealism, and eagerness. They may also have some anxiety about the future. Finally they may feel optimism about opportunities in the new country.

Culture Shock- During the second stage individuals begin to feel the intrusion of increasingly more cultural differences into their own experiences and images of self and security. The newcomer may become confused, anxious, and misunderstand others or their new situation.

They may even exhibit some sadness, feel isolated, and withdraw from social situations. Occasionally, a student in this stage may exhibit some aggressive behaviors.

Recovery- During this third stage, students may loosen ties to the native culture and begin to adapt to the new culture. ELLs slowly begin to accept the differences in thinking and feeling. The newcomer may feel less anxious and more positive. He/she will speak and understand more English and will also try new behaviors, even testing limits.

Integration- During this stage the newcomer may feel their emotional equilibrium restored, show humor and trust, and value both the old and the new cultures.

The rate at which newcomers experience this acculturation process varies by individual. The ELL may even experience characteristics of different stages at the same time. Some may remain at one stage for an extended period of time or revert back to characteristics from a previous stage before progressing. Teachers can support ELLs by being sensitive to these various needs of their learners during this process, demonstrating patience, specific praise and encouragement, and carefully scaffolding instruction. The goal should be a synthesis of both cultures.

What is the federal definition of limited English proficient?
An LEP student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*.

A student

(A.) who is aged 3 through 21;

(B.) who is enrolled or preparing to enroll in an elementary school or secondary school;

(C.) (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;

OR

(ii.) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and

(II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

(iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant;

AND

D.) whose difficulties speaking, reading, writing, or understanding the English language

may be sufficient to deny the individual –

(i.) the ability to meet the state's proficient level of achievement on state assessments described in Section 1111(b)(3);

(ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or

(iii.) the opportunity to participate fully in society.

What about students who are exchange students or here on a student visa?

For students on J-1 (Exchange Visitor) visas and F-1 (Exchange High School Student) visas, the standard identification, screening, and placement process must be followed as required by Title VI, the Civil Rights Act of 1964, to determine if the student is LEP. If the school division has followed this process and determined that the student is not LEP, this determination should be documented in the student's scholastic record.

This means when these students enroll, they should be given the Home Language Survey (HLS), and then screened for language proficiency and ESOL services. While some exchange programs maintain their exchange students are fluent in English, ACPS must follow federal regulations of identification, screening, and placement.

What is the federal definition of immigrant and youth?
An immigrant and youth (IY) student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*:

- are aged 3 through 21;
- were not born in any state; and
- have not been attending one or more schools in any one or more states for more than three full academic years.

NOTE: LOCAL EDUCATION AGENCIES (LEAS) MUST APPLY THE "THREE FULL ACADEMIC YEARS" REQUIREMENT ON A CUMULATIVE BASIS.

Further Clarification
Under Section 3101(14) of the ESEA, the term "state" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico. Therefore, students born in Puerto Rico are not considered immigrant. Students born in U.S. territories such as Guam or the U.S. Virgin Islands may be considered immigrant.

Children born overseas to U.S. military personnel may be considered as immigrant and included in the count of immigrant students utilized for Title III IY funding purposes.

Students on Exchange Visitor (J-1) visas or Exchange High School Student (F-1) visas fit within the federal definition of immigrant and youth.

NOTE – *IY students are not necessarily ESOL students. They can come from an English speaking country and still count as IY.*

What is the federal definition of a refugee?
A refugee student in the Commonwealth of Virginia is classified according to the federal government definition as described in Public Law 107-110, the *No Child Left Behind Act of 2001*:

The refugee student is an individual who is outside his/her country and is unable or unwilling to return to that country because of a well-founded fear that she/he will be persecuted because of race, religion, nationality, political opinion, or membership in a particular social group. This does not include persons displaced by natural disasters or persons who, although displaced, have not crossed an international border or persons commonly known as "economic migrants," whose primarily reason for flight has been a desire for personal betterment rather than persecution.

School divisions are not obligated to identify and report refugee students in the student information system and in reports to the state.

Section One
State and Federal Requirements

The following section contains information regarding the education of LEP students as outlined in the Constitution of Virginia and the Code of Virginia.

Constitution of Virginia

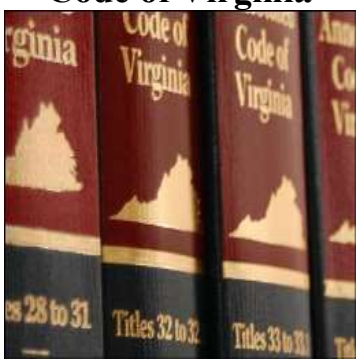
What does the Constitution of Virginia require for educating school age students in the Commonwealth?

The Constitution of Virginia states:

> The General Assembly shall provide for a system of free public elementary and secondary schools for all children of school age throughout the Commonwealth, and shall seek to ensure that an educational program of high quality is established and continually maintained.
> [Article VIII, Section 1]

The Constitution of Virginia can be found here:
http://legis.state.va.us/Laws/search/ConstitutionTOC.htm.

Code of Virginia



What does the Code of Virginia require of local school boards for the education of ELLs?
Local school boards shall also implement the following: identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
[COV § 22.1-253.13:1 D.11]

Do students pay tuition to attend a Virginia public school?
The *Code of Virginia* requires that:

The public schools in each school division shall be free to each person of school age who resides within the school division. Every person of school age shall be deemed to reside in a school division.
[COV, § 22.1-3. A]

How does the Code of Virginia define school age for *all* students?
"Person of school age" means a person who will have reached his fifth birthday on or before September 30 of the school year and who has not reached twenty years of age on or before August 1 of the school year.

Can ELL students over the age of 18 attend Virginia public schools?
School divisions may make a local decision to accept and provide English-Second language programs to students that entered school in Virginia for the first time after reaching their 12th birthday, and who have not reached age 22 on or before August 1 of the school year. However, Accomack County Public Schools serves ESOL students who have not reached 20 years of age on or before August 1 of the school year.
[COV, § 22.1-5. D]

Can ELL students be taught in their native language in a Virginia public school?
Pursuant to § 1-511, school boards shall have no obligation to teach the standard curriculum, except courses in foreign languages, in a language other than English. School boards shall endeavor to provide instruction in the English language which shall be designed to promote the education of students for whom English is a second language. [COV § 22.1-212.1]

Does a family have to provide a Social Security Number to enroll in a Virginia Public School?
The Code of Virginia states:

It shall be unlawful for any agency to require an individual to disclose or furnish his social security account number not previously disclosed or furnished, for any purpose in connection with any activity, or to refuse any service, privilege or right to an individual wholly or partly because the individual does not disclose or furnish such number, unless the disclosure or furnishing of such number is specifically required by federal or state law.
[COV, §2.2-3808. A.]

Further information
Virginia Attorney General's Opinion on undocumented children attending school

In 1982, the Supreme Court of the United States established in *Plyler v. Doe*[1] that children who are illegal aliens[2] may not be presumptively excluded from free public schooling. A 1979 opinion of the Attorney General concludes that the citizen or visa status of an alien student does not affect his eligibility for tuition-free education.[3] Whether such student is entitled to tuition-free education in a particular school division "turns on his residence."[4]

And
Accordingly, it is the Attorney General's opinion that a local school board is not permitted to inquire into a student applicant's citizenship or his B, C, or D visa status, nor may it require documentation to verify such status, for the purpose of ascertaining whether such applicant is a resident of the school district.[19]
http://www.oag.state.va.us/Opinions/1999opns/apr992.pdf

What are the requirements for Parental Notification and High School Graduation of ELLs?

The *Code of Virginia* provides the following regarding parental notification and high school graduation:

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards for accreditation.

If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.
[COV, §22.1-253.13:4. Standard 4. C]

See Appendix A, 30 Day Parent Notification Letter

Where can I find the Code of Virginia?

The *Code of Virginia* can be found at the following Web site:
http://leg1.state.va.us/cgi-bin/legp504.exe?000+cod+TOC.

Federal Law

The following section contains information regarding the identification, assessment, and education of LEP students as outlined in both Supreme Court decisions and federal legislation.

What does the Fourteenth Amendment to the Constitution State?
Section 1 of the 14th amendment (1868) states:

> *"No state shall . . . deny to any person within its jurisdiction the equal protection of the laws."* (The Equal Protection Clause)

Even though at the time it was passed, the purpose of the fourteenth amendment was to extend equal rights to former slaves; its significance to LEP individuals is that it provides equal protection (i.e. non-discrimination) to people whose first language is not English. Later court rulings further explained and examined the relationship between LEP individuals and the equal protection clause.

What does Title VI of the Civil Rights Act of 1964 state?
Section 601 of the Civil Rights Act of 1964 states:

> No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.
> [Sec. 601, Civil Rights Act of 1964; 78 Stat. 252; 42 U.S.C. 2000d]

What are the requirements of Title VI of the Civil Rights Act of 1964?
According to Title VI of the Civil Rights Act of 1964, "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."
[*Pub*. L. 88-352, title VI, Sec. 601, July 2, 1964, 78 Stat. 25]

Courts have traditionally viewed "national origin" to include an individual's first language.

Title VI of the Civil Rights Act of 1964 "requires programs that educate children with limited English proficiency to be:"

- based on a sound educational theory;
- adequately supported, with adequate and effective staff and resources, so that the program has a realistic chance of success; and
- periodically evaluated and, if necessary, revised.

Detailed information about Title VI of the Civil Rights Act of 1964 can be found here: http://www.ed.gov/about/offices/list/ocr/qa-ell.html.

What is the May 25th Memorandum (1970)?

In May 1970, the former Department of Health, Education and Welfare (DHEW), published a memorandum to school districts on the Identification of Discrimination and Denial of Services on the Basis of National Origin (the May 25th Memorandum, 35 Fed. Reg. 11595 - Tab A). The May 25th Memorandum stated in part:

> The purpose of this memorandum is to clarify DHEW policy on issues concerning the responsibility of school districts to provide equal educational opportunity to national origin minority group children deficient in English language skills. The following are some of the major areas of concern that relate to compliance with Title VI:
>
> 1. Where inability to speak and understand the English language excludes national origin minority-group children from effective participation in the educational program offered by a school district, the district must take affirmative steps to rectify the language deficiency in order to open its instructional program to these students.
> 2. School districts must not assign national origin minority group students to classes for the mentally retarded on the basis of criteria which essentially measure or evaluate English language skills; nor may school districts deny national origin-minority group children access to college preparatory courses on a basis directly related to the failure of the school system to inculcate English language skills.
> 3. Any ability grouping or tracking system employed by the school system to deal with the special language skill needs of national origin-minority group children must be designed to meet such language skill needs as soon as possible and must not operate as an educational dead-end or permanent track.
> 4. School districts have the responsibility to adequately notify national origin-minority group parents of school activities which are called to the attention of other parents. Such notice in order to be adequate may have to be provided in a language other than English.

School districts examine current practices which exist in their districts in order to assess compliance with the matters set forth in this memorandum. A school district which determines that compliance problems currently exist in that district should immediately communicate in writing with the Office for Civil Rights and indicate what steps are being taken to remedy the situation. Where compliance questions arise as to the sufficiency of programs designed to meet the language skill needs of national origin-minority group children already operating in a particular area, full information regarding such programs should be provided. In the area of special language assistance, the scope of the program and the process for identifying need and the extent to which the need is fulfilled should be set forth.

Detailed information about the May 25th Memorandum can be found here http://www.ed.gov/about/offices/list/ocr/docs/lau1970.html.

What was the Lau v. Nichols (1974) decision, and how does it affect instruction of ELLs?
Lau v. Nichols was a class action suit brought by parents of non-English-proficient Chinese students against the San Francisco Unified School District. In 1974, the Supreme Court ruled that identical education does not constitute equal education under the Civil Rights Act of 1964. The court ruled that the district must take affirmative steps to overcome educational barriers faced by the non-English speaking Chinese students in the district.
[414 U.S. 563 (1974)]

Lau v. Nichols held that:

> The failure of the San Francisco school system to provide English language instruction to approximately 1,800 students of Chinese ancestry who do not speak English, or to provide them with other adequate instructional procedures, denies them a meaningful opportunity to participate in the public educational program and thus violates Section 601 of the Civil Rights Act of 1964, which bans discrimination based "on the ground of race, color, or national origin," in "any program or activity receiving Federal financial assistance," and the implementing regulations of the Department of Health, Education, and Welfare.

Detailed information about the Lau requirements can be found here: http://www.ed.gov/about/offices/list/ocr/ell/lau.html.

What was the Equal Educational Opportunities Act of 1974?
Section 1703(f) of the EEOA requires state educational agencies (SEAs) and school districts to take action to overcome language barriers that impede English Language Learner (ELL) students from participating equally in school districts' educational programs.

Detailed information about the Equal Education Opportunity Act of 1974 can be found here: http://www.usdoj.gov/crt/edo/ellpage.php.

Detailed information about the Provision of an Equal Education Opportunity to LEP Students can be found here:
http://www.ed.gov/about/offices/list/ocr/eeolep/index.html.

What was the Castañeda v. Pickard (1981) court case?

> On June 23, 1981, the Fifth Circuit Court issued the Castañeda v. Pickard decision that established a three-part test to evaluate the adequacy of a district's program for LEP students: (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy; (2) are the programs and practices, including resources and personnel, reasonably calculated to implement this theory effectively; and
> (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?

[648 F.2d 989 (5th Cir., 1981)]

Detailed information about the Castañeda v. Pickard can be found here: http://www.ed.gov/about/offices/list/ocr/ell/edlite-glossary.html.

What was the Plyler v. Doe (1982) court case?

Plyler v. Doe held that:

> A Texas statute which withholds from local school districts any state funds for the education of children who were not "legally admitted" into the United States, and which authorizes local school districts to deny enrollment to such children, violates the Equal Protection Clause of the Fourteenth Amendment.

Detailed information about Plyler v. Doe can be found here: http://supreme.justia.com/us/457/202/case.html.

What was the Office of Civil Rights Title VI Policy Update (1991)?
On September 27, 1991, the Office of Civil Rights issued a policy update to provide guidance regarding Lau compliance reviews to determine whether schools are complying with their obligation under the regulation implementing Title VI of the Civil Rights Act of 1964 to provide any alternative language programs necessary to ensure that national origin minority students with limited English proficiency (LEP students) have meaningful access to the schools' programs.

Detailed information about the OCR Title VI Policy Update (1991) can be found here: http://www.ed.gov/about/offices/list/ocr/docs/lau1991.html.

Elementary and Secondary Education Act of 1965
No Child Left Behind Act of 2001 (NCLB)

The following section contains information regarding the requirements for LEP students as outlined in the *Elementary and Secondary Education Act* of 1965, reauthorized by the *No Child Left Behind Act* of 2001. Detailed information about NCLB can be found here: http://www.ed.gov/policy/elsec/leg/esea02/beginning.html.

Title I, Part A — Improving the Academic Achievement of the Disadvantaged
The following section contains information on the Title I, Part A requirements as they relate to LEP students.

Sec. 1111. State Plans

States must submit state plans to (United States Department of Education) USED that outline how the following requirements for LEP students will be accomplished:

- All LEP students are held to the same challenging academic achievement standards as all students; [(2)(b)(I)(B)]
- All LEP students must meet or exceed the annual measurable objectives set by the state; [(2)(C)(v)(II)(dd)]
- All LEP students must take the same academic achievement assessments as all students; [(3)(C)(i)]
- All LEP students are provided reasonable accommodations on academic achievement assessments; [(3)(C)(ix)(III)]
- All LEP students' academic achievement scores are disaggregated as a subgroup; and [(3)(C)(xiii)]
- All LEP students must participate in annual assessment of English proficiency that assesses oral language, reading, and writing skills in English; [(7)]

Sec. 1118. Parental Involvement

This section includes the provision describing involvement of parents of LEP students in their children's education:

ACCESSIBILITY– In carrying out the parental involvement requirements of this part, local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under Section 1111 in a format and, to the extent practicable, in a language such parents understand. [(f)]

Sec. 1119. Qualifications for Teachers and Paraprofessionals

This section includes the following regarding highly qualified teachers:
In General- Beginning with the first day of the first school year after the date of enactment of the *No Child Left Behind Act of 2001*, each local educational agency receiving assistance under this part shall ensure that all teachers hired after such day and teaching in a program supported with funds under this part are highly qualified. [(a) (1)]

Detailed information about Title I can be found here:
http://www.ed.gov/policy/elsec/leg/esea02/pg2.html.

Title III, Part A — Language Instruction for Limited English Proficient and Immigrant Students

The following section contains information on the Title III, Part A, requirements as they relate to LEP students.

Sec. 3102. Purposes

The purposes of this part are:

- to ensure that limited English proficient (LEP) students, including immigrant children and youth, attain English proficiency and meet the same academic content and achievement standards as all students;
- to develop, provide, and sustain high-quality language instructional programs;
- to promote parental and community participation;
- to hold states accountable for increases in English proficiency and core academic knowledge by LEP students; and
- to provide states with flexibility to implement language instructional programs.

English Language Proficiency (ELP) Standards

Sec. 3113. State and Specifically Qualified Plans

States must submit state plans to USED that outline how the following requirements for ELP standards will be accomplished:

- raise the level of English proficiency;
- are derived from the four recognized domains of speaking, listening, reading, and writing; and
- are aligned with achievement of the challenging state academic content and student academic achievement standards described in section 1111(b)(1). [(b)(2)]

Assessment of LEP Students

Sec. 3113. State and Specifically Qualified Agency Plans

States must submit state plans to USED that outline how the following requirements for school divisions will be accomplished:

- comply with the requirements in Section 1111(b)(7) to annually assess in English children who have been in the United States for 3 or more consecutive years; [(b)(3)(C)]
- annually assess the English proficiency of all limited English proficient children participating in a program funded under this subpart, consistent with Section 1111(b)(7); [(b)(3)(D)]
- meeting all annual measurable achievement objectives described in section 3122; and [(b)(5)(A)]

- making adequate yearly progress for limited English proficient children, as described in Section 1111(b)(2)(B). [(b)(5)(B)]

Sec. 3116. Local Plans

School divisions must submit Title III applications to the state for approval that ensure the following:

- annually measuring the English proficiency of limited English proficient children, so that such children served by the programs carried out under this part develop proficiency in English while meeting state academic content and student academic achievement standards as required by Section 1111(b)(1); and [(b)(3)(C)]
- annually assess the English proficiency of all children with limited English proficiency participating in programs funded under this part. [d)(2)]

Sec. 3121. Evaluations

School divisions must ensure the following in their Title III applications:

- the number and percentage of children in the programs and activities attaining English proficiency by the end of each school year, as determined by a valid and reliable assessment of English proficiency; and [(a)(3)]
- student attainment of challenging State student academic achievement standards on assessments described in Section 1111(b)(3). [(d)(2)]

Sec. 3122. Achievement Objectives and Accountability

States must submit state plans to USED that outline how the following requirements for objectives and accountability will be accomplished:

- annual increases in the number or percentage of children making progress in learning English; [(a)(3)(A)(i)]
- at a minimum, annual increases in the number or percentage of children attaining English proficiency by the end of each school year; and [(a)(3)(A)(ii)]
- meeting Annual Measurable Achievement Objectives for limited English proficient children. [(a)(3)(A)(iii)]

Professional Development

Sec. 3115. Subgrants to Eligible Entities

School divisions must ensure that professional development offered to classroom teachers, principals, administrators, and other school or community-based organization personnel is:

- designed to improve the instruction and assessment of limited English proficient children; [(c)(2)(A)]
- designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for limited English proficient children; [(c)(2)(B)]
- based on scientifically based research; and [(c)(2)(C)]
- of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom. [(c)(2)(D)]

Parental Involvement

Sec. 3302 Parental Notification

This section includes the provisions for:

- providing a language instruction educational program; [(a)]
- informing the parent(s) of a limited English proficient child identified for participation in, or participating in, such program; [(a)]
- providing separate notification of failure to meet annual measurable achievement objectives; [(b)]
- providing information to parents in an understandable and uniform format, and, to the extent practicable, in a language that the parent can understand; [(c)]
- identifying a child for participation in a language instructional program and informing the parents within two weeks after placement in the program; and [(d)]
- implementing an effective means of outreach to parents of limited English proficient children. [(e)]

Detailed information about Title III can be found here:
http://www.ed.gov/policy/elsec/leg/esea02/pg39.html.

Section Two
Meeting Federal and State Laws and Regulations

How does the state determine if a division is in compliance with state and federal requirements?
To meet the requirements of ESEA, the Virginia Department of Education monitors divisions for compliance for Title I, Part A; Title I, Part D; Title III, Part A; and Title X, Part C, on a five-year cycle.

The criteria used for the monitoring of Title I, Part A; Title I, Part D; Title III, Part A; and Title X, Part C address selected federal statutory requirements pursuant to the NCLB and Education Department General Administrative Regulations (EDGAR) 34 CFR 80.40 and 34 – Part 200, and Office of Management and Budget Circular/Cost Principles. Selected requirements from Title IX, Part E, Subpart 2 – Other Provisions, that impact Title I schools and all schools have been included in monitoring. In addition to federal requirements, the monitoring includes applicable policies established by the Virginia Board of Education relating to public school choice and supplemental educational services.

Detailed information about federal program monitoring can be found here:
http://www.doe.virginia.gov/VDOE/Instruction/title1/FederalProgramMonitoring.pdf

How does ACPS meet the Title VI of the Civil Rights Act of 1964 Requirements of identification, screening and placement?

Identification of LEP students during the enrollment process
Students enroll in their neighborhood school. To comply with the requirements of Title VI, LEP students must be identified during the enrollment process. As part of the enrollment process, all parents/guardians must fill out the home language survey (HLS) for every child enrolling. Families registering children are assisted in completing the documents and registration materials on-site, as needed. Accomack County Public Schools uses the HLS results to determine the need for further English language proficiency screening and possible English for Speakers of Other Languages (ESOL) services. If the family indicates a language other than English on the HLS, the enrolling ***school registrar notifies the ESOL lead teacher*** of the need for screening, if there is no ELP level available from the sending school or if the child has never been in a school in the United States. The school registrar will maintain a list of such notifications, including date given as well as the date notified by the ESOL teacher of the results to enter into PowerSchool.

Screening of possible LEP students
If the HLS indicates that English is not the dominant language in the home environment, ACPS will screen the student for English language development. ESOL teachers have two choices when screening for language proficiency:

1. If the student has been enrolled in a Virginia public school, staff will contact the previous school for an ACCESS or W-APT score and ELD level for placement in the ACPS ESOL Program. Students that transfer in from a WIDA state (found on the WIDA web site: www.wida.us) will use their ACCESS or W-APT score and WIDA level for placement in ACPS.
   OR

2. If the student has been enrolled in a school division that utilizes the Ellevation database for ESL (currently 13 states), a student transfer request may be accessed online via Ellevation.
   OR

3. If the student is newly arrived, or does not have an ELD level assigned by a Virginia school division or other WIDA state based on the ACCESS score or W-APT screener, ESOL staff will screen the student using the World Class Instructional Design and Assessment (WIDA) W-APT assessment or the Kindergarten MODEL. The results of the entry assessment will be used to determine if the student qualifies for language instruction programs. This screening must take place within 10 (ten) school days of student enrollment. Please check with the previous school attended to see if the student was screened with the W-APT before leaving the school. If so, ask that the W-APT results be provided. If the previous school attended did not administer the W-APT, then administer it to the newly enrolled student.

   NOTE: Virginia Department of Education (VDOE) requires the W-APT to be administered only once per calendar year.

Placement of LEP Students
Students identified as needing ESOL services will be placed in the language instruction program based on English language proficiency level and grade. ESOL students are placed at the grade level appropriate for their age. Further information is found in sections 3 and 4 of this handbook.

Providing Language Instruction Services
To comply with the requirements of Title I and Title III, ACPS is:

> Provid[ing] high-quality language instruction educational programs that are based on scientifically-based research demonstrating the effectiveness of the programs in increasing
>
> (A) English proficiency; and
> (B) student academic achievement in the core academic subjects.
> [Sec. 3115(c)(1)(A)(B)]

Further information on the language instructional services can be found in sections 3 and 4.

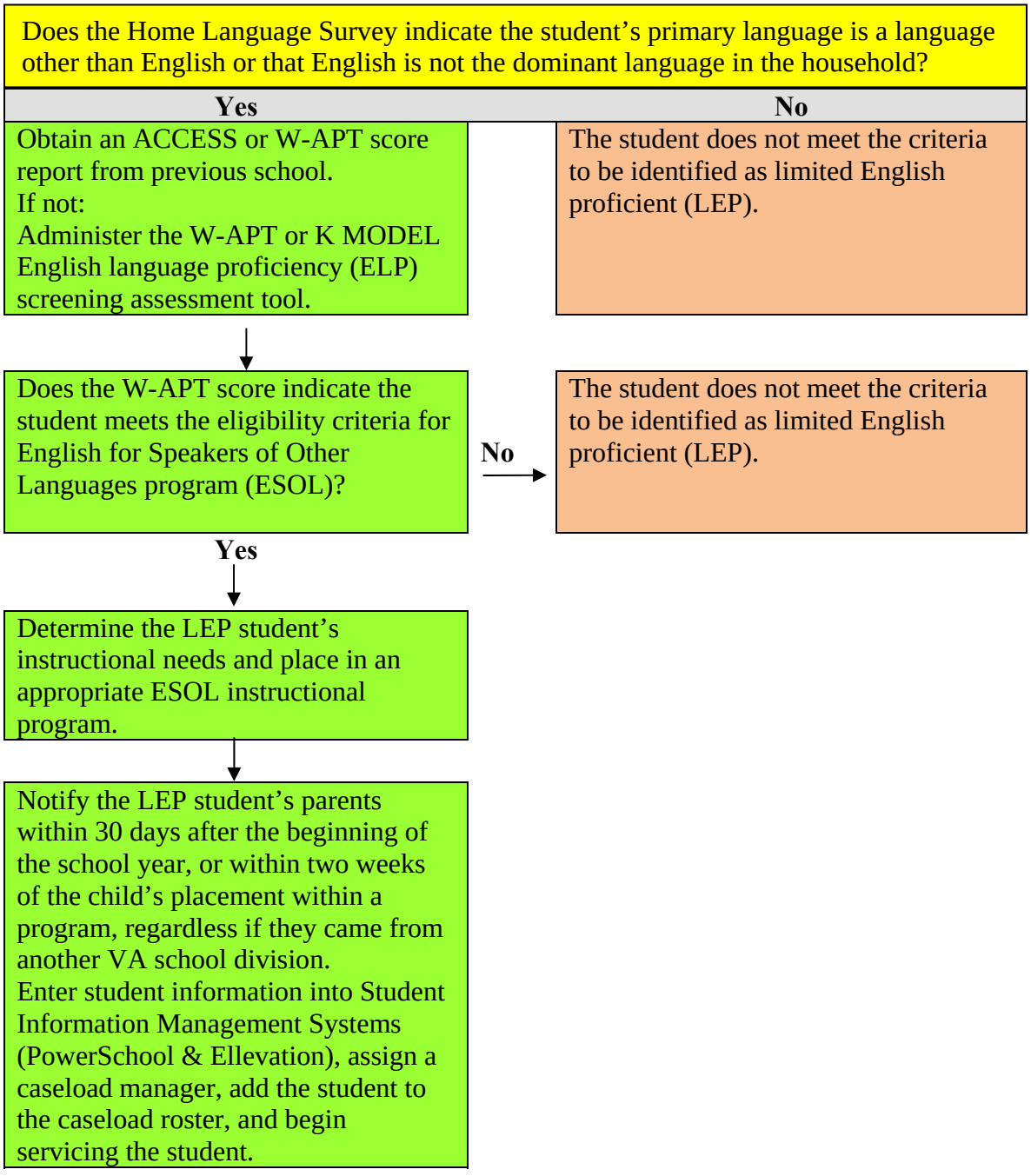
Parental Notification
Section 3302 of NCLB requires schools must notify parents of their child's placement in an ESOL program (detailed below) within 30 days of the start of school, or two weeks of the child's placement in the program.

If a child transfers into ACPS from another Virginia school division, ACPS MUST send home the 30 day ACPS ESOL parent notification letter. The letters are division and program specific, and contain detailed information on the ESOL program, graduation requirements, and instructional practices of ACPS. The chart on the following page details the identification, screening, placement, instruction and parental notification of ESOL students.

ACPS Procedure for Identifying Limited English Proficient (LEP) Students

Title VI of the Civil Rights Act of 1964 requires LEP students be identified as part of the enrollment process for all students. The ACPS enrollment process includes the following questions on the Home Language Survey to determine if English language proficiency screening is applicable to determine the need for possible English as a Second Language services.

1. What was the first language that this student spoke?
2. Is there a language other than English spoken at home? Which language(s)?
3. Does the student speak or understand a language other than English?



How does ACPS meet Sec. 1118 and Sec. 3302: Parental Notification requirements?
Title I requires that a school division must implement programs, activities, and procedures for the involvement of parents including developing a written parent involvement policy, soliciting parental input, providing timely information to parents, and building capacity for parental involvement.

Title III requires that ACPS must inform parents of a child identified for participation in a language instruction educational program supported by Title III no later than 30 calendar days after the beginning of the school year. For students who enroll during the year, notification must take place within two weeks of enrollment. The parent notification letters must be sent to all students identified as LEP on an annual basis. If a child transfers into ACPS from another Virginia school division, ACPS MUST send home the ACPS ESOL parent notification letter. The letters are division and program specific, and contain detailed information on the ESOL program, graduation requirements, and instructional practices in ACPS. Students who are identified as levels 1-5 are considered LEP and their parents/guardians must receive a notification letter. The parent notification must include information about students as outlined below:

1. The reasons for identifying their child as being limited English proficient and for placing their child in a language instruction educational program for LEP students.
2. The child's level of English language proficiency, including how the level was assessed and the status of the child's academic achievement.
3. The method of instruction that will be used in the program, including a description of other alternative programs.
4. How the program will meet the educational strengths and needs of the student.
5. How the program will help the child learn English and meet academic achievement standards.
6. The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school.
7. How the program will meet the objectives of an individualized education program for a child with a disability.
8. Their rights, including written guidance that: (A) specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request; (B) describes the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and (C) assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered. [Sec. 3302] (See Appendices C and D)

The letter must be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.

Refused Services/Opt Out students
Section 3302 of NCLB provides parents of ELL students to refuse ESOL services or opt students out of the ESOL program. Parents are notified of the right through the 30-day NCLB parent notification letter. Parents who wish to opt their ELL student out of the ESOL program must meet in person with designated school personnel, who will explain the benefits of the student remaining in the ESOL program. If the parent still wishes their student to opt out of the program, the parent must then meet with the principal/designee to sign the refused services letter. The parent/guardian must sign the letter *every year*. Schools must contact such parents/guardians and have a new letter signed by September 30 of each year.

The administrator/designee must review the following information with the parent before the letter is signed:

- The student will still participate in the annual ACCESS ELD assessment until the child meets exit requirements;
- The student will still be classified as LEP/ESOL in the student information systems and in state reporting;
- The student will still be placed on a caseload (ESL teacher roster) and their academic progress will be monitored quarterly by that assigned ESL teacher;
- The student may be re-enrolled into the ESOL program with parental permission;
- The student is still allowed LEP exemptions and accommodations on state assessments and;
- The parent must opt out of ESOL services *each year by signing the letter*.

The original letter must be placed in the ESOL student's academic record file behind the LEP tab. The parent is provided a copy of the Refusal of Services Letter for their files.
See Appendix B, Refusal of Services Letter

Enrollment of ESOL Students
See Appendix C, ESOL Enrollment Checklist. A portion of the checklist is filled out by the registrar/secretary or counselor designated by the principal and a second portion of the checklist is completed by the principal for every new ESOL student that registers in the school. Using the checklist will ensure accurate identification, appropriate placement, prompt entry of student information in Power School and Ellevation databases, and finally timely parental notification of eligibility for ESOL services.

Upon completion of the ESOL Enrollment Checklist, the checklist is filed in the student's cumulative record behind the LEP tab. Further monitoring of the ESOL student may be accomplished by principals, teachers, counselors, and central office administrators via the Ellevation database.

How does ACPS meet Sec. 1111 and Sec. 3113 and 3122: English Language Proficiency Standards?

On March 19, 2008, the Virginia Board of Education adopted the World-Class Instructional and Design (WIDA®) Consortium English Language Development (ELD) Standards for the state. Further information on ACPS' implementation of the WIDA standards can be found in section 4.

How does ACPS meet Sec. 1111 and Sec. 3113, 3116, and 3121: English Language Proficiency Assessment?

On September 26, 2007, the Virginia Board of Education approved Assessing Comprehension and Communication in English State-to-State for English Language Learners **(**ACCESS for ELLs®) as the state-approved English Language Development (ELD) assessment.

The Federal Register, dated October 17, 2008, released the following notice of final interpretation of annual ELP assessment of LEP students:

> In the notice of proposed interpretations, the Secretary proposed to interpret Title III to require that all LEP students be assessed annually with an assessment or assessments that measure each and every one of the language domains of speaking, listening, reading, and writing. We explained in the notice of proposed interpretations that states could not exempt a student from an annual ELP assessment in any domain or "bank" the proficient scores of a LEP student.
> [Volume 73, Number 202]

The Federal Register is available at http://edocket.access.gpo.gov/2008/E8-24702.htm.

Testing Memorandum Number 788, dated August 17, 2009, announced that all LEP students in kindergarten through grade 12 classified at WIDA® ELD levels 1 through 5 will be required to be assessed annually with an assessment that measures each of the language domains of listening, speaking, reading, and writing.

Further information on assessing the English language proficiency of ESOL students can be found in Section Five.

How does ACPS meet Sec. 1111 and Sec. 3113, 3116, and 3121: Academic Achievement Assessment?

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (2006) provides the following information:

> All students identified as limited English proficient (LEP) shall participate in the Virginia assessment program. A school-based committee shall convene and make determinations regarding the participation level of LEP students in the Virginia assessment program. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, Gr. 3 science, and history and social science.
> [8 VAC 20-131-30 G]

The *Consolidated State Application Amended Accountability Workbook* (May 2009) provides the following information:

- The state accountability system in Virginia prescribed in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (the "SOA" or "Standards of Accreditation"), found here: http://www.pen.k12.va.us/VDOE/Accountability/soafulltxt.pdf;

- Consistent with NCLB and final Title I regulations issued November 26, 2002, the Virginia Department of Education will disaggregate the data for all student subgroups identified in Section 1111(b)(2)(C) in order to make determinations regarding adequate yearly progress; (5.1 F)

- Effective with the 2003-2004 academic year, all Limited English Proficient (LEP) students will participate in the Virginia state assessment program. LEP students in grades 3-8 at the lower levels (Level 1 and Level 2) of English language proficiency will take the Standards of Learning assessments for English/reading and mathematics, with or without accommodations, or state-approved assessments linked to the Standards of Learning, such as those described below. LEP students cannot take assessments linked to the Standards of Learning (ie. VGLA, Plain English Math) for more than three consecutive years. Additionally, recently arrived LEP students regardless of their English language proficiency level: 1) may take the Standards of Learning assessments for English/reading with or without accommodations or state-approved assessments linked to the Standards of Learning; and 2) will take the Standards of Learning assessments for mathematics with or without accommodations. Recently arrived LEP students are defined as students with limited proficiency in English who have attended schools in the United States for less than twelve months (as defined in the Title I regulations, October 13, 2006). Decisions regarding LEP student participation in the state assessment program will be guided by the school-based committee as described in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 131-30 Gl; (5.4 F).

Further information on assessing ESOL students with the standards of learning assessments can be found in Section Five. SOL assessment questions related to individual students are directed to the Division's Director of Testing.

How does ACPS meet section 3121(a) (4) – monitoring students for two years after they exit?

Section 3121(a) (4) requires a description of the progress made by students in meeting challenging state academic content and student academic achievement standards for each of the 2 years after such children are no longer receiving services under this part.
Monitoring of ELLs is required for two years after a student exits an ESL program. Documentation of this monitoring is stored in Ellevations, LLC database. A copy of the monitoring is filed in the cumulative record behind the LEP tab. Monitoring evidence is to be updated/filed each grading period.

Further information on monitoring students at Level 6, Year 1 and 2 is found in Section Three.

How does ACPS meet Sec. 3122: Annual Measurable Achievement Objectives requirements?

Section 3112 (a) (1) of NCLB requires that states shall develop *Annual Measurable Achievement Objectives* (AMAOs) for LEP students that relate to the development and attainment of English proficiency while meeting challenging state academic content and student academic achievement standards as required by Section 1111 (b) (1).

ACPS will meet the following three AMAOs:

AMAO 1 reflects the annual increase in the number or percentage of LEP students making **progress** in learning English. [(a)(3)(A)(i)]

AMAO 2 reflects the annual increase in the number or percentage of LEP students attaining **proficiency** by the end of each school year. [(a)(3)(A)(ii)]

AMAO 3 reflects the **Adequate Yearly Progress** (AYP) of LEP students in reading and mathematics. [(a)(3)(A)(iii)] AYP in Virginia is calculated by using the LEP students' performance results on the Standards of Learning (SOL) assessments.

How does ACPS meet the Teacher/Student Ratio?

The *Code of Virginia*, Standards of Quality (SOQ), provide that:

> In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. **[COV** § 22.1-253.13:2 (F)]

At a minimum, ACPS staffs ESOL positions according to the SOQs.

Beyond the SOQs, Accomack County school division utilizes a staffing formula that is based upon ESOL population by English proficiency levels at each grade span-elementary, middle, and high.

Requirements and Timeline for Meeting Federal and State Requirements

The following chart summarizes the federal and state requirements and provides guidance on when each component should be completed.

Identification, Screening, and Placement of Limited English Proficient (LEP) Students	Timeframe for Completion
Initial identification of LEP students is required as part of the enrollment process under Title VI of the Civil Rights Act of 1964.	Ongoing as part of the enrollment process
Conduct an English language screening for students who have been flagged as possibly identified as LEP through the HLS. School divisions may determine the ELD assessment screening tool. [Title VI of the Civil Rights Act of 1964]	Ongoing as part of the enrollment process
Place LEP students in an appropriate English language instructional program based on the results of the English language proficiency assessment screening. [Section 3212 (A)(i)]	Ongoing as part of the enrollment process
Inform parents annually regarding their child's placement in a language instruction education program within 30 days after the beginning of the school year, or within two weeks of the child's placement within a program. The letter must include the following components: • Why the student was identified as LEP; • Level of English proficiency and how level was assessed; • Method of instruction and other available methods of instruction; • How the program will meet the educational needs of the student; • Graduation requirements; • Exit requirements; • LEP students and special education; and • Parental right to remove student from program or refuse services. [Section 3302(a)]	30 days after the beginning of the school year **OR** within 2 weeks after ESOL placement
Failure to meet AMAOs parental notification. If a school division fails to meet any of the Title III AMAOs for one year, the school division must separately notify the parents of LEP students of the failure no later than 30 days after the failure occurs.	30 days after the division receives notification of failure
Section 3121 – monitoring exited ELLs for 2 years after meeting exit requirements for the ESOL program.	Exited LEP students will be monitored for two calendar years after meeting the state exit requirements. Level 6 YR. 1 and Level 6 YR. 2 students do not receive direct ESL services and no student plan is written.

Assessing the English Language Proficiency of LEP Students	Timeframe for Completion
Assess the English language proficiency of all LEP students using the ACCESS for ELLs® or a state approved assessment. [Sec. 3113(3)(D)] The Division Director of Testing (DDOT) will notify division personnel of the state-approved division testing window for the annual English language proficiency assessment.	February through May (state-approved testing window selected by school division)

Assessing the Academic Achievement of LEP Students	Timeframe for Completion
Assess the academic achievement of all LEP students using Standards of Learning assessments or an assessment linked to the SOLs.[sec. 3221] The Division Director of Testing (DDOT) will notify division personnel of the state-approved division testing window.	State-approved testing windows

Section Three
ACPS ESOL Program Requirements

In addition to meeting all state and federal requirements relating to ELLs, ACPS has implemented specific division-wide requirements. This section will cover program requirements, including registration, service requirements for ESOL students, and documentation for all ESOL students. Also, roles and responsibilities are outlined for Registrar, ESOL teacher, and Student Information System secretary. Section Four of the handbook details specifics of the instructional program for ESOL students.

Proficiency Levels (information on the ELD levels may be found in Section Four)

VA English Language Proficiency Levels based on ACCESS score (Classified as LEP and eligible for ESOL services)	**Formerly LEP (FLEP) AMAO/Monitor purposes only (Met state exit requirements, not eligible for ESOL services but still classified as LEP on databases)**	**Fully English Proficient (FEP) (No longer considered LEP for AYP purposes; not eligible for services)**
Levels 1, 2, 3, 4, and 5	Level 6, Year 1 and Year 2	FEP status in the student information system. Students are reclassified as "FEP" after completing the 2 years of monitoring at 6Y1 and 2.

Exit requirements for re-classification as Formerly LEP (FLEP): ACCESS overall score of 5.0 or higher on Tier C and ACCESS literacy score of 5.0 or higher on Tier C. Students who meet this criterion are moved to ELD Level 6 and do not receive ESOL services, but they do remain classified as LEP. During ELD Level 6, Years 1 and 2, the FLEP student is monitored quarterly by the ESL case manager assigned. If interventions are warranted, the principal is notified and it then becomes the responsibility of the principal and the school's Child Study Team, and/or Title I team (if applicable) to take the steps necessary to provide the student support outside of the ESOL program, since the student is no longer eligible for such services. Interventions available to non-ESOL students are delivered on a consistent basis and documentation of such interventions are maintained the same as for all students. Once a student exits service and becomes FLEP, they are not re-classified as ESL without a formal written appeal to the Title III coordinator, at which time a comprehensive process would be shared to review documented interventions necessary to prove that the performance is linked to English language proficiency.

Once these formerly LEP students have completed 2 years of monitoring status as ELD Level 6, Years 1 and 2, they officially exit the program and are classified as Fully English Proficient, or "FEP."
The status of FLEP (Level 6 Yr. 1 & 2) and FEP (Fully English Proficient), will be rolled over in PowerSchool at the end of August by the division's data specialist. However, it is the ESOL

teacher's/case manager's responsibility to review the accuracy of PowerSchool in September to ensure all ESOL students are accurately coded.

Grade Level Placement - Recommended Grade Placement by Age

An ESOL student is typically placed at the appropriate grade-level based on his/her age. However, adjustments may be made in collaboration between the Director of Prevention and Intervention Services and the Title III Coordinator and based on evaluation of prior academic records, exact date of birth, and other pertinent history related to schooling. The table below displays the age and grade-level placement for students younger than 14 years of age. High school students are placed at grade levels consistent with the ACPS promotion policy.

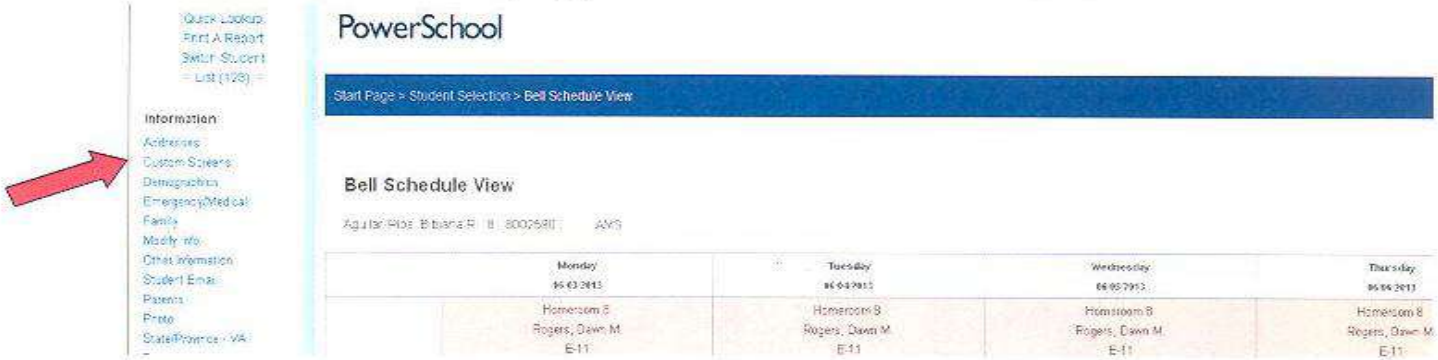
Recommended Grade Placement by Age	
Age by September 30	Grade
4	Pre-Kindergarten
5	Kindergarten
6	Grade 1
7	Grade 2
8	Grade 3
9	Grade 4
10	Grade 5
11	Grade 6
12	Grade 7
13	Grade 8

ESOL Student Registration

The registrar/secretary at each school must complete the Home Language Survey (HLS) that is part of the registration form, with information provided from the parent/guardian. This takes place the *first* occurrence of registration *in the school division*. Otherwise, records are requested for internal transfers. Upon completion of the registration, the registrar/secretary will make a copy of the HLS if parents have indicated there is another language spoken in the home and will consult with the guidance counselor as necessary for contact to the previous school division to obtain an ACCESS or W-APT score/WIDA ELD level. If no such scores are available from the sending school, the registrar will notify the ESOL teacher/case manager in the school to alert him/her that administering a screening is necessary. The registrar will document the date of potential screening notification to the ESOL teacher as well as the date the ESOL teacher notified the registrar of screening information to enter into PowerSchool. The screening process and using the W-APT is discussed further in this section.

The information that follows will show how the registrar may access the Custom Screen on PowerSchool to enter WIDA levels of students.

1. From home page click "Custom Screens"



2. Click "ELL Information"

3. Choose WIDA Level

See Appendix D, Home Language Survey (HLS)

HLS responses that warrant a screening:

If ANY of the three questions indicate there is another language spoken by the student or in the home, the child **must** be referred to the ESOL teacher/case manager for screening.

Example answers from parents/guardians that **will** lead to a referral for ESOL screening:

Question 1: Spanish
Question 2: English Spanish
Question 3: Yes, Spanish

Question 1: English
Question 2: English and Spanish
Question 3: Yes, Spanish

Question 1: Farsi
Question 2: Farsi
Question 3: Yes, Farsi

Question 1: English
Question 2: Korean
Question 3: No

Question 1: Urdu
Question 2: No
Question 3: No

The **only** answer from parent/guardian that **will not** lead to a referral for ESOL screening:

Question 1: English
Question 2: No
Question 3: No

Screening information in Ellevation
Once the guidance counselor has contacted the sending school and obtained ESOL records/data, he/she will immediately provide that information to the ESOL teacher/case manager assigned to the student. In the event that the ESOL records/data are not available from the sending school, the counselor will inform the ESOL teacher/case manager of the need to schedule screening of the student within 10 days.

Upon completion of the screening, the Case Manager/ESOL teacher enters the testing or screening data into Ellevation under the ELP Testing tab.

State and federal law dictates the manner in which LEP students are identified, enrolled, served and exited. Thus, ACPS regulations apply to all ESOL students and no school personnel may arbitrarily make decisions that impact LEP identification, enrollment, services, or exit. If ever in doubt about an LEP-related case, please contact the Title III Coordinator or a central office administrator for advisement.

Caseload Managers/ESOL Teachers in Ellevation
Once a student has been screened and found to be eligible for the ESOL program, the student will also be assigned a caseload manager by the principal based upon the ELP data. The caseload manager is also the student's ESOL teacher. *Students who are levels 6Y1 and 6Y2 will also be assigned a caseload manager* for monitoring purposes. The caseload manager will claim their students on the Ellevations demographics page. The ELP level must be shared with the grade level teacher, or content area teachers. Note: Students having completed Level 6 Yr. 2, who are identified as "not eligible" do not have a case manager and do not appear on teacher rosters.

NCLB 30-Day Parental Notification Letter
In order to meet the requirements of sec 3302 of NCLB, notification must be sent home to ESOL parents. ESOL case managers/ESOL teachers will generate the 30 day Parental Notification Letter in the Ellevation database and provide them to the principal or designee for **mailing** home within the first 30 days of school for ALL ESOL students identified as of Sept 30.

For all students that are found eligible after the 30 day letter has been sent home, the school must **mail** the letter to the parents *within 10 days* of the child being found eligible. The date generated or mailed will be visible in the Ellevation database.

For letters that have been "returned to sender, undeliverable" the ESOL teacher must work with the secretary/registrar to verify the student is still enrolled, and to check the mailing address in the student information systems (PowerSchool & Ellevation). The interpreter may be contacted to assist with this task if necessary to communicate with the parent. Then, if needed, an updated mailing address will be entered into the student information systems and a second 30-day Notification letter will be mailed. *The return to sender envelope must be placed in the cumulative record to show the attempt was made to mail the letter within the 30-day timeframe*. If there is no updated address, the letter is sent home with the student. *Again, the return to sender envelope is placed in the cumulative folder, with a note documenting the letter was mailed home, returned, and then was sent home with the student.*
See Appendix A, NCLB 30-Day Parent Notification Letter

Screening Procedures by Schools

To the extent possible, screening should be completed before scheduling or placement occurs.

Elementary Schools, Grades K-5

Grade placement is made at the time of registration by the school registrar. Teacher placement is made by the principal and is based upon the results of the ACCESS or W-APT scores, to include ELP levels and specific domain scores. ESOL students must be placed in the age appropriate grade level as charted on page 37.

Kindergarten students may be screened during the late spring or summer before their K year starts. Students to be screened are identified through the HLS given during the kindergarten registration days held at the schools in the spring or at any other time of registration. ESOL teachers will screen potential ESOL students using the K-MODEL screener before the school year ends in June using a schedule set up at each individual school. Current ESOL Pre-K students rising to Kindergarten will already have testing information in Ellevation. Students may be screened in the summer if they participate in the Summer Migrant program and are entering a division school in September. Otherwise, newly enrolled students will be screened the first weeks of school if warranted, based upon the HLS.

Middle School, Grades 6-8

As ESOL students register, they are assigned tentative classes by the principal based on the previous LEP level from another division or WIDA state. If they do not have a level, other factors will be taken into consideration for temporary placement, such as: if the student has ever received ESOL classes, how long has the student been in the country, grades, and other available academic information. Teacher/Class assignment is made by the principal and is based upon the results of the ACCESS or W-APT scores, to include ELP levels and specific domain scores.

ESOL teachers are immediately notified by the registrar when a new or potential ESOL student arrives. If language proficiency levels are not available, the ESOL teacher screens the student within *ten* days of enrollment. After a proficiency level is determined, the temporary schedule is reviewed and adjusted by the principal in collaboration with teachers and guidance counselors, if needed.

High School, Grades 9-12

As ESOL students register, they are assigned tentative classes by the principal in collaboration with the parent, student, and guidance counselor. The placements are based on the previous LEP level from another division or WIDA state, the child's academic history and experiences, his/her career interests, and anticipated date of graduation from high school.

ESOL teachers are immediately notified by the registrar when a new or potential ESOL student arrives. If language proficiency levels are not available, the ESOL teacher screens the student within *ten* days of enrollment. After a proficiency level is determined, the temporary schedule is reviewed and adjusted by the principal in collaboration with teachers and guidance counselors, if needed. Teacher/Class assignment is made by the principal and is based upon the results of the ACCESS or W-APT scores, to include ELP levels and specific domain scores.

See Appendix G-1, ESOL High School Course Sequence for Standard Diploma
See Appendix G-2, ESOL High School Course Sequence for Advanced Diploma

All levels, K-12

An incoming ESOL student will not be screened if it has been determined the student has previously EXITED an ESOL program. The student must have met the Virginia requirements for exit on the ACCESS. *ACPS will not take unofficial exits from transferring schools. Either the student has met Virginia exit requirements on the ACCESS or they are screened for language proficiency*. As previously stated, state and federal law guides school personnel in the identification, screening, service, and exiting requirements for ESOL students. Accomack County staff may not arbitrarily decide when a student should exit ESOL service.

For dually identified students (ESOL & Special Education), eligibility and services information are documented digitally through PowerSchool, IEP online, and Ellevation. IEP online reflects this under "Team Considerations p. #9, Factors for IEP Consideration." The Case Managers of dually identified students, for both ESOL and SPED services, will communicate regularly to coordinate learning goals, objectives, and services. This communication will be formally documented in the Ellevation monitoring portion of the database, at a minimum of monthly. Within IEP online, the communication is documented by the SPED teacher under "Team Considerations," page 9, Factors for IEP Consideration. Within Ellevation, the ESOL student will have the flag on the demographic page to indicate the child has an IEP; the ESOL teacher will formally document the communication in one of two places- within the student history OR in the notes/comments section. The date of the communication, participants & roles, and brief summary of communication regarding the student's progress and instructional support will be included in this documentation.

Screening Questions and Answers

1. A child has just arrived from out of the country and indicated there was another language spoken in the home on the HLS. What do I do next?

Since the student is new to the country and has been identified as needing screening on the HLS, administer the W-APT screener.

2. A child arrives from a school division/district that uses the Ellevation database. How can I obtain access to student information?

On the Ellevation database, under the Admin tab go to "Student Transfer." Select the state and view the districts that use Ellevation and follow the directions provided to access and transfer information if available.

3. A student transferred in mid-year from Harrisonburg or another school division in VA. The home language survey indicates another language. Should I screen the student?

Not yet – first the registrar or principal designee calls the sending school and asks for a WIDA level and the ACCESS score report to determine the ESOL level. If they do not have the ACCESS score report, ask for the W-APT screener results. Use the ACCESS or W-APT results to assign a level in the student information system, assign a caseload manager and begin providing services to the student.

What if the sending school does not have a level or a score?
Talk with the registrar or ESOL teacher to determine if the student was enrolled in ESOL classes or indentified as ESOL.

If the student does not have an ACCESS or W-APT score that is current for the calendar year, then administer the W-APT.

If the student exited ESOL services – check the exit date and assign the student a Level of 6 Yr. 1 or 6 Yr. 2 depending on the date proficiency requirements were met. If the student has completed the 2 years at Level 6, he is non-LEP and not eligible for services. Place documentation in the student's academic record detailing the phone conversations and research done to show the student met requirement to exit the ESOL program.

If the student did not qualify for ESOL services in a non-WIDA division, screen the student using the W-APT. Or, if a W-APT was administered, use the current W-APT to assign a level based on the ACPS ESOL placement criteria. If the W-APT comes from another division, and the student did not qualify for ESOL in that division, they MAY qualify based on ACPS cut scores. (Example p. 48)

If the school division never screened the student, administer the W-APT to determine a proficiency level.

4. Can I use other bodies of evidence (SOL scores, class schedules, talking with the student or parent about former ESOL services etc.) to determine the need to screen a student for ESOL service or to determine ELD level?

No – the decision to screen must be based on the responses to the home language survey. A body of evidence is not allowable in determining the ELD level; rather, the WIDA ACCESS or W-APT is used to determine ELD level. Other documentation may be used to determine academic placement.

5. A student transfers to ACPS from another WIDA state with a HLS that indicates another language. What do I do?

Call the sending school and ask for the ACCESS score report or the W-APT screener results. Remember to apply VA requirements to the score report – such as VA specific exit requirements, etc. If you have trouble getting the score report from the other states, please contact the Division Director of Testing or the Title III Coordinator.

Refer to http://www.wida.us for updated list of WIDA participating states.

6. A student just enrolled from a non-WIDA state. The HLS indicates there is another language spoken. What do I do?

If the state is a non-WIDA state, the student would not have an ACCESS score or WIDA ELD level. Use the W-APT screener to determine the student's proficiency level or qualification for ESOL services.

7. What if a Virginia school division does not use the W-APT as a screening assessment and does not have an ACCESS score? The division sent us an IPT level, what do I do?

Since the student is new to ACPS and has not taken the W-APT for the current academic year, administer the W-APT screener to determine a proficiency level. The state allows divisions to choose the screening method to determine ESOL services.

8. We have a student who was enrolled in ACPS but only took certain portions of the ACCESS test, has a score of NA, or missed the entire testing window. What level do we assign this student?

Since it is critical to have accurate level information on the student for VGLA and other testing documents and for instructional purposes, administer the W-APT to the student. Use the grade level adjusted composite score to determine a WIDA ELD level for the student.

ESOL/W-APT Screening Procedure

Initial Screening Process:
Once it is reported on the HLS that there is another language spoken in the home, and the student DID NOT come from another VA division or a WIDA state, or does not have a complete score from taking the test in ACPS, screening for language proficiency should be done within *3-10 days of registering*. Please check with the sending school to see if the student was screened with the W-APT before leaving the school. If so, ask that the written W-APT results be provided. VDOE requires the W-APT to be given ***only one time per calendar year***. If the sending school did not administer the W-APT, then administer it to the newly enrolled student.

1. **Conduct an English language proficiency screening assessment**
   - Potential ESOL students will be given the WIDA-ACCESS Placement Test™ (W-APT). This assessment tool, known as the "screener," is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district. It can help to determine whether or not a child is in need of English language instructional services, and if so, at what English language proficiency level.

   - The W-APT is designed to be individually administered by trained staff to potential ESOL students. Teachers, paraprofessionals and other designated staff may be trained to administer the W-APT. ESOL teachers must administer the K MODEL as the kindergarten screener. It may also be used for first semester first graders. **It is essential that anyone who administers the W-APT™ Speaking Test complete the Speaking test module on the online ACCESS for ELLs®Test Administration Training course.** *Questions regarding Language Proficiency Assessments and training should be directed to the Division's Director of Testing.*

   - Follow W-APT guidelines for grade level screening:

     The W-APT™ for a particular grade level cluster should be administered to children one semester beyond the beginning of the grade level cluster and one semester beyond the end of the grade level cluster (see Figure 2). WIDA has made this recommendation based on the fact that students just entering a new grade level cluster have not yet had the opportunity to be exposed to the language standards and content topics appropriate for the grades in that cluster.

     - The WIDA MODEL is an alternate screening tool for PK-12; In Accomack the WIDA MODEL for Kindergarten may be used with Pre-K and Kindergarteners. W-APT:
     - The Kindergarten test is intended for *second* semester Pre-Kindergarteners, Kindergarteners, and *first* semester 1st graders.
     - The grades 1-2 test is intended for *second* semester 1st graders through *first* semester 3rd graders
     - The grades 3-5 test is intended for *second* semester 3rd graders through *first* semester 6th graders.
     - The grades 6-8 test is intended for *second* semester 6th graders through *first* semester 9th graders.
     - The grades 9-12 test is intended for *second* semester 9th graders and for students in grades 10, 11, and 12.

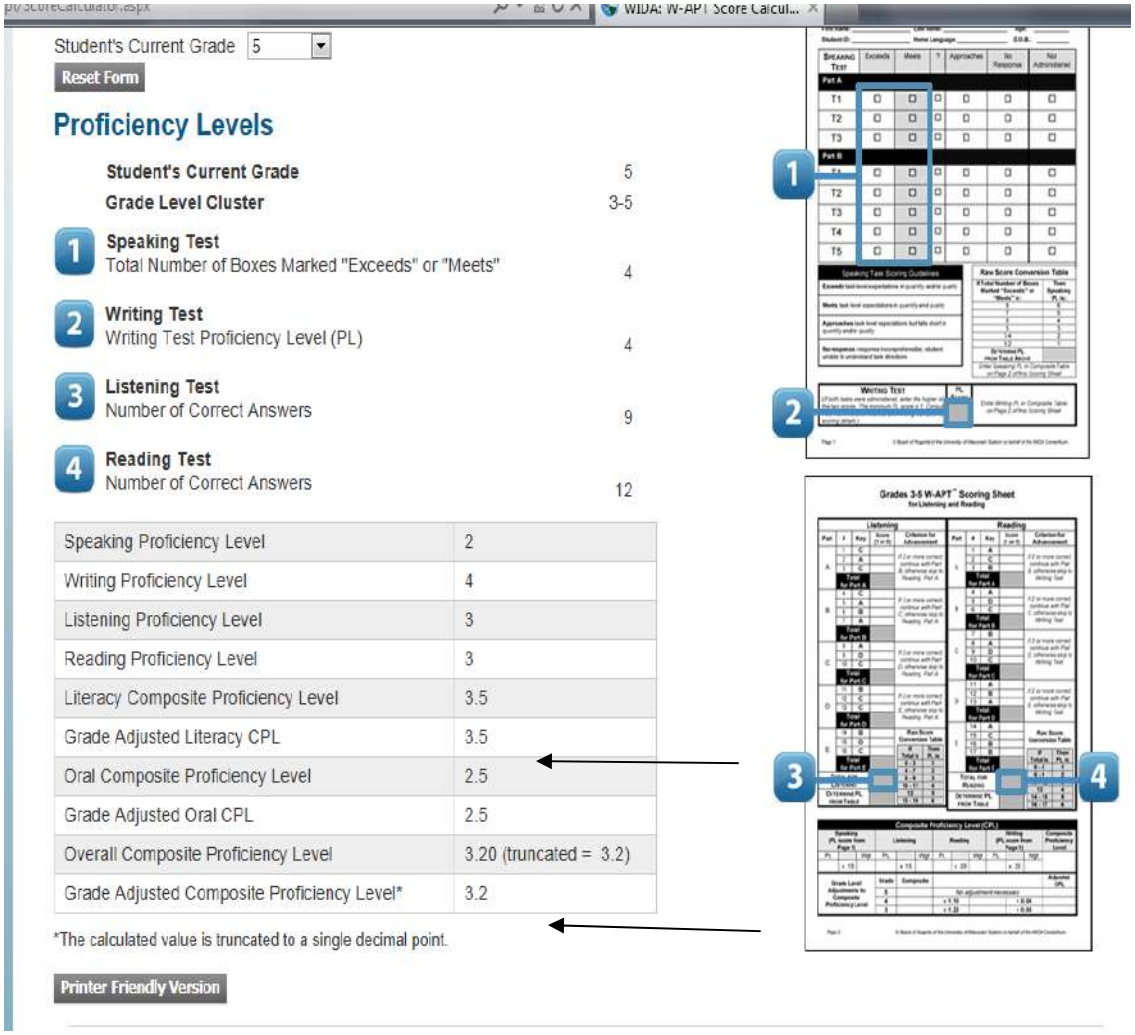
   - Complete all four sections of the screener – listening, speaking, reading, and writing.

2. **Determine proficiency level**

Five levels of English proficiency for ESOL students in grades K-12 have been defined for the state's limited English proficient (LEP) population. These levels are Level 1 – Entering, Level 2 – Emerging, Level 3 - Developing, Level 4 – Expanding, and Level 5 - Bridging.

VDOE requires that divisions using the W-APT screener must use the online W-APT™ Proficiency Level Calculator, located on the WIDA® Website, to calculate the Grade Adjusted Composite Proficiency Level (GACPL). (http://www.wida.us/assessment/w-apt/ScoreCalculator.aspx)

Students who score a 1.0 through 4.9 on the grade adjusted composite proficiency level (CPL) and grade adjusted literacy CPL qualify for services. The following screen shot shows a student score that qualifies for ESOL services:



Student's Current Grade 5

Reset Form

Proficiency Levels

Student's Current Grade	5
Grade Level Cluster	3-5
1 **Speaking Test** Total Number of Boxes Marked "Exceeds" or "Meets"	4
2 **Writing Test** Writing Test Proficiency Level (PL)	4
3 **Listening Test** Number of Correct Answers	9
4 **Reading Test** Number of Correct Answers	12

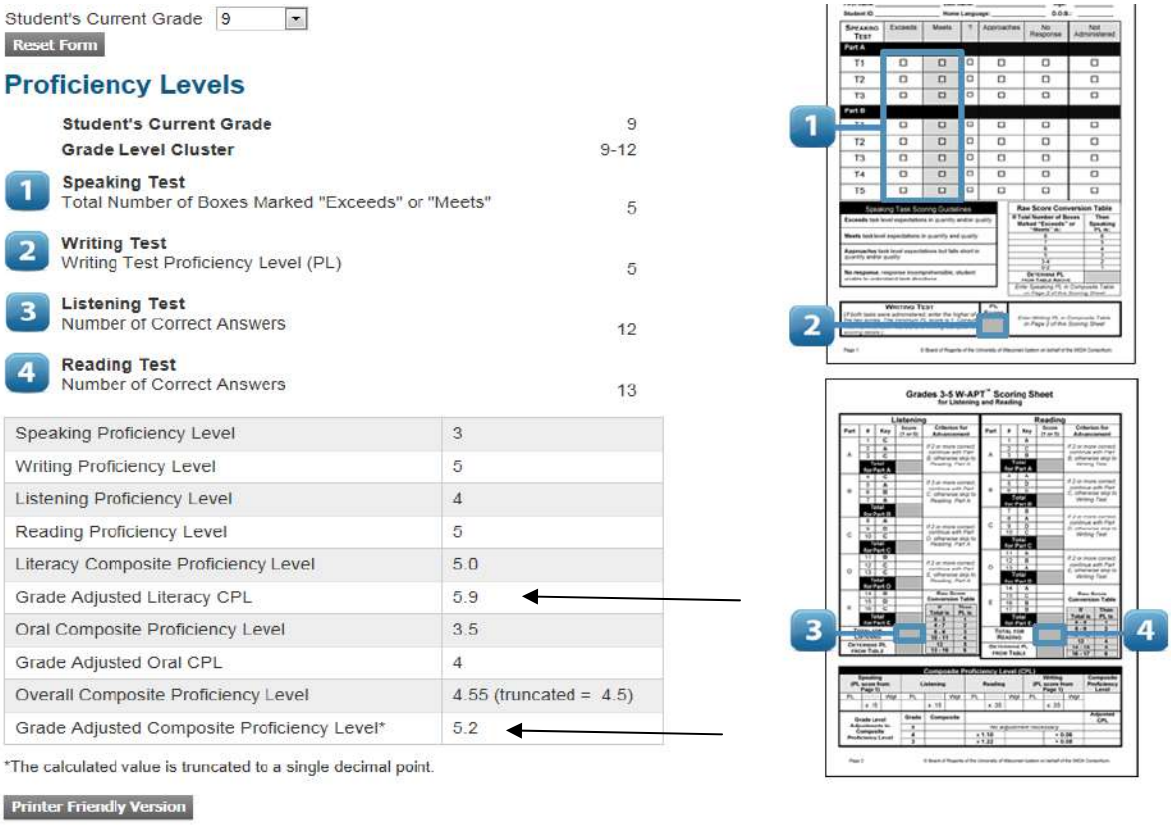
Speaking Proficiency Level	2
Writing Proficiency Level	4
Listening Proficiency Level	3
Reading Proficiency Level	3
Literacy Composite Proficiency Level	3.5
Grade Adjusted Literacy CPL	3.5
Oral Composite Proficiency Level	2.5
Grade Adjusted Oral CPL	2.5
Overall Composite Proficiency Level	3.20 (truncated = 3.2)
Grade Adjusted Composite Proficiency Level*	3.2

*The calculated value is truncated to a single decimal point.

Printer Friendly Version

Using the GACPL, this student would be assigned the level of 3 in the student information system and receive ESOL services.

Students who score a 5.0 or higher on the grade adjusted composite proficiency level AND the grade level adjusted literacy do not qualify for services. The following screen shot shows a student score that DOES NOT qualify for ESOL services:



Student's Current Grade 9

Reset Form

Proficiency Levels

	Student's Current Grade	9
	Grade Level Cluster	9-12
1	**Speaking Test** Total Number of Boxes Marked "Exceeds" or "Meets"	5
2	**Writing Test** Writing Test Proficiency Level (PL)	5
3	**Listening Test** Number of Correct Answers	12
4	**Reading Test** Number of Correct Answers	13

Speaking Proficiency Level	3
Writing Proficiency Level	5
Listening Proficiency Level	4
Reading Proficiency Level	5
Literacy Composite Proficiency Level	5.0
Grade Adjusted Literacy CPL	5.9
Oral Composite Proficiency Level	3.5
Grade Adjusted Oral CPL	4
Overall Composite Proficiency Level	4.55 (truncated = 4.5)
Grade Adjusted Composite Proficiency Level*	5.2

*The calculated value is truncated to a single decimal point.

Printer Friendly Version

Since the GACPL gives a composite score of 5.2, and the grade adjusted literacy CPL is 5.9, this student does not qualify for ESOL services and should not be identified in the student information system as ESOL. However, division expectations are that this student's academic progress (PALS, Gates-MacGinitie, benchmarks, etc.) would be monitored by the classroom teacher in consultation with the ESOL teacher.

After using the on-line score calculator, print out the "printer friendly" version of the score report. This copy should be placed in the student's cumulative record behind the LEP tab, and shared with all classroom/core content teachers. Below is a sample of the printer friendly score report.

Student Information

School/District			
First name		Last name	
Age		Birth Date	
Student ID		Home Language	

Student's Current Grade	6
Grade Level Cluster	6-8
Speaking Test Total Number of Boxes Marked "Exceeds" or "Meets"	6
Writing Test Writing Test Proficiency Level (PL)	5
Listening Test Number of Correct Answers	15
Reading Test Number of Correct Answers	11

Speaking Proficiency Level	4
Writing Proficiency Level	5
Listening Proficiency Level	5
Reading Proficiency Level	4
Literacy Composite Proficiency Level	4.5
Grade Adjusted Literacy CPL	5.4
Oral Composite Proficiency Level	4.5
Grade Adjusted Oral CPL	5
Overall Composite Proficiency Level	4.50 (truncated = 4.5)
Grade Adjusted Composite Proficiency Level	5.3

3. **Determine Eligibility for ESOL Services**

Eligibility should be based on:

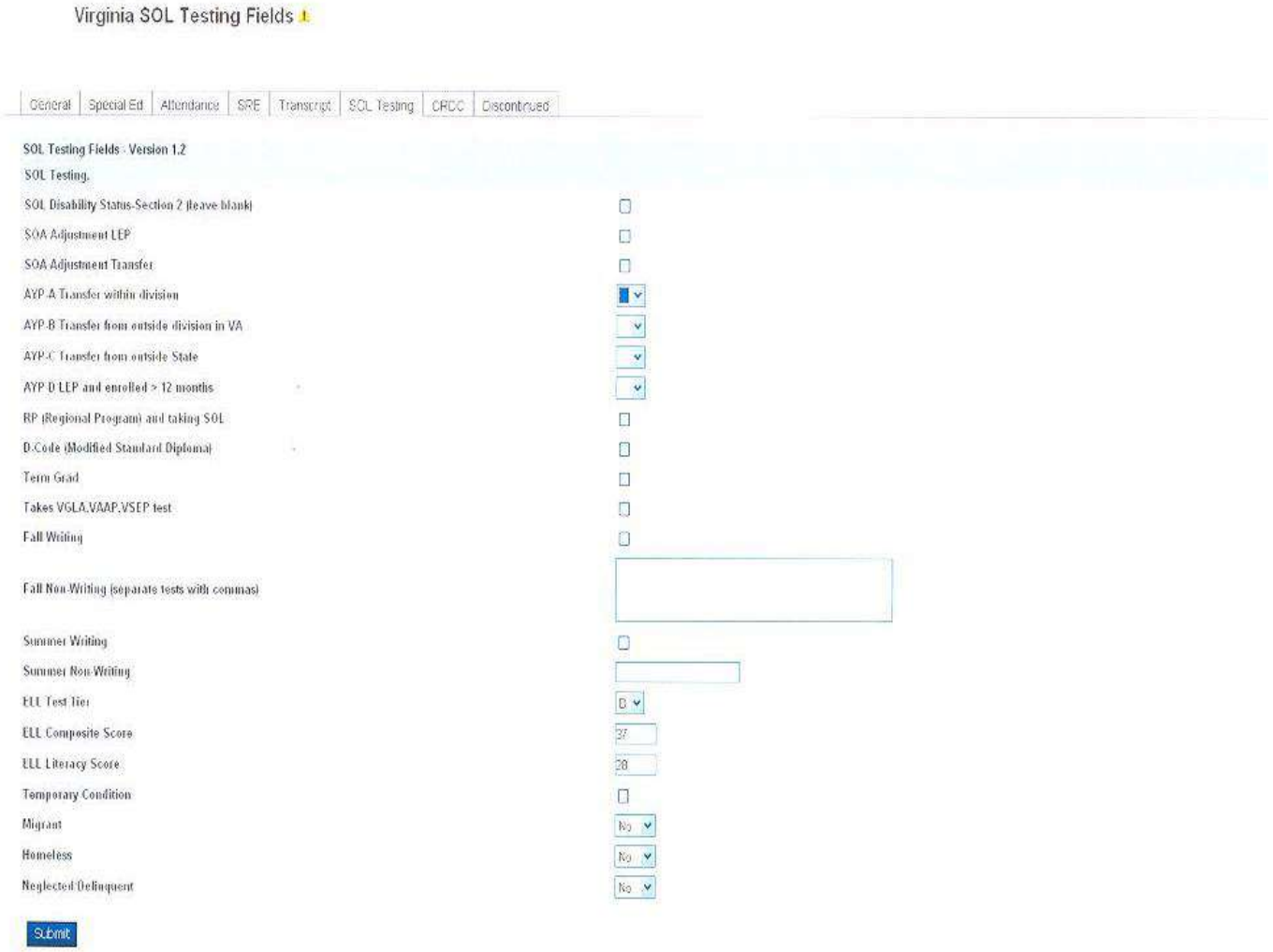
- Results of the K Model or W-APT screener.

If a student does not achieve competency/proficiency on the grade appropriate K Model or W-APT screener, the student must be recommended for ESOL services.

If a student demonstrates proficiency on the screener, that student is not recommended for ESOL services. Students who score at the proficient level ***may not*** be placed at ELD Level 6, Year 1 or Year 2. The student is not identified as LEP or placed in the ESOL program.

Once eligibility for ESOL services has been received from the sending school and/or determined by a W-APT screener, the student's level must be entered into the student information systems. PowerSchool entries are made by the registrar/school secretary or guidance counselor. Ellevation entries

are made by the ESL teacher/case manager). On the PowerSchool SOL testing tab, enter the WIDA ELD level, including the tier, composite score, and literacy score.



Then enter the LEP Service Code of 1 (identified as LEP and receives services/levels 1-5) or 2 (identified as LEP but does not receive or has refused services/levels 1-5) near the bottom of the state-VA page. To be classified as service code 2, the parents must have refused services, and you MUST have a Refusal letter in the cumulative record. Parents MUST fill out a Refusal letter each school year.

Exiting the ESOL Program

Virginia Department of Education (VDOE) exit of service requirements are an overall composite score of 5.0 on Tier C *and* a literacy composite score of 5.0 on Tier C of the ACCESS for ELLs assessment. Once a student meets the exit requirements, they are moved to Level 6 and are no longer considered LEP. There are no "unofficial exits" or school based exit decisions allowable.

Parents will be notified when their child meets exit criteria. The Notification of Exiting LEP Services Form, generated through Ellevation, will be **mailed** home with the parent report showing the exit criteria have been met.

See Appendix E, **Exit ESOL Services Form**.

Monitoring Exited Students

A requirement of NCLB Title III: Language Instruction for Limited English Proficient and Immigrant Students is to monitor transitioned (exited) students' academic achievement and progress for a period of two years after exit from an ESL program. This quarterly monitoring will be documented in the Ellevation database under the monitoring tab.

Federal law allows for a former LEP (FLEP) student to be re-designated as LEP. This re-designation is considered on an individual basis after consistent and extensive academic interventions outside of the ESOL service realm have been provided and evidence collected to document results over an extended period of time. The interventions should be the same as those available to ***all*** students at risk for academic failure. Additionally, evidence must be present to show that the student's lack of academic growth is due to a language deficiency. A formal written appeal to the Title III Coordinator must be made in order to begin the review process for possible re-designation once a student exits ESOL services.

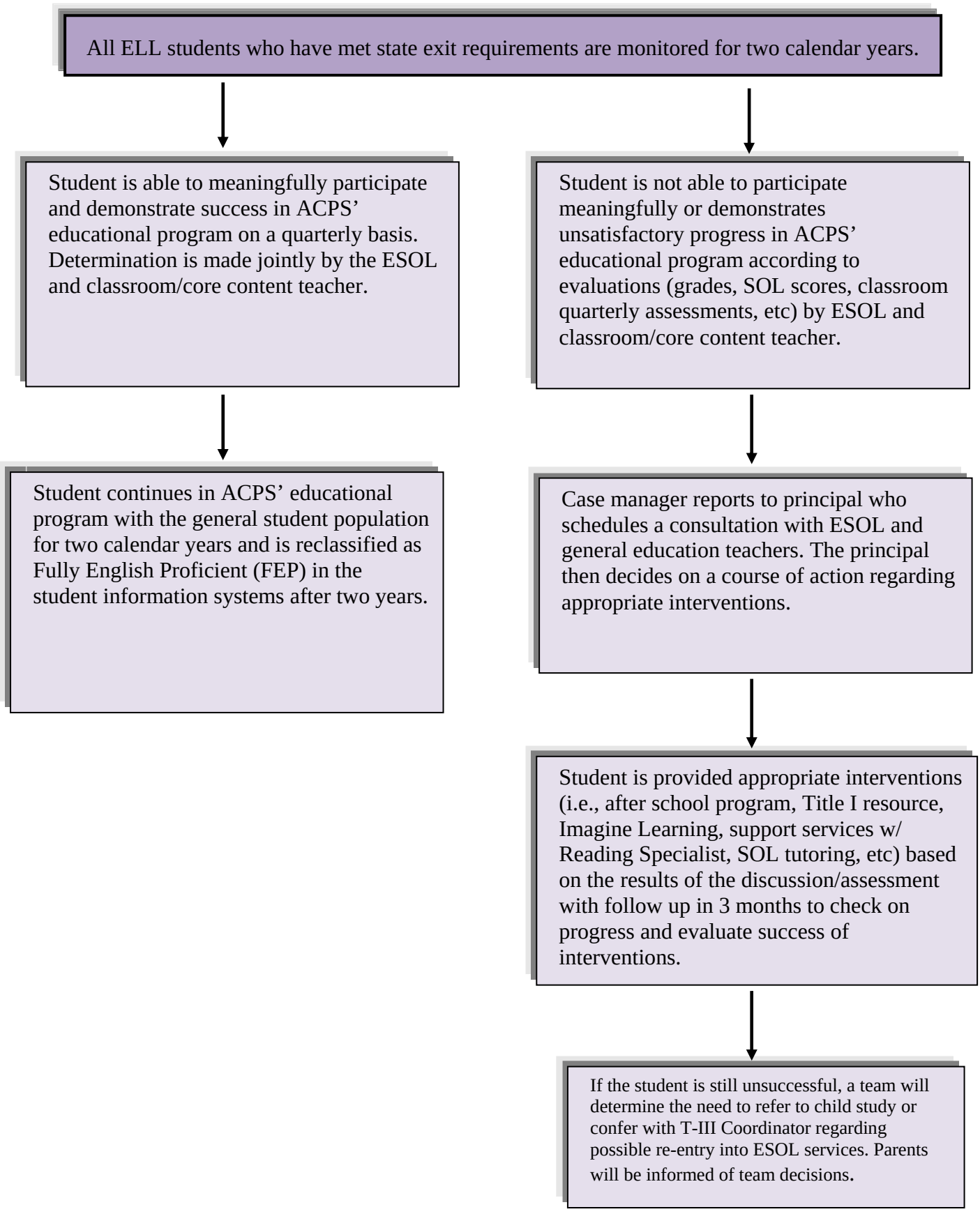
All ELD Level 6, Year 1 and Year 2 students are included in the student information systems (PowerSchool and Ellevation). Additionally, a paper copy of the ESOL Program Exit Services Letter is placed in the student's cumulative record. Each caseload manager/ESOL teacher will update the FLEP student's electronic records in Ellevations to include dates the student became a 6Y1 and 6Y2, and then reclassified as fully English proficient, "FEP." In Ellevation it is "Fully Exited LEP." Paper copies of the ESOL Program Exit Services Letter must be filed in the student's cumulative record.

All ELD Level 6, Year 1 and Year 2 students will be assigned a caseload manager (ESOL teacher). The caseload manager will monitor the academic progress of all 6Y1 and 6Y2 students every quarter for two calendar years. Once the student has completed the two calendar years of monitoring, the student will be moved to "FEP" in the student information systems. In Ellevation it is "Fully Exited LEP."

To determine academic progress and success, caseload managers will complete the FLEP Monitoring Form quarterly, during which time they will review grades, SOL test scores, division assessments (Gates-MacGinitie, Renaissance, PALs, OnTrac benchmarks, etc.) in consultation with the student's classroom/core content area teacher(s). The caseload manager will note if progress is satisfactory or unsatisfactory. This quarterly FLEP monitoring will be documented within the Ellevation database under monitoring activity and a paper copy printed and filed in the cumulative record behind the LEP tab. Unsatisfactory performance will be reported in writing to the principal for further action regarding interventions available to *all* students. Optional courses of action the principal may take are 1) principal consultation with General Education and ESOL case manager, 2) student consultation with guidance

counselor, 3) scheduling of student/parent/teacher conference, 4) assignment to intervention and review of effectiveness as measured by student `progress each 4 weeks, 5) Power Academics, 6) course adjustment, or 7) referral to Child Study Team meeting.

See Appendix F, Level 6 FLEP Monitoring Form (accessed through Ellevation database)


All ELL students who have met state exit requirements are monitored for two calendar years.
Student is able to meaningfully participate and demonstrate success in ACPS' educational program on a quarterly basis. Determination is made jointly by the ESOL and classroom/core content teacher.
Student is not able to participate meaningfully or demonstrates unsatisfactory progress in ACPS' educational program according to evaluations (grades, SOL scores, classroom quarterly assessments, etc) by ESOL and classroom/core content teacher.
Student continues in ACPS' educational program with the general student population for two calendar years and is reclassified as Fully English Proficient (FEP) in the student information systems after two years.
Case manager reports to principal who schedules a consultation with ESOL and general education teachers. The principal then decides on a course of action regarding appropriate interventions.
Student is provided appropriate interventions (i.e., after school program, Title I resource, Imagine Learning, support services w/ Reading Specialist, SOL tutoring, etc) based on the results of the discussion/assessment with follow up in 3 months to check on progress and evaluate success of interventions.
If the student is still unsuccessful, a team will determine the need to refer to child study or confer with T-III Coordinator regarding possible re-entry into ESOL services. Parents will be informed of team decisions.

Required Service Minutes

Each ESOL student is assigned a minimum number of minutes for ESOL service according to grade level and proficiency level. The following chart outlines the required minutes of direct ESOL services a student will receive. Direct services are defined as an ESOL teacher providing direct ESOL instruction to ESOL students. This can be done in several types of ESOL program models (defined in Section Four) such as a newcomer class, pull out, or content inclusion. Additional interventions, such as PALS and Title I *DO NOT* count as direct services and *MAY NOT* be counted towards the minimum minute requirement. Minimum service minutes must be recorded in the ELL Student Plan, LEP service description, and the caseload roster in Ellevation. Students who have refused ESOL services or opted out are indicated as such on the caseload. Opt out students (levels 1-5) do not have required minutes of service on the caseload document.

Principals will use this service chart as a reference when clustering and placing ESOL students in classes to ensure ESOL services are not only appropriate to proficiency level, but also maximized to the benefit of students.

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
Kindergarten	150 min/wk	150 min/wk	150 min/wk	150 min/wk	150 min/wk
Grades 1-4	225 min/wk	200 min/wk	200 min/wk	200 min/wk	150 min/wk
Grades 5-8	300 min/wk	225 min/wk	200 min/wk	200 min/wk	150 min/wk
Grades 9-12	300 min/wk	225 min/wk	200 min/wk	200 min/wk	150 min/wk

ESOL Teacher as the Caseload Manager

The ESOL teacher, as caseload manager, has many responsibilities, including, but not limited to:

1. Updating caseload every quarter and when a new student arrives;
2. Serving as the key contact for the ESOL student and their parent/guardian;
3. Entering WIDA and W-APT levels into the student information systems;
4. Updating levels, including rolling over Level 6 students and exiting students on the Ellevation demographic page & notify registrar of any PowerSchool information to be updated.
5. Meeting all federal, state, and local requirements pertaining to parent notification of eligibility and services;
6. Ensuring service minutes are met;
7. Working with the classroom/content teacher to develop an instructional plan based on individual language needs and then sharing WIDA ELD level and ESOL instructional plan with classroom/content teachers;
8. Providing input on the assessment plan for the student;
9. Participating in Child Study meetings for assigned ESOL students;
10. Consulting with classroom/content teacher to complete 6 Year Monitoring Forms; notifying the building principal of unsatisfactory performance of FLEP students;
11. Modifying instruction, assignments, and tests for LEP students when needed and appropriate;
12. Participating in professional development opportunities to increase understanding of the needs of LEP students and to learn effective ESOL instructional strategies;

13. Collecting work samples for each student's LEP Portfolio (to include Listening, Speaking, Reading, & Writing domains) each quarter;
14. Providing direct services to the student in the inclusive or resource setting;
15. Planning and teaching collaboratively with content teachers; and
16. Maintaining and submitting to the principal at each school year's closing, an inventory of all ESOL specific core and supplemental materials.
17. Actively assisting the classroom teacher with compiling information for the Virginia Grade Level Alternative Assessment (VGLA).

Principal as ESOL Instructional Leader

As the primary instructional leader in the school, the principal has responsibilities related to ESOL instruction, including, but not limited to:

1. Determining the accuracy of grade level and class placement for LEP students, including completion of Part II on the Accomack County ESOL Enrollment Checklist.
2. Ensuring that LEP students participate in the statewide assessment program, with appropriate accommodations;
3. Ensuring all LEP students participate in the required annual language proficiency assessment;
4. Planning and providing staff development activities to increase content teachers' understanding of effective ESOL instructional strategies;
5. Holding both ESOL and content teachers accountable for knowing and incorporating the WIDA Amplified ELD Standards (2012) into lesson planning and delivery, as appropriate for ESOL students;
6. Monitoring to ensure all timelines are met regarding required parent notification of student's LEP status, enrollment in the ESOL program via the 30 day ESOL Parent notification letter, and exiting; and
7. Monitoring progress quarterly completion of information for the Virginia Grade Level Alternative Assessment (VGLA) by the classroom teacher in collaboration with the ESOL teacher.
8. Monitoring the school's ESL program using the Ellevations database.

Required Documentation for ESOL Students

The ACPS ESOL Program requires certain documents to be completed for all ESOL students. The majority of these documents may be accessed through the Ellevation database.

Caseload Rosters

The ESOL student is assigned by the principal to a caseload manager. This includes assignment of Level 6, Monitor Year 1 and Year 2 students. Then the ESOL teacher claims those students assigned on the Ellevation database.

If any ACPS employee learns that an ESOL student (levels 1-5) is not receiving timely, adequate and appropriate services as required by law and/or as outlined in the LEP Plan, they shall first notify the school principal who will take immediate steps to remedy the situation. If, after 3 days, the same employee is not satisfied that the ESOL student (levels 1-5) is receiving adequate and appropriate services, they will notify the Title III Coordinator. This may be in the event that the student has not been screened in a timely manner, the student does not begin receiving services within 30 days of notification, or the student's plan of services is not delivered on a consistent basis.

Academic Progress Monitoring

During the school level data meetings, ESOL teachers will be present, along with the principal(s), classroom/core content teachers of the students on their caseload, as well as SPED and resource teachers, to review the academic progress of the students. ESOL teachers will be included in data analysis, discussion of appropriate interventions, and the scheduling of such services. This collaboration ensures that supplemental interventions are provided without compromising the required SPED and ESOL services for eligible students.

Supplemental services may be recorded in the notes section on Ellevation for identified ESOL students. Finally, it is the responsibility of the assigned ESOL teacher to consult each quarter with the content teachers of FLEP students and to document FLEP monitoring in Ellevation.

ELL Student Plans

The ELL Student Plan is created by the ESOL teacher in the Ellevation database, with input and active involvement of the content teacher(s). Included in this plan are the most recent ACCESS results, proficiency level, the WIDA Can-Do Descriptors, annual goals, domain specific goals, frequency of service, and the state assessment plan to include allowable and appropriate accommodations. The ELL Student Plan is delivered in draft form to *the LEP committee which includes the principal, the content teacher(s), the parent(s), and an interpreter as appropriate.* Once all agree on the plan, it is signed by all team members. The original, signed copy is maintained in the student's cumulative record behind the LEP tab. The plan may also be accessed in Ellevation by the ESOL teacher and administrators assigned with those rights.

The LEP assessment plan is embedded within the ELL Student Plan and documents the participation and accommodations of ESOL students on the Standards of Learning (SOL) Assessments. **Accommodations on the SOL assessments must mirror the accommodations the student receives as part of their regular instruction.** The Division Director of Testing (DDOT) will access the testing plans by the first week in November of each school year. Therefore, ESOL teachers must make sure the ELL Student Plans are current and that students are using the assigned accommodations in the classroom throughout the year.

See Appendix H, ELL Student Plan

Semester 11: Guidance Counselors maintain an updated list of the students qualifying for less than 11 semesters and submit this list to the DDOT every testing cycle.

LEP Accommodations: All accommodations found in the LEP assessment plan must be documented here. State assigned accommodation numbers may be used rather than writing out the specific accommodations. *All allowable accommodations may not be necessary or appropriate, so careful selection is made for each individual ELL.*

LEP Parent Notification: Enter the date the ESOL student's parent was notified of the accommodations. This date could reflect the parents' participation in the LEP meeting or when the letter was mailed home. Please note, the state requires LEP parents who DID NOT participate in the accommodations meeting to be notified in writing:

If the LEP student's parent or legal guardian is not a member of the LEP committee making the decision about the student's participation in the SOL assessments, the parent or legal guardian should be notified in writing of the LEP committee's decision prior to test administration.

Years Participating in VGLA Reading & Plain English Mathematics (PEM): ESOL teachers check documentation found in Ellevation regarding the number of years an ESOL student has participated in the VGLA assessment or PEM. This is found under the History tab of Student Maintenance. It may be uploaded under Standardized Test Scores or found within the notes section. *ESOL students may only participate in VGLA Reading for 3 years, depending on proficiency eligibility*. This is discussed further in the assessment section. Also, see www.doe.virginia.gov/testing/participation/ for 3-12 guidance.

Where should ESOL student records be stored? What should be in the student's cumulative record? What should be maintained in the files of the ESOL teacher for each of their caseload students?

The following documents should be stored in the ESOL student's cumulative record behind the "LEP" tab.

1. Home Language Survey (This document should be filed in the cumulative record with the remainder of the registration form.)
2. ESOL screening assessment results (Score sheet from the WAPT on-line score calculator, the printer friendly version)
3. ACCESS score reports (teacher report, parent/guardian report, etc) OR Checklist for Students with Significant Cognitive Disabilities for K students only
4. ELL Student Plans (original copy with all committee signatures)
5. 6Y1/6Y2 Monitoring form, if applicable
6. Refusal of Services Letter, if applicable
7. Cumulative ESL Assessment record card (used previous to 2012-2013) *Note that this card is no longer used.
8. Records of ESL eligibility and services from previous school, if applicable

The following documents should be kept in an ESOL specific file maintained by ESOL teacher and accessible to the content teacher, the building principal, and the Title III Coordinator upon request.

1. W-APT writing sample and score sheet (if applicable)
2. Copy of the teacher ACCESS score reports
3. 6Y1 and 6Y2 Monitoring forms (if applicable)
4. ELL Student Plans for all ESOL assigned (maintained digitally)

Additionally, an ESOL Student Portfolio will be maintained in the ESOL classroom. The portfolio will include evidence of performance related to ELL Plan goals and include work samples across all content areas and the domains of Reading, Writing, Listening, and Speaking. This portfolio may be used during grade level meetings, CST, Promotion/Retention meetings, and parent conferences to support discussion of student performance and progress. It may also be used to support decisions related to SOL test participation and accommodations in terms of their appropriateness. *It is important to note that the analysis of work samples within the portfolio and related discussions should compare the work samples to the WIDA Can-Do Descriptors in order to determine if the student is working to their fullest potential as an ESOL student.*

Student Information Management System

PowerSchool is a web-based Student Information System. The school registrar/secretary is responsible for updating ESOL information in PowerSchool and correcting any errors.

The following codes will be used to report LEP students at the state level

DOE Receiving Service Code (Reported to DOE)	ACPS ESOL Level (Used in ACPS)
State Code 1: Identified as LEP and receives services	WIDA Levels 1-5
State Code 2: Identified as LEP but does not receive or has refused services	WIDA Levels 1-5
State Code 3: Former LEP: within the past two years the student was identified as LEP	Levels 6 year 1 and 2

Further information about state reporting codes can be found here: http://www.doe.virginia.gov/info_management/data_collection/student_record_collection/2010-2011/data_elements.pdf

Generally, the following are the responsibility of the ESOL teacher and the secretary/registrar, and guidance counselor.

PowerSchool Responsibilities for ESOL Student Information

ESOL Teacher	Registrar/Secretary	Guidance Counselor	Shared Responsibilities Between ESOL Teacher & Registrar
Meet by the following dates with the secretary or counselor to confirm accuracy of all ESOL student data (by caseload): September 25 December 10 March 15 June 1	Enter home language information in PowerSchool; share the HLS responses with the guidance counselor who confirms whether or not a WIDA assessment data is available from previous school attended.	Notify ESOL teacher if no WIDA assessment is available from previous school attended and student requires screening based upon responses to the HLS.	Working with parents to determine entry dates (US school, VA school).
Provide registrar/secretary information from new screenings completed to enter into PowerSchool as soon as screening is completed.	Notifies ESOL teacher/case manager of newly enrolled students that need ESOL screening (for whom WIDA level is not available from previous school); maintain list of such notifications and date/results were provided from the ESOL teacher for entry in PowerSchool.	Maintain a count of the 11 semesters a student has been enrolled in a VA school and communicates to the DDOT.	Review roster of ESOL students and accompanying data and demographics for accuracy in PowerSchool quarterly.
Check with guidance	Enter date of Entry to US in	Update/roll over the 11	Enter a receiving services

counselor if necessary to learn how many years ESOL student has participated in VGLA prior to developing the ELL Student Plan.	PowerSchool as indicated on the registration form.	semester count when notified to do so by DDOT.	state code in PowerSchool.
	Enter date of entry to VA school in PowerSchool as indicated on the registration form.	Count and update years participating in VGLA, in collaboration with the DDOT; communicate this information to the ESOL teacher(s).	Enter new WIDA & W-APT Level *Annual proficiency scores administered in the division are uploaded by the DDOT.
	Enter date of entry to division in PowerSchool as indicated on the registration form.		

Personnel for the ESOL Program

Providing appropriate instructional programs and assessing ESOL students involves many staff members, including the Title III Coordinator, the DDOT, ESOL teachers, classroom teachers, coordinators, principals, registrars, and guidance counselors. The following chart outlines the roles and responsibilities of those working with ESOL students.

Responsibilities: Enrollment and Services	Title III Coordinator	Registrar/Secretary	ESOL Teachers	Principal, Assistant Principal	General Education Teachers	Division Director of Testing
Recommending, implementing, and maintaining ESOL program policies, procedures, schedules, and budgets.	✓			✓		
Ensuring that the goals and requirements of ACPS language instructional program are met.	✓	✓	✓	✓	✓	
Ensuring that the process for identifying LEP students is followed & screening is administered w/in 10 days if needed.	✓	✓	✓	✓		
Generate 30-day Parent Notification letters for mailing to parents of eligible ESOL students.			✓			
Mail 30-day Parent Notification letters by Sept. 30 and within 10 days of enrollees after Sept. 30.				✓		

Coordinating ESOL services in ACPS.	✓					
Completing and submitting the Title III Data report (in SSWS).	✓					✓
Enforcing policies and regulations as established by the Virginia Board of Education and division school board.	✓	✓		✓		✓
Assisting with the identification of LEP students using appropriate English language proficiency screening assessment instruments.	✓	✓	✓			✓
Ensuring LEP student enrollment forms are completed for each student enrolling in the school and maintained with the student's educational record.	✓	✓	✓	✓		
Providing appropriate/comparable personnel, space and materials for ESOL instruction.	✓			✓		

Responsibilities: Required Documents, Instruction and Assessment	Title III Coordinator	Registrar/Secretary	ESOL Teachers	Principal, Assistant Principal	General Education Teachers	Division Director of Testing
Ensuring accurate grade level and class placement for LEP students.				✓		
Claiming assigned students on Ellevation for caseload.			✓	✓		
Creating and maintaining an instructional climate for LEP students that is conducive to learning.			✓	✓	✓	
Planning and implementing language instructional programs based on diagnosed needs of each LEP student.	✓		✓	✓	✓	
Entering available WIDA and W-APT levels into the student information systems that are not already uploaded. Updating levels, including checking accuracy of August data roll over for Level 6 students and Fully English Proficient (FEP) students.		✓	✓			
Informing & educating ALL CORE teachers and specialists (CTE, music, PE, art, etc.) of the WIDA level, teacher score report, and instructional plan for each ESOL student shared.			✓	✓	✓	
Knowing & using the proficiency level as well as strengths & weaknesses specific to language domains for appropriate placement, class assignment, and instructional planning and service delivery.			✓	✓	✓	
Evaluating LEP student performance in the language instructional class and providing classroom teachers with input regarding ESOL student progress.			✓			
Ensuring that LEP students are provided appropriate language instruction services.	✓		✓	✓		
Ensuring ESOL students receive the correct number of minimum minutes of service.			✓	✓	✓	
Modifying instruction, assignments, and tests for LEP students when needed and appropriate.			✓		✓	

Responsibilities: Required Documents, Instruction and Assessment	Title III Coordinator	Registrar/Secretary	ESOL Teachers	Principal, Assistant Principal	General Education Teachers	Division Director of Testing
Ensuring that LEP students participate in the statewide assessment program.	✓		✓	✓	✓	✓
Assisting the classroom teacher with compiling information for the Virginia Grade Level Alternative Assessment (VGLA).			✓			
Ensuring the ELL Student Plan and the embedded LEP assessment plan is completed.			✓	✓	✓	
Ensuring all LEP students participate in the English Language Development (ELD) assessment in the spring.	✓		✓	✓	✓	✓
Planning and providing staff development activities to increase understanding of LEP students' needs and to learn effective ESOL instructional strategies.	✓		✓	✓		
Maintains and submits an inventory list to the Title III Coordinator that contains an inventory by grade and subject of all ESOL specific materials, highlighting any new materials added since the prior year.			✓			
Provide the appropriate and assigned accommodations on a daily basis.			✓	✓	✓	

Responsibilities: Professional Development, Parental Involvement and Other Services	Title III Coordinator	Registrar/secretary	ESOL Teachers	Principal , Assistant Principal	General Education Teachers	Division Director of Testing
Participating in professional development opportunities to increase understanding of LEP students' needs and to learn effective ESOL instructional strategies.	✓		✓	✓	✓	
Maintaining a log with participants for each professional development opportunity if conducted by the school.		✓		✓		
Functioning as a resource for school staff in regard to language instructional programs.	✓		✓			
Facilitating contacts and interaction between the LEP student's home and the school.	✓		✓	✓	✓	
Contacting and arranging for interpreter services for CST, SPED, and discipline related matters.				✓		
Communicating with the ESOL teacher regarding the LEP student's progress and class assignment in general education or resource classes					✓	
Maintaining records on each LEP student assigned to the language instruction class.	✓		✓	✓		
Attending Child Study meetings that involve ESOL students.			✓	✓	✓	
Attending IEP meetings for an ESOL student to determine appropriate ESOL services or consultative support.			✓	✓	✓	
Maintaining caseloads in Ellevation.			✓			

ESOL Caseload/Teacher Duties by Month

Time-frame	Duties
August – September	- Attend the beginning of the year ESOL meeting - Caseload is assigned by Principal/ESOL teacher claims students on Ellevation - Review ACCESS scores and share with classroom/core content teachers - Update the 6Y1 and 6Y2 students in PowerSchool & Ellevation, based on ACCESS scores and the annual roll-over - Review rollovers and provide update on State service codes for 6Y1 and 6Y2 students to a "3" to the registrar/secretary; review same for accuracy in Ellevation - Administer the W-APT/K MODEL screener to all new students & enter scores into Ellevation database - Levels for all newly screened ESOL students entered into Ellevation & provided to secretary for PowerSchool - Identify 6Y1 and 6Y2 students on your caseload & consult with their content teachers - Identify SPED and TAG students on your caseload and consult with these specialists-document in written notes within Ellevation (date, time, participants, summary of content discussed) - Begin work with classroom/core content teachers to develop the ELL Student Plans - Begin scheduling & conducting LEP meetings as plans are developed - Inform & educate ALL CORE teachers and specialists (CTE, music, PE, art, etc.) of the WIDA level, teacher score report, and instructional plan for each ESOL student shared. - Begin collecting documents/instructional work to place in caseload files & ESOL portfolios - Have initial teacher meeting with parent(s) of any ESOL eligible student that expresses the choice to "opt out" of service; Next, notify the principal, provide the refusal of service letters to the principal for the current school year, and participate in the second "opt out" meeting with the principal to again reconsider services. - Once final meeting with principal and parents of students refusing ESOL services occurs & all signatures are on the letter, file the letter in the cumulative record under the LEP tab and report to the secretary for a change in the state service code to 2 in PowerSchool & update status in Ellevation as necessary. - Together with principal, develop the ESOL schedule based upon proficiency levels and required service minutes outlined earlier in this document - Update ESOL Inventory with new supplies, and continue to update as supplies are ordered and received. - **By September 25,** meet with the secretary or counselor to confirm accuracy of all ESOL student data (by caseload)

	- **By September 25**, provide principal with all 30-day notification letters (generated in Ellevation) to be mailed.
October	- Meet with classroom/core content teachers during the weekly team meetings to discuss academic progress of ESOL students - Continue work with classroom/core content teachers to develop the ELL Student Plans, which include test accommodations - Continue scheduling & conducting LEP meetings as plans are developed - Place the original plan in each student's cumulative record and a copy in your file for the student - Finalize organization of ESOL Student portfolios for students on your caseload - Hold meetings with students to discuss ACCESS score reports/Parent Guardian score reports (3^{rd}-12^{th} grade); file evidence in the ESOL Student Portfolio
November	- Complete work with classroom/core content teachers to develop the ELL Student Plans by November 10 - Complete scheduling & conducting LEP meetings as plans are developed by November 10 - Communicate to content teachers (at the elementary level) an awareness of School Board Policy IGBF that outlines LEP Grading for Level 1 and 2 students in Grades K-5 as appropriate. - 6Y1 and 6Y2 monitoring forms finished for 1^{st} quarter - Begin to hold individual student conferences to discuss ACCESS score reports (Parent Guardian score reports) and review goal setting and progress with each ESOL student, Grades 3-12 - WIDA tier counts are due to the DDOT; be certain to include opt-out students - Consult with Title III Coordinator and principal to review recommended tier for ACCESS administration
December	- Complete individual student conferences - **By December 10,** meet with the secretary or counselor to confirm accuracy of all ESOL student data (by caseload)
January	- Attend division-wide ESOL meeting - Participate in annual WIDA training with DDOT and Title III Coordinator to include ACCESS on-line training. All teachers (including experienced ESOL teachers) must certify or recertify each year. Instructional assistants assigned this duty will also participate in training - Prepare ESOL students for ACCESS test-practice sample test items, conduct study groups, etc. - 6Y1 and 6Y2 monitoring forms finished for 2^{nd} quarter - **By January 15,** at the elementary & middle school levels, LEP teams will reconvene on each 5^{th} grade and 8^{th} grade ESL student to revisit participation in the Writing SOL assessment and accommodations; this includes sharing monthly writing

	samples and reviewing the writing instruction and intervention provided.
February	- Work with classroom/core content teachers to adjust/develop goals for the second semester - Prepare ESOL students for the ACCESS test – practice sample test items, hold meetings, etc. - Together, with the principal, develop the ACCESS testing schedule within the window provided by the DDOT; *alternate instructional days and assessment days to ensure that services are not compromised* - Administer ACCESS test as scheduled; be certain that opt-out students are included (if window includes February) - Continue to claim new students - For secondary schools, begin to schedule classes for the next school year in collaboration with the principal and guidance counselor
March	- Administer the ACCESS test (if window includes March) - **By March 15,** meet with the secretary or counselor to confirm accuracy of all ESOL student data (by caseload) - Gr. 3-8-Review testing accommodations with content teachers and call an LEP meeting for any recommended changes for Spring SOL testing.
April	- 6Y1 and 6Y2 monitoring forms finished for 3rd quarter
May	- Complete VGLA collections first week of May - Prepare for end of year requirements - Begin W-APT/ K MODEL screener for incoming Kindergarten students - Begin to review the cumulative record of each ESOL student assigned to ensure all documentation has been filed for the current school year
June	- Continue W-APT/K-MODEL screener for incoming Kindergarten students - Attend division-wide ESOL meeting to analyze ACCESS results and cluster students for placement the next school year - Inventory updated and sent to the Title III Coordinator; maintain a copy in the ESOL room - Review the cumulative record of each ESOL student assigned to ensure all documentation has been filed for the current school year. - **By June 1,** meet with the secretary or counselor to confirm accuracy of all ESOL student data (by caseload)

On-Going Duties
1. Screen new students and enter the information into Ellevation and provide necessary information to the secretary to enter same in PowerSchool 2. Claim new students in Ellevation 3. As students withdraw, review the cumulative record and ensure that all documentation is included to date before records are transferred; each school will establish a protocol with guidance for this to occur 4. Participate in Child Study Team, Eligibility, IEP, and re-evaluation meetings for dually identified students; document monthly collaborative planning with SPED teacher if a dually identified student is shared 5. Attend professional development activities 6. Add new material to the ESOL Inventory list as it is received 7. Collaborate weekly with content teachers to implement appropriate language and content instruction for ELLs 8. Through consultation with content teachers and participation in grade level and department meetings, monitor students' academic progress/instructional and work with content teachers to arrange appropriate interventions and/or to initiate a referral Child Study 9. Mentor/work with new ESOL staff 10. Communicate on a regular basis with central office and administration on ESOL issues 11. Collaborate with content teachers to ensure SOL accommodations assigned to ESOL students are being implemented in the general classroom setting as well as in the ESOL setting 12. Collect evidence each month to include in the ESOL Student portfolio 13. Collect evidence throughout instruction to contribute to the VGLA collection 12. Other duties as assigned related to ESOL delivery of service and ESOL parent involvement

Section Four
Language Acquisition

Foundational Research on Second Language Acquisition

Learning a second language develops in predictable, sequential stages that closely mirrors the stages of learning a first language (Krashen & Terrell, 1983). The stages of language acquisition are displayed in the chart below (Krashen, 1982).

Stage of Language Acquisition	General Behaviors of LEP Students
Silent/Receptive Stage ▪ 10 hours to 6 months ▪ 500 receptive words	▪ point to objects, act, nod, or use gestures ▪ say yes or no ▪ speak hesitantly
Early Production Stage ▪ 6 months to 1 year ▪ 1000 receptive/active words	▪ produce one-or two-word phrases ▪ use short repetitive language ▪ focus on key words and context clues
Speech Emergence Stage ▪ 1-2 years ▪ 3000 active words	▪ engage in basic dialogue ▪ respond using simple sentences
Intermediate Fluency Stage ▪ 2-3 years ▪ 6000 active words	▪ use complex statements ▪ state opinions and original thoughts ▪ ask questions ▪ interact in more lengthy conversations
Advanced Fluency Stage ▪ 5-7 years ▪ content area vocabulary	▪ converse fluently ▪ understand grade-level classroom activities ▪ argue and defend academic points ▪ read grade-level textbooks ▪ write organized and fluent essays

The five stages of language acquisition described above are a general framework for understanding how LEP students progress. However, language learning is an ongoing, fluid process that differs for every student. Students may move between stages of language acquisition, depending on the linguistic and cognitive demands of the academic language. For language acquisition to occur, a student must: (1) receive understandable and meaningful input just beyond the student's current level of proficiency and; (2) learn in an environment with little or no anxiety (Krashen, 1981, 1982; Vygotsky, 1978).

Listed below are research-based theories of second language acquisition, which provide the foundation for current research in the field.

Monitor Model (Krashen, 1982)

The "monitor model" contains five hypotheses:

1. Acquisition-learning hypothesis: acquiring language through exposure and learning language through study;
2. Monitor hypothesis: monitoring (or editing) the acquired language;
3. Natural order hypothesis: acquiring features of language in predictable sequences;
4. Input hypothesis: acquiring language through exposure to comprehensible input; and

5. Affective filter hypothesis: preventing acquisition of language as the result of an imaginary barrier.

Comprehensible Input (Krashen, 1982)
Language a student can understand that may be supported with gestures, situations, or prior information.

Basic Interpersonal Communication Skills (BICS)/Social language (Cummins, 1979)
Language an LEP student needs for conversational fluency. Conversational fluency is often acquired to a functional level within about two years.

Cognitive Academic Language Proficiency (CALP)/Academic language (Cummins, 1979)
Language an LEP student needs for formal academic learning acquiring academic language takes from five to seven years.

Zone of Proximal Development (ZPD) (Vygotsky, 1978)
The zone of proximal development is the gap between the language an LEP student has acquired and the language he or she can acquire when provided with support.

Current Research on Second Language Acquisition and Teaching Limited English Proficient Students

The following organizations provide current research on topics within second language acquisition.

- Appalachia Regional Educational Laboratory: http://ies.ed.gov/ncee/edlabs/regions/appalachia/index.asp
- Center for Advanced Research on Language Acquisition: http://www.carla.umn.edu/
- The Center for Applied Linguistics: http://www.cal.org
- National Center for Education Evaluation and Regional Assistance: http://ies.ed.gov/ncee/
- National Center for English Language Acquisition: http://www.ncela.gwu.edu
- Northwest Regional Educational Laboratory: http://www.nwrel.org/index.php
- Pacific Regional Educational Laboratory: http://www.prel.org/
- WestEd: http://www.wested.org/cs/we/print/docs/we/home.htm
- World-Class Instructional Design and Assessment (WIDA®) Consortium: http://www.wida.us

Section Five
Instruction for ESOL Students

Once a student has been identified as needing screening through the home language survey, screened for language proficiency, and assigned an ELD level, he/she is placed in an instructional program. This program is supplemental to the ESOL support that the content teacher provides.

Overview of the service delivery types used in ACPS
ACPS uses a content-based ELL approach (Crandall, 1992) http://www.cal.org/resources/digest/cranda01.html) in the primary, elementary, middle and high school levels with certain service delivery types. Content-based ESOL is an approach to teaching ESOL which makes use of instructional materials, learning tasks, and classroom techniques from academic content areas as the vehicle for developing language, content, and cognitive skills. English is used as the language of instruction.

Primary (K-2) ESOL services consist of direct language development instruction delivered by a certified ESOL teacher. The amount of instructional time depends on the grade level and proficiency score of the ESOL student. Ancillary materials may be used as appropriate to enhance language acquisition. The following service delivery types are used at the primary (K-2) grade level:

- **Newcomer**: Rarely is it necessary to use this model with primary children, as the nature of the classroom instruction in K-2 is focused on the four language domains. However, the targeted small group instruction/pull out for primary ESOL students new to the country may focus on basic conversational language and the functional vocabulary of the school setting.

- **Content Inclusion**: In this model, ESOL teachers push into a grade level or core content classroom to *support content instruction*. ESOL teachers support the academic content being taught *within a language framework that addresses the four language domains*. ESOL teachers reinforce academic vocabulary, use strategies specific to ESOL instruction, modify and adapt materials, instruction, and curriculum based on individual student language needs. It is a division level expectation that ESOL teachers in a content inclusion classroom will plan and modify instruction with the classroom/core area teachers during weekly team planning meetings.

- **Pull-out ESOL:** In an ESOL pull-out model, students divide their time between ESOL instruction and classroom/core instruction. Students are "pulled out" of general education

instruction during any class period (art, music, social studies, mathematics, etc.) to receive *instruction specific to English language*. Usually LEP students are taught in a separate small group setting consisting of only LEP students. Pull-out classes may be composed of students from one language group or from different language backgrounds, and *students may be grouped by grade-level or proficiency level*. English instruction is adapted to students' proficiency levels.

*Note:
For Primary (K-2) Small Group ESOL Service, the recommended maximum size is 6 students.

Elementary (Gr. 3-5) ESOL services consist of direct language development instruction delivered by an ESOL teacher. The amount of instructional time depends on the grade level and proficiency score of the ESOL student. Ancillary materials may be used as appropriate to enhance language acquisition. The following service delivery types are used at the elementary level:

- **Newcomer Service**: ESOL students new to the country receive ESOL services from an ESOL teacher in a pull-out resource classroom. This program model is only used for students who are ELD Level 1 AND new to the country. ACPS serves newcomers at the school level. The newcomer resource class would consist of *students across Grades 3-5* in the school who qualify for this service. The newcomer class meets for 60 minutes per day for a period of 9 weeks, at which time the need for continuation in the newcomer class would be re-evaluated. Therefore, this is a temporary and flexible service. ACPS does not currently offer a full-time Newcomer class that is self-contained.

- **Content Inclusion**: In this model, ESOL teachers push into a grade level or into core content classrooms to *support content instruction*. ESOL teachers support the academic content being taught *within a language framework that addresses the four language domains.* The ESOL teacher reinforces academic vocabulary, uses strategies specific to ESOL instruction, modifies and adapts materials, instruction, and curriculum based on individual student language needs. In this model, teachers don't necessarily employ a co-teaching model. It is a division level expectation that ESOL teachers in a content inclusion classroom will plan and modify instruction with the classroom/core area teachers during regularly scheduled planning meetings.

- **Sheltered Instruction:** In this model, ESOL teacher and content teacher are *co-teaching* within the content classroom *using integrated language and content methods, standards-based language and content objectives, language learning strategies, cooperative learning strategies, and students' background knowledge.* Typically, but not exclusively, sheltered instruction occurs during Language Arts instruction. Sheltered instruction may occur during mathematics, science, and social studies as well. It is a division level expectation that teachers in a co-teaching situation plan instruction together and share the responsibilities of teaching the material. The sheltered instruction may be delivered via any co-teaching model.

- **Pull-out ESOL:** In an ESOL pull-out model, students divide their time between ESOL instruction and the general education classroom. Students are "pulled out" of general education instruction during any class period (art, music, social studies, mathematics, etc.) to receive *instruction specific to English language*. Usually LEP students are taught in a separate small group setting consisting of only LEP students. Pull-out classes may be composed of *students from one language group or from different language backgrounds, and students may be grouped*

by grade-level or proficiency level. English language instruction is adapted to students' proficiency levels.

- **Content Resource:** In an ESOL resource class, ESOL students receive *support in the content areas*. Content support is the focus, but instruction on the nuances of the language may also occur. Usually LEP students are taught in a separate group setting consisting of only LEP students. Content resource classes may be composed of *students from one language group or from different language backgrounds, and students are typically grouped by grade level* in order to support the content for a specific grade level.

*Note:
For Elementary (Gr. 3-5) Small Group ESOL Service, the recommended maximum size is 6 students.

Middle School (Gr. 6-8) ESOL services consist of several service delivery options depending on language proficiency level.

- **Newcomer Service**: ESOL students new to the country receive ESOL services from an ESOL teacher in a *pull-out resource classroom*. This program model is only used for students who are *ELD Level 1 AND new to the country*. ACPS serves newcomers at the school level. The newcomer resource class would consist of students across Grades 6-8 in the school who qualify for this service. The newcomer class meets for 60 minutes per day for a period of 9 weeks, at which time the need for continuation in the newcomer class would be re-evaluated. Therefore, this is a temporary and flexible service. ACPS does not currently offer a full-time Newcomer class that is self-contained.

- **Sheltered Instruction:** In this model, ESOL teacher and content teacher are *co-teaching* within the content classroom *using integrated language and content methods, standards-based language and content objectives, language learning strategies, cooperative learning strategies, and students' background knowledge*. It is a division level expectation that teachers in a co-teaching situation plan instruction together and share the responsibilities of teaching the material. The sheltered instruction may be delivered via any co-teaching model.

- **General Education Content Course**: In this model, a general education teacher is providing *content area instruction* for ESOL students using ESOL strategies that make the content comprehensible for ESOL students. This model is used in grades 6-12.

- **Content Resource:** In an ESOL resource class, ESOL students receive *support in the content areas*. Content support is the focus, but instruction on the nuances of the language may also occur. Usually LEP students are taught in a separate group setting consisting of only LEP students. Content resource classes may be composed of *students from one language group or from different language backgrounds, and students are typically grouped by grade level* in order to support the content for a specific grade level.
  Content resource classes are used for grades 6-12, and ELD levels 3-5.

*Note:
For Middle School (Gr. 6-8) Small Group ESOL Service, the recommended maximum size is 8 students.

High school (Gr. 9-12) ESOL services consist of newcomer/introductory classes for newcomers and beginning level students, sheltered ESOL English, science, social studies and math classes, and resource classes.

- **Newcomer Service**: ESOL students new to the country receive ESOL services from an ESOL teacher in a pull-out resource classroom. This program model is only used for students who are level 1 AND new to the country. The recommended time for this class is 60-75 minutes per day for a period of 9 weeks, at which time the need for continuation in the newcomer class would be re-evaluated. Therefore, this is a temporary and flexible service. ACPS does not currently offer a full-time Newcomer class that is self-contained.

- **Sheltered Instruction:** In this model, ESOL teacher and content teacher are *co-teaching* within the content classroom *using integrated language and content methods, standards-based language and content objectives, language learning strategies, cooperative learning strategies, and students' background knowledge*. It is a division level expectation that teachers in a co-teaching situation plan instruction together and share the responsibilities of teaching the material. The sheltered instruction may be delivered via any co-teaching model.

- **General Education Content Course**: In this model, an ESOL teacher who is dually endorsed in a content area and ESOL is providing content area instruction for students. This model is used in grades 9-12.

- **Content Resource:** In an ESOL resource class, ESOL students receive *support in the content areas*. Content support is the focus, but instruction on the nuances of the language may also occur. Usually LEP students are taught in a separate group setting consisting of only LEP students. Content resource classes may be composed of *students from one language group or from different language backgrounds, and students are typically grouped by grade level* in order to support the content for a specific course.
  Content resource classes are used for grades 6-12, and ELD levels 3-5.

*Note:
For High School (Gr. 9-12) Small Group ESOL Service, the recommended maximum size is 8 students.

Additional High School Information

Requirements for Graduation
Limited English proficient (LEP) students must meet the same requirements for graduation as for all students. There are no waivers or exemptions of requirements for students who demonstrate proficiency in a foreign language; however, school divisions may grant credit within the provisions outlined in the standards for accreditation. School officials should also review any updated guidelines provided by the Virginia Department of Education.

Diplomas
Detailed information about the diplomas offered in the Commonwealth can be found on the links below.

Standard Diploma
http://www.doe.virginia.gov/instruction/graduation/standard.shtml

Advanced Studies Diploma
http://www.doe.virginia.gov/instruction/graduation/advanced_studies.shtml

Other Diplomas and Certificates (VAAP, GED)
http://www.doe.virginia.gov/instruction/graduation/other_diploma.shtml
http://www.doe.virginia.gov/instruction/graduation/technical_diplomas.shtml

Detailed descriptions of Graduation Requirements for Virginia Public Schools are available in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia.*

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* can be found at: http://www.doe.virginia.gov/VDOE/Accountability/soa_09.pdf.

Verified Credits
The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* provides the following information about verified credits.

A verified unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described in this subsection. A student may also earn a verified unit of credit by the following methods:

1. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.
2. Upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives, qualified students may receive a standard unit of credit and be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.
3. Beginning with the ninth grade class of 2003-2004 and beyond, students who do not pass Standards of Learning tests in science or history and social science may receive locally awarded verified credits from the local school board in accordance with criteria established in guidelines adopted by the Board of Education.

[8 VAC 20-131-110. B]

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* can be found at: http://www.doe.virginia.gov/VDOE/Accountability/soa_09.pdf.

ESOL Course
Grades 9-12 English as a Second Language (ESOL) courses are offered for elective credits only. These ESOL courses may be taken for a maximum of 4 credits.
(http://www.doe.virginia.gov/administrators/superintendents_memos/2007/inf205.html)

Additional Services for which ESOL students may qualify

Title I services: Title I, Part A provides financial assistance through the state to school divisions and public schools with high numbers or percentages of poor children to help ensure that all children meet challenging state academic content and achievement standards.

School divisions target the Title I funds they receive to public schools with the highest percentages of children from low-income families. Unless a participating school is operating a schoolwide program, the school must focus Title I services on children who are failing, or most at risk of failing, to meet state academic standards. Schools enrolling at least 40 percent of students from poor families are eligible to use Title I funds for schoolwide programs that serve all children in the school.

In ACPS the following are school-wide Title I programs: Accawmacke Elementary, Kegotank Elementary, Metompkin Elementary, Pungoteague Elementary, Arcadia Middle, and Nandua Middle Schools.

Special Education: Accomack County Public Schools offers a free and appropriate education to all children ages 2 through 21 residing in Accomack County who are identified as a student with a disability and require special education services. Students referred for possible special education services are evaluated using the most current evaluation materials and procedures while remaining sensitive to any cultural or racial issues. All identified students have an individualized education program (IEP) based upon their unique needs. These services are provided in the least restrictive environment, where the dually identified student is challenged but comfortable. In accordance with the Individuals with Disabilities Education Act (IDEA), the least restrictive environment requires that wherever possible, students with disabilities be educated with students who do not have disabilities, unless education in such classes with the use of supplementary aids and services cannot be achieved.

P.L. 105-17 The Individuals with Disabilities Education Act, (1997) (IDEA) guarantees a free and appropriate education to all students with disabilities. There are sections of the law that pertain to language minority students that are listed below:

- Establishing nondiscriminatory evaluation procedures appropriate for use with culturally and linguistically diverse students.
- Testing in the native (dominant) language unless it is clearly not feasible to do so.
- Ensuring that the eligibility determination is not due to limited English proficiency.
- Developing an IEP for each culturally and linguistically diverse (CLD) student that reflects his or her needs.
- Providing oral and written information to parents in their native language to facilitate informed parental involvement in the special education identification, assessment, eligibility and service delivery process (ie. Parental rights, notice of eligibility meeting)

Exclusionary Clause (IDEA, 614 (b)(5))
In making the determination of eligibility, a child shall not be determined to be a child with a disability if the determining factor for such determination is lack of instruction in reading or math or lack of English proficiency.

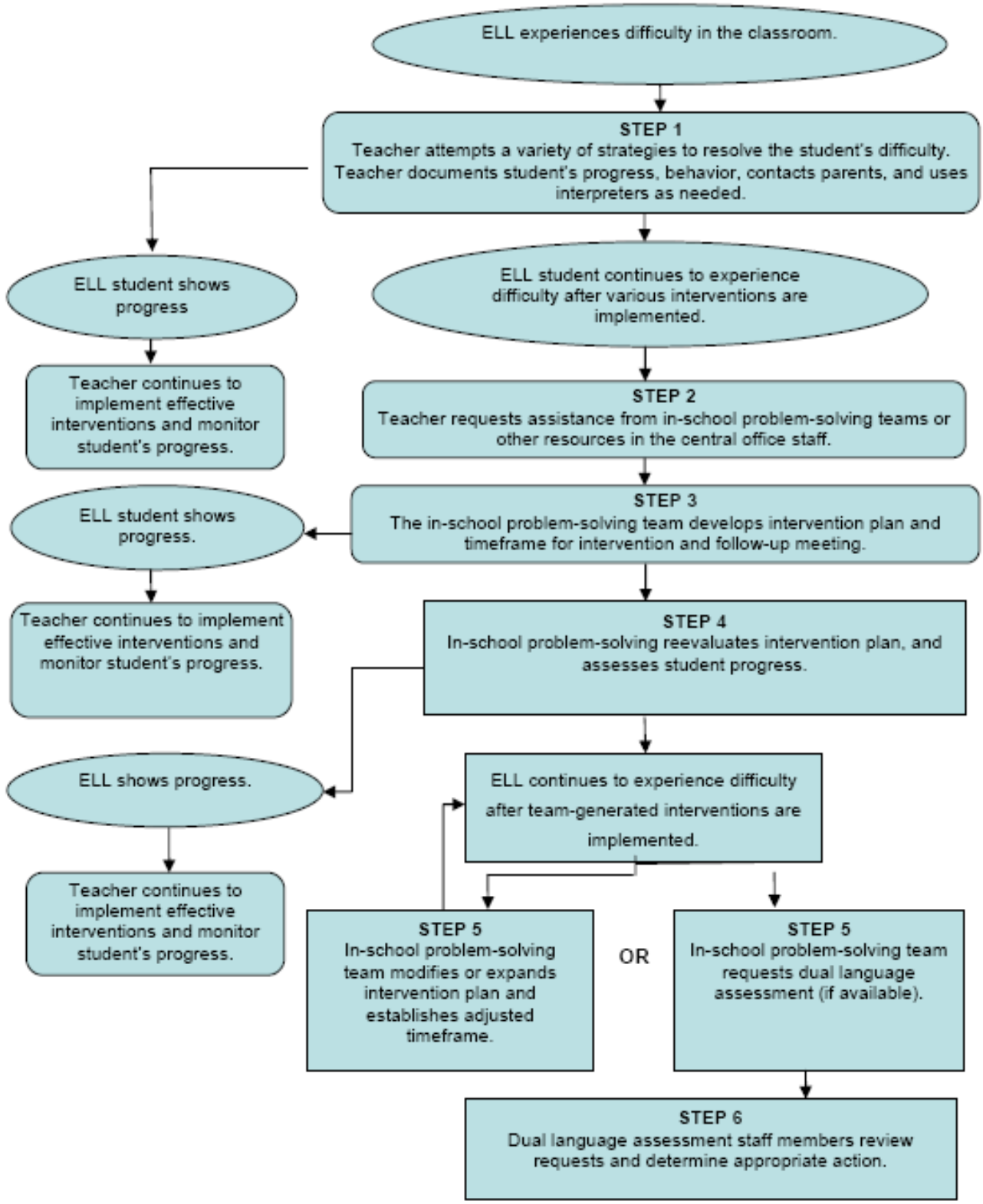
Guidelines

- LEP students must receive ESOL and special education services jointly – one service does not trump another service;
    - ACPS shall not be required to provide direct ESOL services for SPED ELLs who, on account of their disabilities, are unable to benefit from such services.
    - The determination that a SPED ELL is unable to benefit from direct ESOL services shall be made by the IEP committee familiar with the student and which includes at least one individual certified in Special Education and one individual certified in English as a

Second Language, and the school principal. This school-based team may be the child study team.
    - If this determination is made, ACPS shall document the basis for this determination and the student shall receive indirect/consult ESOL services.
- LEP students MAY BE referred to child study at any time, regardless of English language proficiency level or length of time enrolled in ACPS. (What does this mean? The child study committee cannot refuse to hear an ESOL case because the child is a ELD Level 1 student, or has been enrolled in ACPS for a short amount of time);
    - ACPS shall evaluate ELLs in their native language or other mode of communication and in the form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is clearly not feasible to do so. A psychologist will administer the Woodcock in Spanish and English, if appropriate, to determine language dominance.
    - If a student needs to be tested in their L1, a trained interpreter will work with the student to administer the test.
- When an LEP student is presented for child study or eligibility, the ESOL teacher MUST be present to ensure proper explanation of ELD level, present levels of performance in terms of the WIDA Can-Do descriptors, identification and placement; and
- When the Special Education team meets to write/update an IEP, the ESOL teacher MUST be present to ensure language goals and objectives are being met.

The following flowchart, from the VDOE Handbook for Educators of Students who are English Language Learners with a Suspected Disability (December 2009), details steps along the pre-referral, referral, evaluation, eligibility, and Individualized Education Program (IEP) continuum that promote interdisciplinary partnerships, classroom-based interventions, and reduces inappropriate referrals for special education. If there is a clear suspicion of a disability, there must be no unnecessary delay in making the referral or providing appropriate services.

Pre-Referral Intervention Flow Chart



Pre-Referral Intervention

Before considering a student who is an ELL for Special Education, teachers will consult with other professionals and document the strategies used. Techniques such as differentiating content, instruction, and student products will occur before conducting a formal evaluation. Teachers will maintain a record of strategies and interventions used with the student as well as the other specialists/professionals with whom they have consulted. If the student is unresponsive to strategies and interventions, this data will be valuable to the evaluation team. There is no predetermined length of time for interventions to show significant improvement. Interventions must be provided on a consistent schedule for an adequate length of time (e.g., 4-6 weeks) with an appropriate data collection to determine if the student is responsive to the strategy.

The guidance in this section is intended to be used when it is difficult to distinguish between a language barrier and a disability. When an obvious disabling condition is present, teachers and the school principal should consult with the Special Education administrator to avoid any unnecessary delay in making a referral for evaluation or providing appropriate services. Consultation with an ESL professional is highly recommended. These professionals can provide information on differences between the student's first language and English language to include dialect, pronunciation, grammatical structures, and social constructs.

STEP 1

The teacher attempts a variety of strategies to resolve the student's difficulty.
The teacher documents student's progress and behavior, contacts the parents, and uses interpreters as needed.

STEP 2

The teacher requests assistance from the in-school problem solving team, child study committee, or from other resource personnel in the central office. The in-school problem solving team reviews pertinent data about the student and begins completing the Student Data Checklist (Appendix I) with input from parents or family, using an interpreter as needed. The child study committee should include the student's ESOL teacher and other personnel available with expertise in the second language acquisition process. The Student Data Checklist ensures that the referring source reviews the student's cumulative files for pertinent information about the student's current academic difficulties. In some cases, data obtained from formal records may indicate a need for ESOL services, medical treatment, or alternative instructional placement not previously noted by the school.
See Appendix I, Student Data Checklist

STEP 3

The child study committee develops an intervention plan, using information from the Student Data Checklist, monitors the student's response to systematic, sustained, and targeted interventions, and schedules a follow-up meeting.
Through early collaboration, a systematic intervention plan and implementation schedule can be designed that offers the at-risk student alternative instructional assistance and support. The child study team for students who are ELLs should include an ESOL teacher or someone with second language acquisition expertise as well as other staff members who work with the student or who have expertise to assist teachers in addressing their concerns about the student.

The child study team:
• supports classroom teachers on a day-to-day basis;
• serves as a peer problem solving group;

• is designed to provide prompt, accessible support to teachers;
• places the initiative for action in the hands of the classroom teacher(s);
• allows teachers to share knowledge and talent with each other; and
• determines the time frame of the interventions based on the student's progress.

STEP 4
The child study team reconvenes to review data, evaluate the effectiveness of the intervention plan, analyze the student's progress, and consult with school and central office resource personnel as needed.

STEP 5
The child study team modifies, expands, or continues implementing the intervention plan and establishes an adjusted time frame for a follow-up meeting.
OR
The child study team requests consideration for a Dual Language Assessment (DLA).

The child study team reconvenes after the agreed upon interventions and strategies have been systematically implemented for the predetermined length of time. At this meeting, the team reviews recent samples of the student's work, teacher anecdotal records, and other relevant documentation in order to assess the progress achieved and to determine the next course of action.

If team members decide that steps taken are producing satisfactory results, they may recommend further implementation, modification, or expansion of the intervention plan and establish the next review date. If the team determines that the student is making insufficient progress despite the interventions, the team, as a group, may request consideration for a DLA.

STEP 6
If requested, the DLA is administered to determine proficiency in both English and the home language by the designated psychologist, to analyze the student's progress along the second language acquisition continuum, and to identify language(s) for future testing (if necessary). The DLA report is sent to the school's in-school problem-solving team and the ESL lead teacher or department chairperson. Upon receipt of the DLA report, the problem-solving team reviews the information and determines if a referral for special education is warranted.

The Special Education Process

Referrals for suspected disability may come from: student screening, any person or group that suspects a disability. From the time the referral is received by the Special Education Administrator until the determination is made, there is a 65 day window.

The Special Education Cycle

Child Find

Screening or child study committees may identify children who should be referred for an evaluation.

↓

Referral

A referral may be made by any source, including child study committee, school staff, parent(s), or other individuals.

↓

Evaluation

Evaluations shall be completed within 65 business days of the receipt of the referral by the special education administrator or designee.

↓

Eligibility

Eligibility for special education and related services must be determined within 65 business days after the referral for initial evaluation is received.

↓

Individualized Education Program (IEP)

An IEP must be developed within 30 calendar days of the date of the decision that a child needs special education and/or related services (eligibility).

↓

Services

Services must be provided as soon as possible following the date the IEP is developed.

↓

Annual Review

The IEP must be reviewed at least once a year.

Indirect Service
Dually identified students are identified in the ESL Student Plan and within IEP Online. For dually identified students who are receiving indirect ESOL services, the ESOL teacher who has the dually identified student on his / her caseload must meet with the SPED teacher once a month for consultative services. These meetings must last a minimum of 30 minutes. The 30 minute requirement does not have to be met at one meeting, but could be a series of 10 minute meetings throughout the month. The ESOL teacher MUST document the meetings on the Ellevation database. Information needed for documentation include: student name, date met, and topics discussed.

Talented and Gifted (TAG): Accomack County Public Schools offers students a continuum of differentiated instruction for those identified as TAG in grades K-12 to extend and enrich the division curriculum for eligible students. Inquiry, problem-based learning, and creative and critical thinking are an integral part of the TAG curriculum. TAG services are provided specifically for General Intellectual Aptitude and the Visual Arts. ESOL students are eligible for TAG services if they meet ACPS guidelines for service.

Additional Services that May Support ESOL Student Instruction

Phonological Awareness Literacy Screening (PALS): PALS is the universal screening tool for Virginia's Early Intervention Reading Initiative (EIRI) and is used by 99% of school divisions in the commonwealth on a voluntary basis. PALS consists of three instruments: PALS-PreK (for preschool students), PALS-K (for kindergartners), and PALS 1-3 (for students in Grades 1-3). PALS assessments are designed to identify students in need of additional reading instruction beyond that provided to typically developing readers. PALS guides teachers' instruction by providing them with explicit information about their students' knowledge of basic literacy skills.

PALS and ELLs: Requirements for screening students who are designated as Limited English Proficient (LEP) vary according to students' level of language proficiency. The ACPS division elects to screen Level 1 and 2 ELLs. However, if the student shows obvious signs of frustration, the screening is stopped. Level 3, 4, and 5 students are required to be screened with PALS. PALS assessment is conducted fall, mid-year, and in the Spring. PK-2 students are screened all three times. Only those third graders who are eligible and receiving PALS services are screened in the Spring.

Imagine Learning English: A technology based solution, Imagine Learning English provides a research-based language acquisition curriculum specifically designed to meet the needs of English language learners. Specific curriculum components include literacy, vocabulary development, and listening and speaking. Research references may be accessed at www.imaginelearning.com/school/Research. Each school principal develops an implementation plan for Imagine Learning English at the campus level. This will be written with the support of the ESL teacher(s), the Reading Specialist, the Title III Coordinator (as needed), and the manager or representative from Imagine Learning English. The plan will be well communicated to content teachers so that they understand the value in the solution and know their role in implementation for success.

Detailed information on the above services and programs may be located in the ESOL Instructional Handbook.

Virginia Standards of Learning

The **Virginia Standards of Learning (SOLs)** describe the Commonwealth's expectations for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education.

The Standards of Learning provide a framework for instructional programs designed to raise the academic achievement of all students in Virginia and are an important part of Virginia's efforts to provide challenging educational programs in the public schools.

The Standards of Learning set reasonable targets and expectations for what teachers need to teach and students need to learn. The standards are not intended to encompass the entire curriculum for a given grade level or course or to prescribe how the content should be taught; the standards are to be incorporated into a broader, locally designed curriculum. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students.

Further information on the SOLs can be found here:
http://www.doe.virginia.gov/testing/sol/standards_docs/index.shtml.

English Language Development Standards

On March 19, 2008, the Virginia Board of Education adopted the English language development (ELD) standards developed by the World-Class Instructional Design and Assessment (WIDA®) Consortium as the statewide ELD standards for the Commonwealth of Virginia. Accomack County Public Schools uses the WIDA ELD Standards as a basis for providing services to ELLs.

The WIDA® Consortium has developed the following English language development (ELD) standards for LEP students in PreK-12:

- English Language Development Standard 1: English language learners communicate for **Social** and **Instructional** purposes within the school setting;
- English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Language Arts;**
- English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Mathematics;**
- English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Science**; and

- English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content of **Social Studies.**

The WIDA® ELD levels show the progression of language learning and development from 1, entering the process, to 6, reaching the end of the continuum. The language development levels represent what an LEP student should know and be able to do at each level within each language domain (listening, speaking, reading, and writing). The proficiency levels also include:

- linguistic complexity: the amount and quality of speech or writing for a given situation;
- vocabulary usage: the specificity of words or phrases for a given context; and
- language control: the comprehensibility of the communication based on the amount and types of errors.

Listed below is a brief description of each WIDA® ELD level:

1 - Entering
- pictorial or graphic representation of the language of the content areas
- words, phrases or chunks of language when presented with one-step commands, directions, WH-words (who, what, etc), choice or yes/no questions, or statements with sensory, graphic or interactive support

2 – Emerging
- general language related to the content areas
- phrases or short sentences
- oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one to multiple-step commands, directions, questions, or a series of statements with sensory, graphic or interactive support

3 – Developing
- general and some specific language of the content areas
- expanded sentences in oral interaction or written paragraphs
- oral or written language with phonological, syntactic or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative or expository descriptions with sensory, graphic or interactive support

4 – Expanding
- specific and some technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences or paragraphs
- oral or written language with minimal phonological, syntactic or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic or interactive support

5 – Bridging
- specialized or technical language of the content areas
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays or reports

- oral or written language approaching comparability to that of proficient English peers when presented with grade level material

6 – Reaching

- specialized or technical language reflective of the content areas at grade level
- a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level
- oral or written communication in English comparable to proficient English peers

Components of the Standard Framework:
Within the WIDA standard framework, a **connection** to the **state content standards** is embedded. The content standard is referenced in the topic for language use. In the example, context for language use includes the task where communication occurs i.e. group work.

The cognitive demand that is required for learning is expressed through the **Cognitive Function**. WIDA adopted the Bloom's revised taxonomy to represent the cognitive demand across all levels of language proficiency. The cognitive demand of a task needs to be maintained as the language of the instruction and assessment is differentiated to ensure the educational equity for all students.

English Language Learners need to construct meaning from oral and written language as well as express complex ideas and information. Students must practice using language through the different **Language Domains.** Within each of the proficiency levels, the WIDA® ELD standards also include the four language domains as follows:

- **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 purposes and audiences;
- **Reading**: process, understand, interpret, and evaluate written language, symbols and text with understanding and fluency; and
- **Writing**: engage in written communication in a variety of situations for a variety of purposes and audiences.

Model Performance Indicators (MPIs)
A model performance indicator (MPI) is a single cell within the WIDA® ELD standards' matrices that describes a specific level of English language development for a language domain. An MPI is the smallest unit of a topical strand and appears in two different formats:

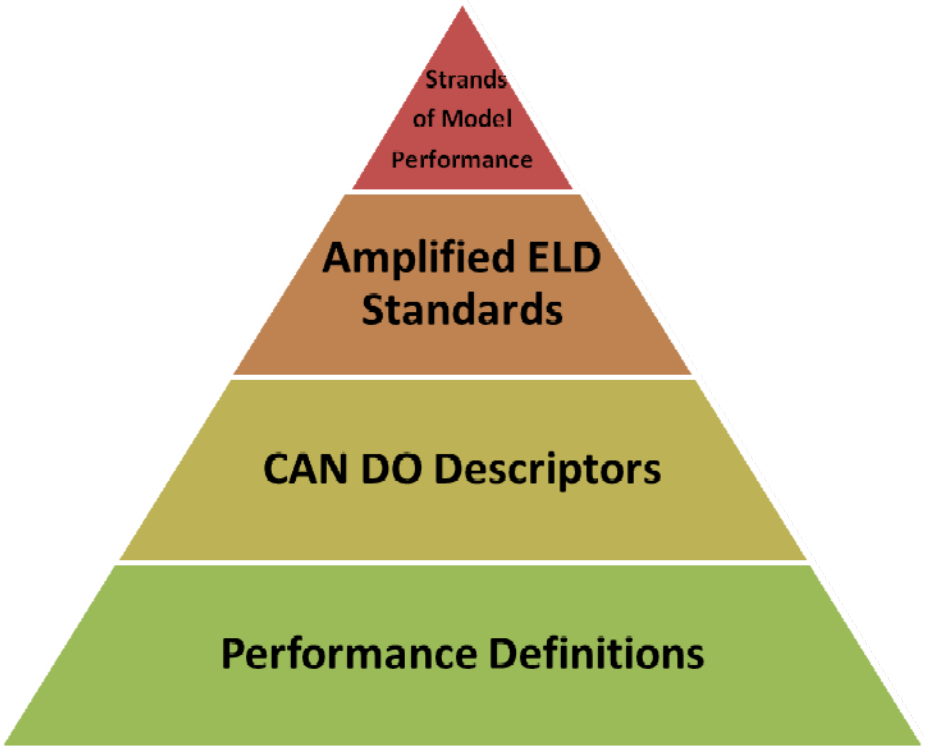
- Formative (the processes of learning); and
- Summative (the outcomes of learning).

Within each grade cluster and domain, there are MPIs for each language development proficiency level. Both formative and summative MPIs focus on the same example topic from a content area reflected in the standard, forming a "strand" that illustrates the language development continuum. Each MPI contains three elements: a language function (e.g., describe, justify), an example topic (e.g., weather, human populations), and a form of support (e.g., pictures or illustrations, working in small groups).

Detailed information about the Amplified WIDA ELP Standards (2012) may be accessed at: http://www.wida.us.

ACPS implementation of the WIDA ELD Standards

Division expectations are that ESOL and grade level/core content area teachers are using the Amplified WIDA ELD standards (2012) as part of their lesson planning. The WIDA ELD standards are flexible to invite creativity in aligning to curricular goals.



ESOL Instruction
(Adapted from the Virginia Department of Education Guide: English: Strategies for Teaching Limited English Proficient (LEP) Students
A Supplemental Resource Guide to the K-12 English Standards of Learning Enhanced Scope and Sequence, 2006)

Outlined below are five key elements of an effective language learning environment. Use of these strategies can assist all students in accessing the content material.

1) Comprehensible input—Teachers can make their language more comprehensible by modifying their speech, avoiding colloquialisms and speaking clearly, adjusting teaching materials, adding redundancy and context, and scaffolding information within lessons.

2) Reduced anxiety level—A student's emotions play a pivotal role in assisting or interfering with learning a second language. Teachers can assist students by creating a comfortable environment that encourages participation and risk-taking without fear of feeling embarrassed or foolish. (Collier, 1995; Krashen, 1981; Krashen & Terrell, 1983). This element of safety is also one of the 8 qualities of student engagement (Schlechty Center, 2009).

3) Contextual clues—Visual support makes language more comprehensible. For example, a grammar lesson using manipulatives or realia may be more understandable than an explanation of the grammar rule. Even social language is more comprehensible when context is added. For example, understanding a face-to-face conversation in which facial expressions and gestures are used is easier than understanding a telephone conversation when context clues are nonexistent (Cummins, 1981).

4) Verbal interaction—Students need opportunities to work together to solve problems and use English for meaningful purposes. They need to give and receive information and complete authentic tasks. Working with a partner or in small groups, again, supports student engagement.

5) Active participation—Lessons that encourage active involvement motivate LEP students, engage them in the learning process, and help them remember content more easily.

Content-area classes can be particularly challenging to LEP students for a variety of reasons. While LEP students are learning English, they must also learn the unique concepts and issues of their content areas. Content-area knowledge consists of three components: linguistic knowledge, conceptual knowledge, and procedural knowledge.

1. Linguistic Knowledge: LEP students must develop the linguistic knowledge pertinent to each content area. Science and social studies textbooks present information in expository discourse. The structures of these texts are complex and cognitively-demanding with little contextual information. For example,

science textbooks use many passive voice structures and cause/effect constructions. Many social studies textbooks assume a certain amount of background knowledge when presenting new topics of study.

Acquiring new vocabulary for content areas can be overwhelming for all students, not only LEP students, as they move into higher grade levels. LEP students need to become aware of certain words that may have specialized meanings in different content areas (Tier 2 vocabulary). For example, LEP students need to realize that the term *branches* has different meanings in science and in social studies and that *tree* and *plane* have unique meanings in mathematics.

2. Conceptual Knowledge: LEP students must develop the conceptual knowledge of each content area. This learning is best accomplished when the teacher finds ways to build on prior knowledge. For example, some LEP students may come with some background information in mathematics. However, they may not be able to articulate the mathematical processes in English. In such cases, the LEP student does not need to re-learn the concept, but must learn the English words to talk about the concept. In addition, LEP students in social studies classes may arrive with a rich understanding of their own country's geography and history. This conceptual knowledge can be the basis for expanding the LEP student's learning to other related topics and themes. To help LEP students succeed in content areas, teachers need to connect previous knowledge and experience to new concepts. LEP students may come to science and social studies classes with misconceptions from home or from previous schooling experiences. LEP students may never have studied world history and certainly not Virginia history. If concepts are new to the LEP students, it is helpful for the content teacher to make the instruction concrete, visual, collaborative, and hands-on.

3. Procedural Knowledge: LEP students must develop an understanding of the procedural knowledge related to each content area. In mathematics, commas are used instead of decimal points in some cultures. For example, 7.5 is written as 7,5. Similarly, in science classes, LEP students may need to become familiar with activities that help them understand scientific concepts. They may have to learn how to explore scientific phenomena, gather and organize data, and follow directions for hands-on experiences - all practices are part of the preparation of learning the scientific method.

In social studies, LEP students may not have experienced extensive exposure to expository writing, which commonly demands higher-level thinking skills. Many social studies texts, in addition to assuming previous conceptual knowledge, also assume understanding of embedded clauses, reduced clauses as modifiers, complex passive voice forms, and past perfect tenses.

Teachers of LEP students can assist the students by:

- Being aware of cultural differences so they can understand academic behaviors and performance in content-area classes.
- Explicitly teaching LEP students the class expectations about taking notes, writing in notebooks, completing homework assignments, completing class projects, working in groups, and studying for quizzes and tests.
- Presenting class activities during which LEP students receive input from English-speaking peers and have opportunities to manipulate the new vocabulary and concepts in meaningful ways.

Integrate language and content

1. Teach vocabulary.

If LEP students had former educational experiences, they may have an understanding of the content area concepts. However, they will need to learn the English vocabulary that accompanies the concept. The LEP student may also need to pay extra attention to spelling and pronunciation. If the LEP student has not learned the concept in his/her first language, the student will need to use the new vocabulary in different contexts to acquire the meaning. Most individuals (even native speakers) need 6 to 20 meaningful repetitions to learn a new word and its concept (Drucker, 2003).

2. Teach strategies to reinforce vocabulary learning.

- Word walls: Keep a running list of the new vocabulary on a word wall and use this as an interactive teaching tool. Such a visual cue can help students with word recognition, automaticity, decoding, and spelling.
- Student-made dictionaries: Have students establish their own dictionaries in sections of their notebooks or as flashcards on spiral-bound index cards. Students can write definitions, draw pictures and diagrams, give examples, write the word in a sentence, or translate in their first language. Such practices influence independent learning and can motivate LEP students to take charge of their own learning (Brown, 2001; Peregoy & Boyle, 2005).
- Word games: Offer opportunities to encourage a love of words and their power, as suggested by researchers (Blachowicz & Fisher, 2004; Gaskins, 2004; Juel & Deffes, 2004).

3. Classroom library: Establish an informal system, enabling students to access fiction and non-fiction books easily for outside reading. Reading books related to content areas being studied is a natural way to reinforce vocabulary and concepts. Harvey and Goudvis (2000) have an extensive list of recommended titles.

4. Teach by integrating the four language modes (listening, speaking, reading, & writing) into content-area lessons. One way of ensuring LEP participation is by scaffolding instruction through the different language modes. As a topic is introduced, make sure the oral language is backed up in writing so that LEP students can make the connection between the oral information and the written form. For example, when introducing vocabulary related to the Civil War, discuss the facts of the war and have key words written on the board, overhead, or in a handout.

- Design activities intermittently throughout a lesson to allow LEP students to say and test their pronunciation in authentic ways. For example, after an introductory lesson on the Civil War, LEP students could be asked to complete the following matching exercise:

___ 1. The Civil War was also called	a. the Union.
___ 2. Another name for the North was	b. Robert E. Lee.
___ 3. Another name for the South was	c. the War Between the States.
___ 4. The General of the North was	d. the Confederacy.
___ 5. The General of the South was	e. Ulysses S. Grant.

As they work to complete the exercise, LEP students are first developing sound/letter correspondence and concepts on their own through reading. When they check their answers with a friend, they are using social interaction and repeating vocabulary in an authentic setting. Note that when they state their answers orally to the class, they are reading aloud in complete (grammatical) statements, practicing decoding, and reviewing content-area facts: “The Civil War is also called The War Between the States.”

- Another sample activity below is a cloze exercise with a word bank. The word bank could be included depending on the English proficiency level of the LEP students. For example, students could be asked to complete the following exercise:
  North Confederacy army General States years

  The Civil War is also known as the War Between the _____1. The war lasted for four _____2, from 1861 to 1865. Soldiers from the _____3, or the Union, fought against soldiers from The South, or the _____4. The Union army was led by _____5 Grant and the Confederate _____6 was led by General Lee.

  Although this is a brief exercise, note the appropriately cognitive demands on LEP students. They progress by decoding prose, which more closely resembles textbook style. The students must concentrate on meaning of words and of concepts. They need to write the answers and focus on spelling, especially if there is no word bank. They use social interaction, practicing grammatically correct structures as they check their answers with a partner. They may even articulate the reasons for their answers. Note also that the cloze paragraph contains a higher level of grammar than the matching exercise. In this case, there is the insertion of passive voice. Such scaffolding builds on concept development and allows for incidental learning of critical thinking skills.
- A writing activity based on the same introductory lesson builds confidence of the LEP student in paragraph writing and develops academic writing skills. For example, present the LEP students with the following chart:

The Civil War

	The North	The South
Another name		
Generals		
Presidents		

The Civil War

	The North	The South
Another name	The Union	The Confederacy
Generals	Ulysses S. Grant	Robert E. Lee
Presidents	Abraham Lincoln	Andrew Jackson

- Plan for students to discuss their answers with a partner or within a small group. Next, have the LEP students write a paragraph using the information from the chart to guide them. In doing so, LEP students have successfully integrated all four language domains. By scaffolding the information, the teacher guides the LEP students to independent, learner-centered activities and allows for successful academic learning. Success is often the highest motivator for LEP students (Collier, 1995; Peregoy & Boyle, 2005).

5. Assess prior knowledge. Before beginning a unit of study, assess LEP students' knowledge. There are a number of techniques for ascertaining how much students know about a topic. These techniques also show where students' misconceptions need to be clarified. Some solid, easy-to-incorporate techniques are a **KWL chart** and an **Anticipation Guide**.

KWL Chart

What do you know?	What do you want to learn?	What did you learn?

The students' responses can help inform instruction. By allowing for student input, teachers not only focus the student's instruction but they can also help guide students to purposeful learning (Brown, 1995). As part of a review of the unit, the class should return to the KWL chart to complete the third column, "What did you learn?" Teachers may find it helpful to add a fourth column to indicate the source of the learned material. With an additional column, the KWL serves as a study guide.

Anticipation guide

- Anticipation guides can be used in a variety of ways: to assess prior knowledge, to give students a purpose for reading, and to assess reading comprehension during reading and post-reading. Anticipation Guides can also motivate students to read for meaning. To write an anticipation guide for a chapter or a unit, prioritize 3-5 key concepts and/or vocabulary on which to focus. It is important to realize that not all concepts can be taught simultaneously. Too many concepts may be overwhelming and decrease motivation for these students. Ask students to respond to true and false statements related to the key points. The challenge is to craft the statements to elicit class discussion of key vocabulary and concepts. The statements cannot be too obvious or too obtuse. Through student-initiated discussion, key concepts may be clarified and established prior to reading the text.

Sample anticipation guide:
Read the statements. In the first column, write true or false, according to your opinion. Then check your answers with a classmate. Write your classmate's answer in the second column. Discuss your answers with the class. Then read pages xx-xx in your text. What does the textbook say? Write the correct answer in the third column. (You may want to also put the page number to support your answer).

My opinion	My classmate's opinion	What the textbook says
_____	_____	_____ 1. Sponges are animals.
_____	_____	_____ 2. All animals have symmetry.
_____	_____	_____ 3. Animals make their own food.

- In the sample anticipation guide shown here, the teacher offers grammatically simplistic statements that may depend on previous knowledge, but that may also cause debate and discussion. Note that the second statement includes the term *symmetry*. Through discussion with the classmate, the LEP student learns the meaning of this key concept. Note that discussion of number three sets the students up for learning another key scientific concept in the textbook, *consumer*. The teacher has an important role during the process of using an anticipation guide. During the peer and class discussions, it is very important for the teacher not to "give away" the correct answers. The students must remain motivated to use their reading strategies to discover the correct answer according to the text. A teacher who gives the correct answer before allowing the students to read for meaningful purpose takes away the intrinsic motivation of the activity. Finally, after finding and documenting the source of the correct answers, students should understand the difference between opinion and fact. Students may express their opinions, but the third column, "What the textbook says," contains the fact. LEP students must understand that the final column must be correct and should be the focus of a study guide. Note that throughout the

anticipation guide process, LEP students are using the guide as a pre-, during-, and post-reading strategy.

6. Scaffold instruction. Teachers can gradually increase the cognitive demand of the lesson after first establishing the language proficiency of the LEP students. It is important to allow LEP students to feel successful in the classroom for motivation and continued involvement in the learning process (Brown, 2001; Peregoy & Boyle, 2005). Scaffolding requires the teacher to decrease the language demands, provide temporary contextual supports, and maintain high cognitive development. Using semantic mapping is one way to scaffold content instruction for LEP students. Referring to the WIDA Can-Do Descriptors will enhance the teacher's ability to scaffold appropriately.

- Semantic mapping. Semantic maps aid in vocabulary development and retention. For LEP students overwhelmed by concepts and words, making semantic maps may be a strategy that allows them time to organize information and reflect on meaning. Semantic maps can be developed individually, in small groups, or as a class. There may be many drafts of semantic maps as students negotiate meaning and placement of vocabulary. After ascertaining that the information on a semantic map is correct, teachers can utilize them for review purposes. Have a completed semantic map on the board or on an overhead. While looking at the visual, have LEP students verbalize the information in statement form. "There are two kinds of metamorphoses — complete and incomplete. There are four stages in a complete metamorphosis…." With practice and continual exposure, LEP students will be able to focus explicitly on content without thinking about correct grammatical structure. On a subsequent day, have the LEP students re-construct the chart from their collective memories. Fill in the information on the board or overhead as they give their responses. Then, scaffold the information. As they watch, erase all of the four stages (for example), but leave the first letter. Ask for a volunteer to tell you the stages. Then erase the four stages completely. Ask for volunteers to give you the answers. Continue deconstructing and re-constructing the semantic map, forcing students to use their memories to fill in the information until it is learned. On another day, ask the students to write a paragraph about the metamorphosis of insects. They can first re-construct the map and use the map as a scaffold for their writing. In this way, the students' writing can be used as an informal assessment of the content as well as their academic writing ability.

7. Use varied modes of instruction.
    - Design multi-sensory lessons (visual, auditory, tactile, kinesthetic).
    - Use visuals whenever possible to reinforce auditory instruction (i.e., charts, graphs, manipulatives, diagrams, models, real objects- "realia").
    - Use manipulatives as a reading and writing strategy to scaffold instruction. Manipulatives can be Cuisenaire rods, pipe cleaners, beans, markers, or any tangible item that can be used to represent ideas. Have students work in small groups to represent the main ideas of a reading, a section of a chapter in a science textbook, for example, or an important historical document, by using manipulatives. In doing so, students will have to use oral language to negotiate meaning and to agree on ways to represent meaning. New vocabulary will be used naturally throughout the process. Misconceptions may be clarified as well. Students will have to use critical thinking skills to analyze and then build a representation of their understanding of the reading. When groups are finished, each group verbalizes their final representations. As each group discusses their product, LEP students will have read, listened, analyzed, discussed, and thought about each main idea while recycling related concepts and vocabulary. Take a digital photograph of each group's product. On a subsequent day, have students paste the photograph of their

representation into a word processing document. Then have the students label parts of their final product if necessary. Have students present the main ideas of the reading by using the photographs as the basis of a writing assignment. Having students write a paragraph or essay is another way to assess the LEP students' comprehension of content-area facts as well as their academic writing ability.

- Design hands-on activities that make all students active learners. Use reciprocal teaching (Herrell, 2000; Peregoy & Boyle, 2005; Orlich, Harder, Callahan, Trevisan & Brown, 2004; Ruddell, 2006), which involves step-by-step procedures that allow students to become responsible for teaching and learning.
- Vary group structures throughout the lesson (i.e., independent work, partner work, small groups, whole class).
- Vary the participants according to English language proficiency when assigning pair work or group work. At times, pair LEP students with native- English speakers. At other times, group LEP students with other LEP students. Assess the dynamics of the different groups and monitor the activities.
- Use real-world problem-solving situations to teach new concepts.
- Deliberately model how to make interdisciplinary connections whenever possible; then, challenge ELLs to make the interdisciplinary connections for themselves.

8. Modify speech
    - Enunciate clearly and slowly without speaking louder.
    - Pause between sentences to allow for processing.
    - Use gestures and visuals to help clarify the message.
    - Avoid using idioms and slang words.
    - Use key words frequently.
    - Repeat, rephrase, and paraphrase.
    - When LEP students speak, focus on the LEP students' message rather than their grammatical skills and pronunciation. Respond by modeling the proper grammatical form rather than overtly correcting their mistakes.

9. Teach organizational skills
    - Demonstrate how to read a textbook. Point out the aids embedded in text books: chapter and section headings, the vocabulary in bold, the reading guides and vocabulary sections, the illustrations and charts, the glossary, indices, and appendices. (At the elementary level, be sure to use the above features that are incorporated into the ELL readers in the core reading program, Pearson's Reading Street).
    - Teach students how to organize notebooks and binders and record homework assignments as well as scores on quizzes and tests.
    - Teach mnemonic devices that assist memorizing content.
    - Teach study and test-taking skills.
    - Teach note-taking skills. For beginner LEP students, copying notes is an effective way to begin learning writing conventions.

Section Six
Assessment

Federal Legislative Requirements

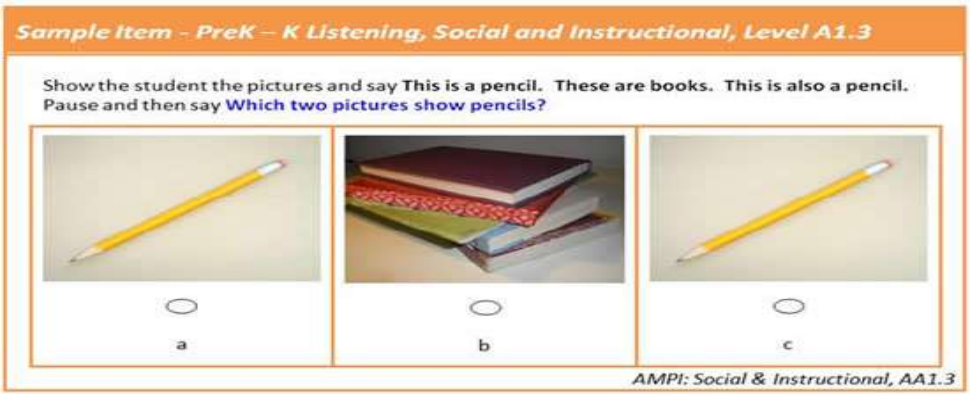
Title I, Part A, of the *No Child Left Behind Act of 2001* (NCLB) requires that states:

- assess the proficiency in mathematics and reading of all students in grades 3 through 8 and once in high school [Sec. 1111(b)(3)(C)(v)(I)];
- beginning in 2007-2008, assess the proficiency of all students in science at least once in elementary school, once at the middle level, and once at the high school level [Sec. 1111(b)(3)(C)(v)(II)]; and
- ensure that school divisions conduct an annual assessment of the English language proficiency of their LEP students based on the state's English language development (ELD) standards [Sec. 1111(b) (7)].

Title III, Part A, of the *No Child Left Behind Act of 2001* (NCLB) requires that states:

- establish English language proficiency standards in the four language domains of speaking, listening, reading, and writing that are aligned with the state academic achievement standards [Sec. 3113(a)(2)];
- assure that school divisions annually assess in English, LEP students who have been in the United States for 3 or more consecutive years [Sec. 3113(3)(C)];
- assure that school divisions annually assess the English language proficiency of all LEP students [Sec. 3113(3)(D)];

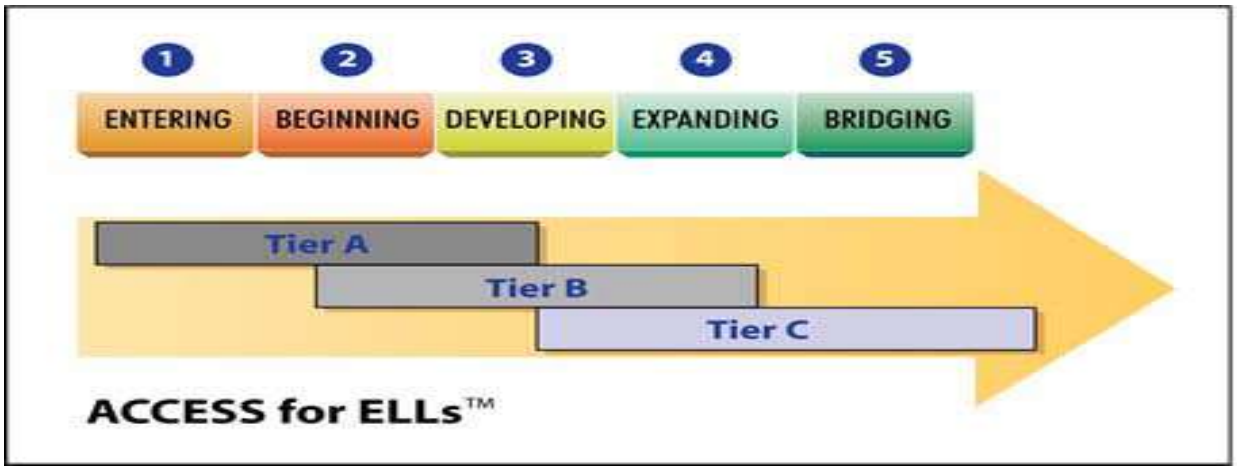
Annual English Language Proficiency Testing



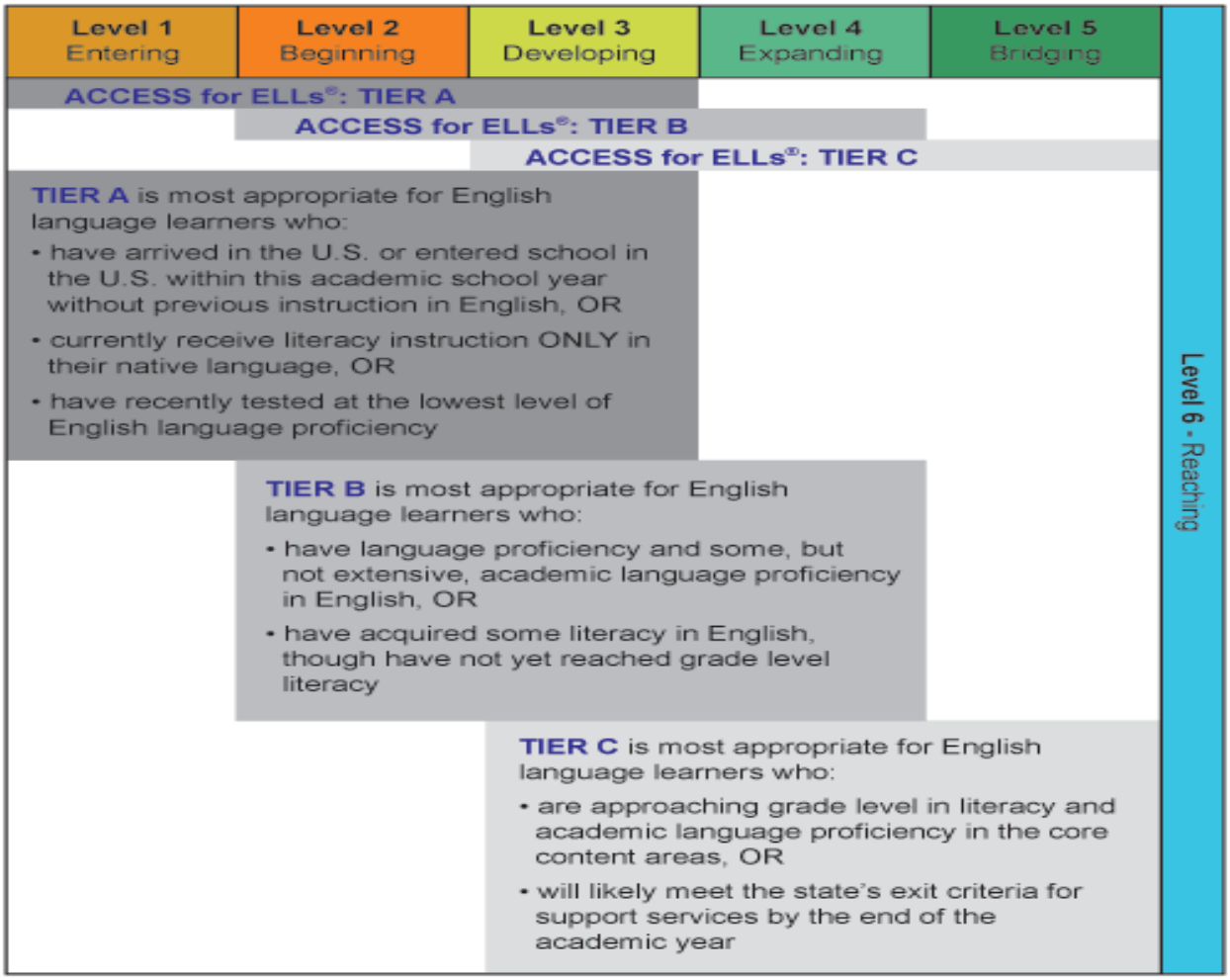
Beginning with the 2009-2010 school year, all LEP students in Kindergarten through grade 12 will be required to be assessed annually with an assessment that measures each of the language domains of listening, speaking, reading, and writing. LEP students may not be exempted from any portion of an annual English Language Proficiency assessment.

On September 26, 2007, the Virginia Board of Education selected Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs®) as the state-approved English language development (ELD) assessment (Informational Superintendent's Memorandum, No. 218, dated October 5, 2007).

The ACCESS for ELLs is a large-scale test that addresses the English language development standards and model performance indicators developed by the WIDA Consortium. ESOL students are assessed on the each of the four language domains: Listening, Speaking, Reading, and Writing. The test is broken down by grade level cluster K, 1-2, 3-5, 6-8, and 9-12 and also by tier for each grade level: A, B, and C. The following chart shows how the different tiers map to the proficiency levels of the students.



To ensure students are tested correctly, teachers should carefully select the tier that best matches the student's language proficiency. The following chart gives guidance on tier selection and placement:



To support ACPS ESOL teachers in selecting the appropriate tier for the WIDA ACCESS test, a consultation will be scheduled each November with the Title III Coordinator. The principal, Instructional Coordinators, Instructional Coach, and DDOT will also be notified and are encouraged to participate.

The ESOL teacher, together with the principal and school test coordinator, should work together in developing a testing schedule for administering the ACCESS for ELLs during the testing window. It is important to note that schedules should be designed so that ESOL services do not cease for an extended period of time. Alternating assessment and instructional days is recommended.

The following are guidelines for the administration of the ACCESS for ELLs:

1. Listening: 20-25 minutes, machine scored
2. Reading: 35-40 minutes, machine scored
3. Writing: Up to 1 hour, rater scored
4. Speaking: Up to 15 minutes, administrator scored

*All teachers should note that the Writing component of the ACCESS for ELLs is a ***timed test***, unlike the SOL Writing test, and all teachers should incorporate timed writings into instruction.

The Kindergarten test is individually-administered and takes an average of 40 minutes per student. Kindergarten students with very high English language proficiency may take around 55 minutes to complete the test while students with low levels of English language proficiency may take only a few minutes.

Accommodations usually allowed on the SOL test are not allowed on the ACCESS, since the goal is to asses English language proficiency. Dually identified ESOL and special education students must follow the guidelines set forward in the ACCESS Test Administrator's Manual as to what accommodations are allowable.

ELD Assessment Administration

The responsibilities for the administration of the ELD assessment may be shared between the Division Director of Testing (DDOT) and the English as Second Language (ESOL)/Title III Coordinator. The DDOT and ESOL Coordinator may jointly determine test dates and schedules including make-up sessions, ensure that test materials are coded correctly, monitor the test administration, and ensure test security guidelines are followed.

Division Director of Testing
The DDOT may assume the responsibility for ordering, receiving, distributing, collecting, and returning secure and non-secure test materials, identifying and resolving test irregularities, and receiving and distributing score reports.

Title III Coordinator (or designee)
The Title III Coordinator, together with the DDOT, may share the responsibility for working with the appropriate school staff to identify students to be tested, identifying any need for additional test examiners beyond the assigned ESOL staff, and training test Examiners and Test Proctors.

Principal & ESOL teacher(s)
The principal and ESOL teacher may arrange locations for testing, securing of all testing materials, identify test Examiners and Test Proctors, and create the building schedule within the given testing window.

LEP Students with Significant Cognitive Disabilities

To meet the requirements of evaluating and reporting English language progress and proficiency for all LEP students in Kindergarten through grade 12 as required under the *No Child Left Behind Act of 2001*, the English language proficiency of LEP students with significant cognitive disabilities should be assessed.

Dually identified students in grades 1-12 will use the Alternate ACCESS for ELLs. The Alternate ACCESS is an individually administered paper and pencil test. It is intended **only for English language learners with significant cognitive disabilities severe enough to prevent meaningful participation in the ACCESS for ELL's assessment**. Please note that Alternate ACCESS is not intended for ELLs who can be served with accommodations on ACCESS for ELLs. Decisions regarding a student's participation should be made by IEP teams in consultation with the DDOT.

What criteria should be used to determine if the student should take the Alternative ACCESS?
1. The student has been classified as an ELL
2. The student has a significant cognitive disability and is eligible for Special Education services under IDEA
3. The student is in an *alternate curriculum* aligned with the state's academic standards and is or will be participating in the state-wide alternate accountability assessment (VAAP).

Students with significant cognitive disabilities in grade K should continue to use the *Virginia Checklist for LEP Students with Significant Cognitive Disabilities*, based on the WIDA English language proficiency standards. The individual checklist should be used only for those LEP students with significant cognitive disabilities for whom the IEP team and/or school-based LEP committee determine that the English language proficiency test cannot be administered.

To obtain a copy of The *Virginia Checklist for Limited English Proficient (LEP) Students with Significant Cognitive Disabilities*, contact the Division of Student Assessment and School Improvement at Student_Assessment@doe.virginia.gov or by phone at (804) 225-2102.

Academic Achievement Assessment Requirements for LEP Students

NCLB requires states to assess all students, including LEP students, in both mathematics and reading for grades 3 through 8 and once at high school by 2005-2006 and in science at least once in elementary school, once at the middle level, and once at the high school level by 2007-2008 [Sec. 1111(3)(A)].

The *Assessment and Accountability for Recently Arrived and Former Limited English Proficient (LEP) Students Non-Regulatory Guidance* states: during the period within which an LEP student may be a recent arrival to the United States (during his/her first 12 months attending schools in the U.S.) a State may exempt such a student from one administration of the State's reading/language arts assessment. LEP students who have attended schools in the United States for less than 12 months may receive a one-time exemption for the SOL reading test in grades 3 through 8.

According to the Virginia Board of Education Consolidated State Application *Amended* Accountability Workbook,

> LEP students in grades 3 through 8 at Level 1 and Level 2 of English language proficiency will take the SOL assessments for reading and mathematics, with or without accommodations, or state-approved assessments linked to the Standards of Learning," such as the Virginia Grade Level Alternative (VGLA) reading and plain English mathematics assessments. "LEP students cannot take assessments linked to the Standards of Learning for more than three consecutive years" (Virginia Board of Education Consolidated State Application Amended Accountability Workbook, 2006, 2.2).

The Virginia Board of Education Consolidated State Application *Amended* Accountability Workbook is available at http://www.doe.virginia.gov/VDOE/nclb/VA-AcctWkbk.pdf.

All students, including LEP students, who are enrolled in grades 3 though 8 and specific high school courses in the Commonwealth of Virginia, participate in the SOL assessments. LEP students may receive a one-time exemption in the SOL writing test in grades 5 and 8. No exemption is available for the SOL EOC English: Reading and Writing Test.
LEP students may receive a one-time exemption in SOL history/social science testing in grades 3 through 8. LEP students may be exempt from the grade 3 SOL science test but must take the grade 5 SOL science test. *Even though a student may be exempted from a test, they must be provided instruction in this content area.*

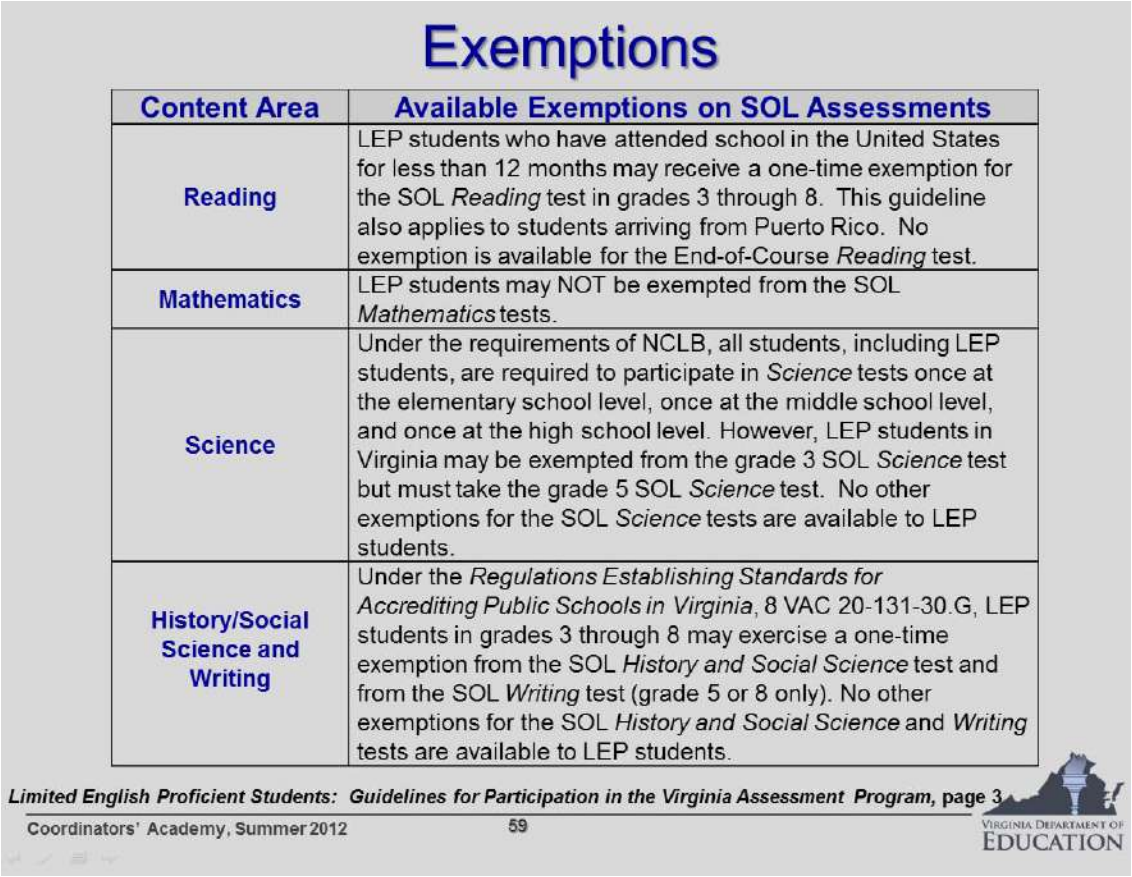
	Reading/LA Grades 3-8 only	**Writing Grades 5 and 8 only**	**Math Grades 3-8 and Alg I only**	**Science Grades 3-8 only**	**Social Studies Grades 3-8 only**
Level 1	1. VGLA Or 2. SOL	1. Use one time exemption in grade 5 or 8 Or 2. Take SOL	1. Plain English version of the SOL (grades 3-8 and Alg 1) Or 2. Take SOL	1. Use 1 time exemption in 3rd grade Or 2. Take SOL in 3rd and/or 5th grade	1. Use one time exemption Or 2. Take SOL
Level 2	1. VGLA	1. Use one	1. Plain	1. Use 1	1. Use one

	Reading/LA Grades 3-8 only	Writing Grades 5 and 8 only	Math Grades 3-8 and Alg I only	Science Grades 3-8 only	Social Studies Grades 3-8 only
	Or 2. SOL	time exemption in grade 5 or 8 Or 2. Take SOL	English version of the SOL (grades 3-8 and Alg 1) Or 2. Take SOL	time exemption in 3rd grade Or 2. Take SOL in 3rd and/or 5th grade	time exemption Or 2. Tale SOL
Level 3 (VGLA only for levels 3.0-3.5 for grades 3-5 and level 3.0- 3.3 for grades 6-8)	1. VGLA Or 2. SOL	1. Use one time exemption in grade 5 or 8 Or 2. Take SOL	1. Plain English version of the SOL (grades 3-8 and Alg 1) Or 2. Take SOL	1. Use 1 time exemption in 3rd grade Or 2. Take SOL in 3rd and/or5th grade	1. Use one time exemption Or 2. Take SOL
Level 4	SOL	1. Use one time exemption in grade 5 or 8 Or 2. Take SOL	SOL	1. Use 1 time exemption in 3rd grade Or 2. Take SOL in 3rd and/or 5th grade	1. Use one time exemption Or 2. Take SOL
Level 5	SOL	1. Use one time exemption in grade 5 or 8 Or 2. Take SOL	SOL	1. Use 1 time exemption in 3rd grade Or 2. Take SOL in 3rd and/or 5th grade	1. Use one time exemption Or 2. Take SOL
First year in US school	1. Exempted from assessment Or 2. VGLA Or 3. Take SOL	1. Use one time exemption in grade 5 or 8 Or 2. Take SOL	1. Plain English version of the SOL (grades 3-8 and Alg 1) Or 2. Take SOL	1. Use 1 time exemption in 3rd grade Or 2. Take SOL in 3rd and/or 5th grade 3. Take SOL in Gr. 8	1. Use one time exemption Or 2. Take SOL

An LEP committee includes: 1) a person responsible for the education of LEP students in the school or school division; 2) the LEP student's content teacher(s); 3) an administrator or designee (assistant

principal); 4) the LEP student's parent/guardian; and 5) optional participation may also include school guidance counselor or reading specialist. This LEP committee determines how the LEP student will participate in the Virginia Assessment Program and which, if any, accommodations are *allowable and appropriate*. If an LEP student is also identified as having a disability under the *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), P.L. 105-17 or is identified as an "otherwise qualified handicapped" student under Section 504 of the *Rehabilitation Act of 1973,* decisions about the student's participation must be made by the IEP or 504 committee in collaboration with the LEP committee and documented in the student's IEP or 504 Plan.

From the Department of Education –Available exemptions allowed on the SOLs



Exemptions

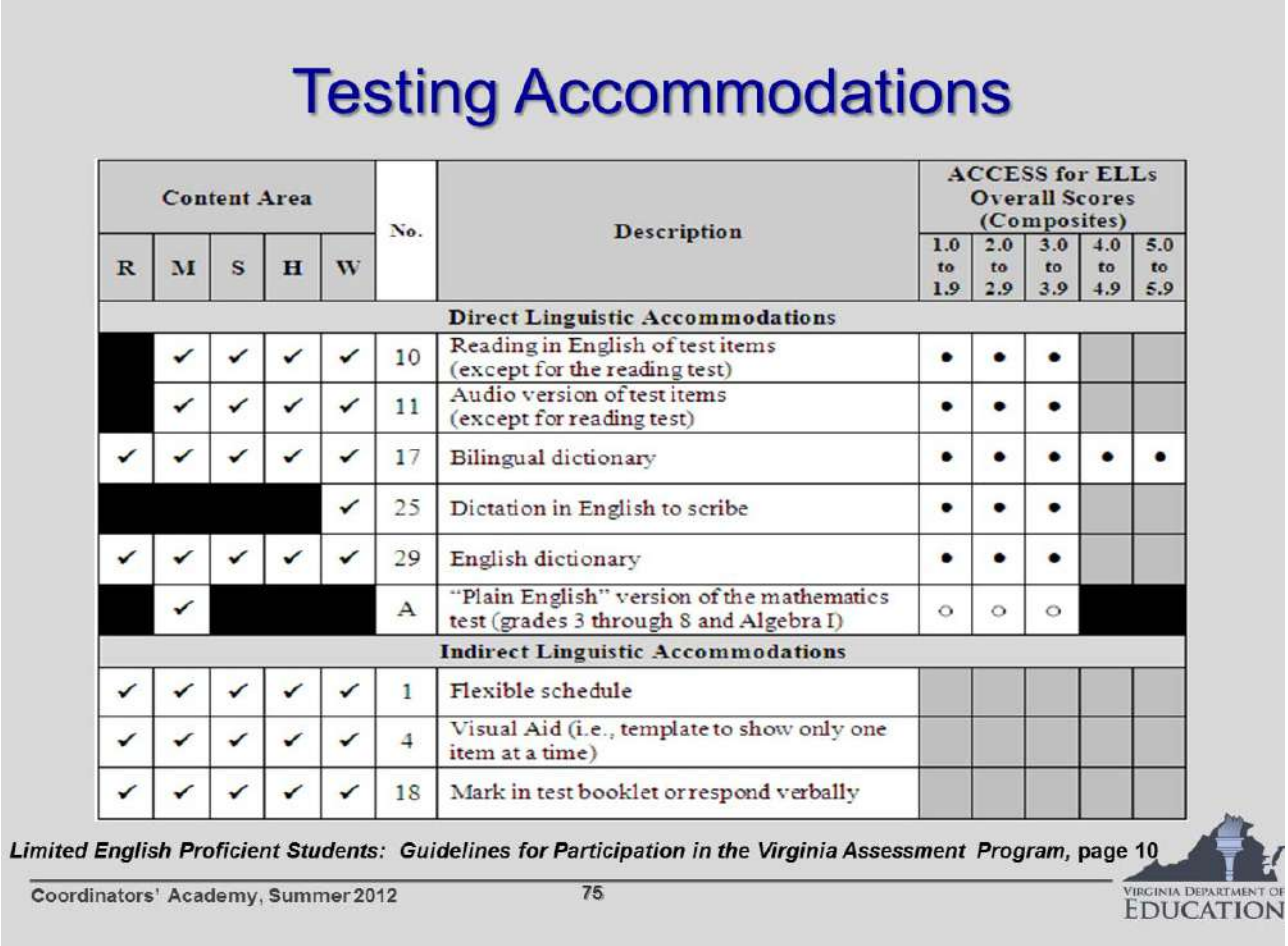
Content Area	Available Exemptions on SOL Assessments
Reading	LEP students who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL *Reading* test in grades 3 through 8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for the End-of-Course *Reading* test.
Mathematics	LEP students may NOT be exempted from the SOL *Mathematics* tests.
Science	Under the requirements of NCLB, all students, including LEP students, are required to participate in *Science* tests once at the elementary school level, once at the middle school level, and once at the high school level. However, LEP students in Virginia may be exempted from the grade 3 SOL *Science* test but must take the grade 5 SOL *Science* test. No other exemptions for the SOL *Science* tests are available to LEP students.
History/Social Science and Writing	Under the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131-30.G, LEP students in grades 3 through 8 may exercise a one-time exemption from the SOL *History and Social Science* test and from the SOL *Writing* test (grade 5 or 8 only). No other exemptions for the SOL *History and Social Science* and *Writing* tests are available to LEP students.

The following Web site lists the assessment participation guidelines for LEP students as described in *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program* (June 2008). The guidelines are available at http://www.doe.virginia.gov/testing/participation/lep_guidelines.pdf.

LEP accommodations will be considered by the committee using the chart of available, available but not necessarily recommended, and not available testing accommodations as published each year in the Test Examiner's manual provided by VDOE. Refer to www.doe.virginia.gov/testing/participation for the most current allowable accommodations.

The LEP testing accommodation information is part of the ACPS ESL Student Plan. Accommodations are selected per content/test to be administered and a report may be generated on Ellevation once the accommodations have been agreed upon by committee members. Each member of the LEP committee will sign the LEP Student Plan, which includes the accommodations and a copy is given to the parent for review and signature. **It is the ESL teacher/caseload manager's responsibility to inform all of the student's teachers, including specialists, of the accommodations to ensure that the student receives them appropriately throughout the school year.**

Summary of allowable accommodations on the SOLs for LEP students:



Testing Accommodations

Content Area					No.	Description	ACCESS for ELLs Overall Scores (Composites)				
R	M	S	H	W			1.0 to 1.9	2.0 to 2.9	3.0 to 3.9	4.0 to 4.9	5.0 to 5.9
Direct Linguistic Accommodations											
	✓	✓	✓	✓	10	Reading in English of test items (except for the reading test)	•	•	•		
	✓	✓	✓	✓	11	Audio version of test items (except for reading test)	•	•	•		
✓	✓	✓	✓	✓	17	Bilingual dictionary	•	•	•	•	•
				✓	25	Dictation in English to scribe	•	•	•		
✓	✓	✓	✓	✓	29	English dictionary	•	•	•		
	✓				A	"Plain English" version of the mathematics test (grades 3 through 8 and Algebra I)	o	o	o		
Indirect Linguistic Accommodations											
✓	✓	✓	✓	✓	1	Flexible schedule					
✓	✓	✓	✓	✓	4	Visual Aid (i.e., template to show only one item at a time)					
✓	✓	✓	✓	✓	18	Mark in test booklet or respond verbally					

Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program, page 10

Coordinators' Academy, Summer 2012 75

VIRGINIA DEPARTMENT OF EDUCATION

Refer to the Test Examiner's manual each year and/or consult with the DDOT and Title III Coordinator to learn of any changes to exemptions and accommodations.

Testing formerly LEP students

Students who have met state exit criteria for exiting ESOL services (FLEP) are not eligible for SOL accommodations. They must take the SOLs without accommodations/exemptions.

Annual Measureable Objectives

Based on the June 29, 2012, U.S. Department of Education approval of Virginia's request for flexibility under the *Elementary and Secondary Education Act of 1965* (ESEA), (also known as the *No Child Left Behind Act of 2001*), the Virginia Department of Education (VDOE) has established revised AMOs for federal accountability.

Virginia's Proficiency Gap Groups and Subgroups

Proficiency Gap Groups	Individual Subgroups
• **Gap Group 1** – students with disabilities, English language learners, and economically disadvantaged students (unduplicated count) • **Gap Group 2** – Black students, not of Hispanic origin, including students with disabilities, English language learners, and economically disadvantaged students • **Gap Group 3** – Hispanic students, of one or more races, including students with disabilities, English language learners, and economically disadvantaged students	• All students • Asian students • White students • Economically disadvantaged students • English language learners • Students with disabilities

To establish revised AMOs under Virginia's ESEA flexibility plan, all schools in the state were rank ordered based on the percent of students that passed the assessment. Then, the number of students with an assessment record in each school was recorded. The pass rate of the school at the 20th percentile of total number of students with assessment records for the state represents the starting point for calculating the AMOs. The pass rate of the school at the 90th percentile of the state's total number of students with assessment records represents the ending point for calculating the AMOs. The difference in the pass rate for the school at the 20th percentile and the school at the 90th percentile is calculated and then divided in half to determine the percentage points by which the failure rate must be reduced. This percentage point difference is then divided by six to determine the needed annual increases in the pass rates so that the required reduction in the failure rate may be met. This process is repeated to establish separate AMOs in reading and mathematics for all students, the three proficiency gap groups, and the other individual subgroups. The data below were used in calculating the revised AMOs.

Attachment A to Supt's E-mail: August 1, 2013

Annual Measurable Objectives (AMOs) for Reading and Mathematics Under the Provisions of Virginia's Approved Application for U.S. Department of Education Flexibility from Certain Requirements of the *Elementary and Secondary Education Act of 1965* (ESEA)

Reading AMOs

The chart below displays the revised reading AMOs for accountability years 2013-2014 through 2017-2018 (Years 2-6) as calculated based on results of the new statewide reading assessments administered for the first time during the 2012-2013 school year.

Reading AMOs*							
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Gap Points Closed
Accountability Year	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	
Assessment Year	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	
All Students	85	66	69	72	75	78	12
Proficiency Gap Group 1 (Combined)	76	52	59	65	72	78	26
Proficiency Gap Group 2 (Black Students)	76	49	57	64	71		29
Proficiency Gap Group 3 (Hispanic Students)	80	53	60	66	72		25
Students with Disabilities	59	30	42	54	66		48
LEP Students	76	44	52	61	69		34
Economically Disadvantaged Students	76	52	59	65	72		26
White Students	90	74	75	76	77		4
Asian Students	92	80	Continuous Progress				

* Every subgroup is expected to meet the AMOs above or the prior year's pass rate, *whichever is higher*, up to 90 percent, for all students and every student subgroup. Safe harbor and other flexibility provisions remain in effect that are permitted by ESEA and are included in Virginia's ESEA Flexibility plan. An additional safe harbor provision is included for schools that exceed the AMOs, but fall short of the previous year's passing rate. Federal requirements may be met if the pass rate exceeds the AMO target and falls within five percent of the previous year's passing rate. This provision may not be used for more than two consecutive years.

Mathematics AMOs

The chart below displays the revised mathematics AMOs as calculated in fall 2012 based on results of the new statewide mathematics assessments administered for the first time during the 2011-2012 school year.

Mathematics AMOs*							
	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**	**Gap Points Closed**
Accountability Year	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	
Assessment Year	**2011-2012**	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	
All Students	61	64	66	68	70	73	12
Proficiency Gap Group 1 (Combined)	47	52	57	63	68	73	26
Proficiency Gap Group 2 (Black Students)	45	51	56	62	67		28
Proficiency Gap Group 3 (Hispanic Students)	52	56	60	65	69		21
Students with Disabilities	33	41	49	57	65		40
LEP Students	39	46	53	59	66		34
Economically Disadvantaged Students	47	52	57	63	68		26
White Students	68	69	70	71	72		5
Asian Students	82	Continuous Progress					

* Every subgroup is expected to meet the AMOs above or the prior year's pass rate, *whichever is higher*, up to 90 percent, for all students and every student subgroup. Safe harbor and other flexibility provisions remain in effect that are permitted by ESEA and are included in Virginia's ESEA Flexibility plan. An additional safe harbor provision is included for schools that exceed the AMOs, but fall short of the previous year's passing rate. Federal requirements may be met if the pass rate exceeds the AMO target and falls within five percent of the previous year's passing rate. This provision may not be used for more than two consecutive years.

Questions regarding Virginia's revised AMOs may be submitted to ESEA@doe.virginia.gov.

School Accreditation

Additionally, according to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*,

> The scores of LEP students enrolled in Virginia public schools fewer than 11 semesters may be removed from the calculation used for the purpose of school accreditation required by 8 VAC 20-131-280.C. and 8 VAC 20-131-300.C. Completion of a semester shall be based on school membership days. Membership days are defined as the days the student is officially enrolled in a Virginia public school, regardless of days absent or present. For a semester to count as a completed semester, a student must have been in membership for a majority of the membership days of the semester. These semesters need not be consecutive [8 VAC 20-131-280 D 1].
>
> The scores of LEP and transfer students will be used in the calculation of a school's accountability (accreditation) rating if it will benefit the school.

For more information on the assessment of LEP students, please refer to *Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program* that can be found here: http://www.doe.virginia.gov/VDOE/Assessment/LEPStudentsparticipationguidelines.pdf

Section Seven
Parental Involvement, Translation/Interpretation and Community Resources

While involving parents in education has been outlined in legislation since 1964, Title I and Title III of the No Child Left Behind Act of 2001 (NCLB) place a renewed and expanded emphasis on the involvement of all parents and, in particular, LEP parents. *NCLB defines parental involvement as "the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities"* [Section 9101(32)]. Furthermore, Title III of the law requires that schools provide "an effective means of outreach to parents of LEP children to inform them of how they can be active participants in their child's education to help them learn English and succeed academically" [Section 3302(e)(1)]. To communicate in a meaningful way with LEP parents, schools must "hold regular meetings for these purposes, and the information must be presented in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand" [Section 1118(e)(5)].

Increasing the involvement of LEP parents is not a simple matter. "Parent involvement is a process" -not a single event or program of activities; therefore, it requires the ongoing energy and effort, of the school staff and community (Davis 1989). Schools must carefully consider the linguistic, cultural, and educational backgrounds of LEP parents and skillfully develop a parental outreach program that teaches them about their role and responsibility as academic partners with their child's school.

The following are examples of ESOL parent outreach, provided by the Virginia Department of Education:

- Be creative with resources. Bring resources to parents and the community rather than basing them in one school.
- Use the local native language newspapers or international grocery stores or restaurants to announce school events to parents.
- Offer workshops with general information parents must know about the American education system. If the school is not in a central location, hold the workshops in community centers or local businesses. ESOL teachers, the Parent and Family Resource Coordinator, the Spanish translator, and the Title III Coordinator have the Parents as Educational Partners (PEP) curriculum and have participated in training for delivery of this curriculum with parents. ACPS has customized portions of the PEP curriculum for the local school division.
- Hold an open house/orientation for LEP parents with concurrent sessions in different languages (i.e., welcome by school staff, tour of school and child's classroom, meet the teachers, demonstrate classroom activities, etc.). Explain to parents how they can be volunteers, mentors, and aides at the school. Make sure open house is not competing with other school or community activities.
- Use simplified language, different fonts, color paper, etc. to highlight important parental information being sent home.

Further information can be found in the document "Increasing Limited English Proficient (LEP) Parent Involvement" published by the VDOE:
http://www.doe.virginia.gov/instruction/ESOL/standards_resources/resources/increasing_parent_involvement.pdf.

Translation/Interpretation

Translation and interpretation services are provided to parents that require assistance. Translation is written - it involves taking a written text (such as a letter, a book or an article) and translating it in writing into the target language. *Essential information* provided to native English speaking parents should be translated and provided to parents in their native language, to the extent feasible. Interpretation is oral - it refers to listening to something spoken (a speech or phone conversation) and interpreting it orally into the target language. Parents may request interpreters during parent conferences, back to school nights, or during an IEP meeting. ACPS provides the services of a translator/interpreter to schools, part-time, in the languages of Spanish and Creole. The Speak and Listen technology devices are available in the division for use in interpreting during large group sessions with parents. The use of free technology apps and websites for translation and interpretation services is also encouraged.

ESOL parents are asked what language they prefer to receive oral communication and written communication from the school on the home language survey. This information should then be entered into PowerSchool by the registrar (secretary or guidance counselor as designated) for reference when sending out communications or arranging conferences and parent meetings.

Essential information that should be translated and communications that should interpreted included but may not be limited to: (a) documents regarding special education issues, such as IEP meetings and evaluations, issues arising under the Individuals with Disabilities Education Act or Section 504 of the Rehabilitation Act, (b) comments on report cards or other academic progress reports; (b) documents provided to parents/guardians during the disciplinary process; (c) requests for parent permission for student participation in division/school sponsored programs and activities; (d) announcements distributed to students that contain information about school and division activities for which notice is needed to participate in such activities (*e.g.*, testing, school performances, activities requiring an application); and (e) any other written information describing the rights and responsibilities of parents or students and the benefits and services available to parents and students.

Each school will maintain a list of all available personnel in the building who speaks a language other than English and can serve as interpreters or translators with their current phone numbers, building location, and email addresses. These individuals will not be called from their instructional responsibilities unless it is an emergency. However, they may be used to translate or interpret at meetings/events if the division translator/interpreter is not readily available.

Community Resources

Accomack County Public Schools Parent and Family Resource Coordinator: Lankford Hwy. Oak Hall, VA Pauline Milbourne, Coordinator 757-824-2824

Accomack County Dept. of Social Services: 787-1530

Accomack County Health Department: 23191 Front St. Accomac, VA 787-5880

Accomack County Library: Front St. Accomac, VA 787-3400

Accomack County Parks and Recreation: 23337 Cross St. Accomac, VA 787-3900

Eastern Shore Community College (ESCC), Adult Education: The purpose of the adult education program is to provide educational opportunities for adults who wish to acquire competencies necessary for further education, employment, or personal enrichment. English for Speakers of Other Languages (ESOL) Classes are for individuals 18 years of age and over who have a native language other than English. **29300 Lankford Hwy. Melfa, VA 789-1789**

Eastern Shore Community Services Board: 442-3636

Eastern Shore Literacy Council, ESCC: 29300 Lankford Hwy. Melfa, VA 789-1789

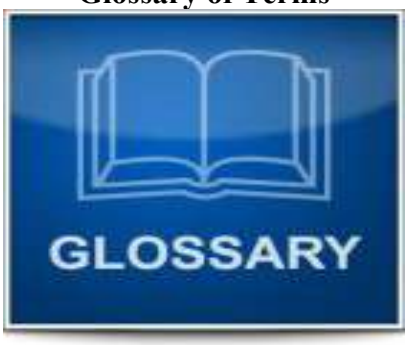
Eastern Shore Rural Health: 20306 Badger Lane Onley, VA 787-7374

Parent Educational Advocacy Training Center (PEATC): http://www.PEATC.org

Parent Institute for Quality Education (PIQE): http://www.piqe.org/index.php

Telemon: 15421 Merry Cat Lane Belle Haven, VA 442-2002

Section Eight
Glossary of Terms



ACCESS for ELLS: Assessing Comprehension and Communication in English State-to-State for English Language Learners. This is the state approved English language proficiency administered annually.

AMAO: Annual Measurable Achievement Objective
Section 3122 of the No Child Left Behind Act (NCLB) of 2001 requires that LEAs develop annual measurable achievement objectives (AMAOs) for limited English proficient (LEP) students served in Title III-funded local education agencies (LEAs). LEAs receiving Title III funds will be accountable for meeting the AMAOs.

BICS: Basic Interpersonal Communicative Skills
This acronym refers to the kind of language skills students need to talk with teachers, other adults, and classmates on a daily basis in informal situations, such as in the classroom or on the playground. These skills may not be sufficient to allow limited English proficient children to excel in school.

CALP: Cognitive Academic Language Proficiency
This acronym refers to the kind of language skills related to school achievement. Literacy skills such as reading comprehension, decoding meaning from context, writing mechanics, writing proficiency, vocabulary development, and content-area comprehension are included in this aspect of language proficiency.

CLD: Culturally and Linguistically Diverse (student)

Content Inclusion: In this model, ESOL teachers push into a grade level or core content classrooms to support content instruction. ESOL teachers support the academic content being taught within a language framework by reinforcing academic vocabulary, using strategies specific to ESOL instruction, modifying and adapting materials, instruction, and curriculum based on individual student language needs, etc. It is a division level expectation that ESOL teachers in a content mainstreaming situation plan and modify instruction with the classroom/core area teachers.

ELL: English Language Learner (student)

ELD: English Language Development (standards)

ELP: English Language Proficient (proficiency level)

ESL: English as a Second Language (program)

ESOL: English for Speakers of Other Languages (program)
A structured language learning program or curriculum designed to teach English to students whose native language is not English.

FEP: Fully English proficient. FEP is an example of a language proficiency category which refers to students who are capable of functioning in an English-only educational environment in the areas of comprehension, speaking, reading, listening and writing skills.

FLEP: Formerly Limited English Proficient (student)
FLEP students are no longer eligible for ESOL services because they have tested proficient (Level 6) on the federally mandated annual ELP test (ACCESS). FLEP students are monitored for two years, thus identified as Level 6, Monitor Year 1 and Monitor Year 2. ESOL teachers are assigned FLEP students on their caseloads and consult with classroom teachers quarterly to document monitoring of progress.

L1: First language
This acronym refers to the primary or native language (NL) the student acquired and which she/he normally uses; generally, but not always, the language usually used by the parents of the student.

L2: Second language.
This acronym refers to the second or target language (TL) which a person (at any age) acquires, either formally through school instruction or informally through communication with speakers of that language.

LEA: Local Education Agency

LEP:
Federal Definition of LEP Student: An LEP student is classified as one:

(A) who is aged 3 through 21;
(B) who is enrolled or preparing to enroll in an elementary school or secondary school;
(C) (i) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant;

OR

(ii) 1-who is a Native American or Alaska Native, or a native resident of outlying areas, and
(ii) 2- who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency;

OR

(iii) who is migratory, whose native language is a language other than English and who comes from an environment where a language other than English is dominant.

AND

(D) whose difficulties speaking, reading, writing, and understanding the English language may be sufficient to deny the individual:
(i) the ability to meet the State's proficient level of achievement on State assessments as described in section 1111 (b)(3);
(ii) the ability to achieve successfully in classrooms where the language of instruction is English, or

(iii) the opportunity to participate fully in society.

Limited English proficiency. This acronym refers to students with a primary language other than English who may come from a background or home environment where a language other than English is routinely spoken. This may affect English proficiency. The student's proficiency level in English may create an obstacle and inhibit the student's ability to benefit from an education conducted in English. The English language proficiency level would need to be measured in all skill areas (formally and informally).

MPI: Model Performance Indicator. A model performance indicator (MPI) is a single cell within the standards' matrices that describes a specific level of English language development (ELD) for a language domain. An MPI is the smallest unit of a topical strand.

NCLB – No Child Left Behind Act

PEP- Parents as Educational Partners
This curriculum was developed at the national level and the Virginia Department of Education supports it in delivering information to parents of ELLs, to help them understand the United States and local educational system.

Pull-out ESOL: In an ESOL pull-out model, students divide their time between ESOL instruction and the general classroom. Students are "pulled out" of general education instruction during any class period (art, music, social studies, mathematics, etc.) to receive instruction in English. Usually LEP students are taught in a separate small group setting consisting of only LEP students. Pull-out classes may be composed of students from one language group or from different language backgrounds, and students may be grouped by grade-level or proficiency level. English instruction is adapted to students' overall proficiency levels and levels by domain.

Refugee: One who has fled the native country (e.g., Vietnam, Cambodia, Ethiopia, Somalia, Iraq...) usually for political asylum based on a well-founded fear of political persecution and/or family safety. Refugee status, including that of "resident alien" is determined by the Immigration and Naturalization Services which provides a special ID card with such designation.

SEA: State Educational Agency

Sheltered Instruction: In this model, ESOL teacher and content teacher are *co-teaching* within the content classroom *using integrated language and content methods*, standards-based language and content objectives, language learning strategies, cooperative learning strategies, and students' background knowledge. Typically, but not exclusively, sheltered instruction occurs during Language Arts instruction. Sheltered instruction may occur during mathematics, science, and social studies as well. The sheltered instruction may be delivered via any co-teaching model.

SIFE: Students with Interrupted Formal Education (student)

SIOP: Sheltered Instruction Observation Protocol (instructional framework, practice)

VDOE: Virginia Department of Education

VGLA: Virginia Grade Level Alternative

This is an alternative assessment for the Virginia Standards of Learning Assessment for qualifying students. It is the primary responsibility of the classroom teacher to collect evidence and compile the VGLA. The ESL teacher may contribute evidence to the collection.

W-APT: W-APT stands for the WIDA-ACCESS Placement Test™. This assessment tool, known as the "screener", is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular district.

WIDA: World-Class Instructional Design and Assessment (consortium)

WIDA ELD Standards: The WIDA Consortium's English Language Development Standards for English Language Learners (ELLs) in Pre-Kindergarten through Grade 12 encompass:

- Social and Instructional language
- The language of Language Arts
- The language of Mathematics
- The language of Science
- The language of Social Studies

Online Resources from the Virginia Department of Education

- **World-Class Instructional Design and Assessment English Language Proficiency Standards Companion Resource Document for Teachers and Administrators**
  http://www.doe.virginia.gov/VDOE/Instruction/ESOL/wida_elp_standards.pdf

- **Virginia Department of Education World-Class Instructional Design and Assessment (WIDA) ELP Standards Instructional Videos**
  http://www.doe.virginia.gov/VDOE/Instruction/ESOL/elp_videos.html

- **English: Strategies for Teaching Limited English Proficient (LEP) Students – A Supplemental Resource Guide to the K-12 English Standards of Learning Enhanced Scope and Sequence**
  http://www.pen.k12.va.us/VDOE/Instruction/ESOL/LEPenglishResource.pdf

- **Mathematics: Strategies for Teaching LEP Students – A Supplemental Resource to the K-12 mathematics Standards of Learning Enhanced Scope and Sequence**
  http://www.doe.virginia.gov/VDOE/Instruction/ESOL/LEPmathResource.pdf

- **Limited English Proficient Students: Guidelines for Participation in the Virginia Assessment Program**
  http://www.doe.virginia.gov/VDOE/Assessment/LEPStudentsparticipationguidelines.pdf

- **Increasing Limited English Proficient (LEP) Parent Involvement**
  http://www.doe.virginia.gov/VDOE/Instruction/ESOL/increasing-LEP-parent-involvement.pdf

Online Resources from the United States Department of Education

Title I, Part A
Improving Basic Programs Operated by Local Educational Agencies
http://www.ed.gov/policy/elsec/leg/esea02/pg2.html

Title I, Part C
Education of Migratory Children
http://www.ed.gov/policy/elsec/leg/esea02/pg8.html

Title II, Part A
Preparing, Training, and Recruiting High Quality Teachers and Principals
http://www.ed.gov/policy/elsec/leg/esea02/pg20.html

Title IV, Part B
21st Century Community Learning Centers Grant (21st CCLC)
http://www.ed.gov/policy/elsec/leg/esea02/pg51.html

Additional Web Resources

Appalachia Regional Educational Laboratory:
http://ies.ed.gov/ncee/edlabs/regions/appalachia/index.asp

Center for Advanced Research on Language Acquisition: http://www.carla.umn.edu

Colorincolorado: http://www.colorincolorado.org (news headlines related to ELLs)

The Center for Applied Linguistics: http://www.cal.org

National Center for Education Evaluation and Regional Assistance: http://ies.ed.gov/ncee/

National Center for English Language Acquisition: http://www.ncela.gwu.edu

Northwest Regional Educational Laboratory: http://www.nwrel.org/index.php

Pacific Regional Educational Laboratory: http://www.prel.org

WestEd: http://www.wested.org/cs/we/print/docs/we/home.htm

World-Class Instructional Design and Assessment (WIDA®) Consortium: http://www.wida.us

Appendices

Accomack County Schools

Notification of English Language Proficiency Test Results and ESL Program Eligibility

Student:
Grade:
School:
LEP Status: LEP

The State requires that any student with a language other than English on the Home Language Survey (HLS) be administered an English language proficiency test. The test that is currently used is the WIDA MODEL for K. The English language proficiency test results help identify students with limited English skills by evaluating their English proficiency in listening, reading, speaking and writing. After taking the English language proficiency test, students with limited English proficiency (LEP) may qualify for an English as a Second Language (ESL) program.

Your child. took the test on and their test results are listed below.

Oral	Literacy	Composite Proficiency Level (CPL)

The WIDA MODEL K test results are ranked into the following categories:

 # - *Proficiency Level* - Description
1 - ***Entering*** - Knows and uses minimal social language and minimal academic language with visual support
2 - ***Beginning*** - Knows and uses some social English and general academic language with visual support
3 - ***Developing*** - Knows and uses social English and some specific academic language with visual support
4 - ***Expanding*** - Knows and uses social English and some technical academic language
5 - ***Bridging*** - Knows and uses social and academic language working with grade level material
6 - ***Reaching*** - Knows and uses social and academic language at the highest level measured by this test

ESL Program Eligibility

Based on your child's English language proficiency test scores and academic achievement results (if available), your child is eligible to participate in the ESL program for the school year.

LEP Service Description
Service #1: Push-in
Frequency: 3 times per Week
Duration: 0:30
Service #2: Push-in
Frequency: 5 times per Week
Duration: 0:30

ESL Program Benefits
The goal of the ESL Program is to help ESL students obtain English language proficiency so they can meet State and Federal grade level academic standards for grade promotion, graduation, and the Federal English language growth and proficiency requirements. English language development instruction develops listening, speaking, reading, and writing skills within a content-based framework.

Teachers of ESL students provide a variety of specialized services until students demonstrate listening, speaking, reading, and writing skills in English that are sufficient for them to succeed academically in the regular classroom.

ESL Program Services
Some ESL students participate in regular classes and have scheduled ESL instruction based on their English proficiency levels.

Additional School System-Wide Programs
All students, regardless of English proficiency are eligible to participate in the following programs:

- Special Education and Related Services as defined under *IDEA 2004* (eligible students)
- Gifted and Talented Program (eligible students)
- Title I (eligible students)

Exit Procedures
Our goal is to exit students from ESL identification as soon as possible. Parents are notified when students exit ESL identification. Exited students' grades are monitored for a minimum of two years to ensure academic success. In addition, at the secondary level, our expected goal is that 100% of our ESL students will graduate from high school.

Parent(s) Rights
You have the right to waive or remove your child from ESL program services. Please indicate your decision regarding your child's placement in the ESL program by checking one of the two boxes shown below.

	Yes, I want my child to participate in the ESL program for the current school year. I understand that my child will be tested again in the spring with the English language proficiency test to determine progress in the English language.
	No, I do not want my child to participate in the ESL program for the current school year. I understand that my child will be tested again the spring with the English language proficiency test to determine progress in the English language.

Please sign and date this letter below and return it to the ESL teacher.

Parent/Guardian Signature _____ Date _____ Telephone Number _____

Refusal of ESOL Services

I understand that my child, _____, qualifies for the English for Speakers of Other Languages (ESOL) services at _____School. I understand that the Accomack County Public School's ESOL program is designed to provide the English language skills and academic foundation for my child to be successful in school.

At this time, I choose not to have my child enrolled in the ACPS-ESOL program. I understand that I have the option to re-enroll my child in the ESOL program at any time in the future. My child may begin to receive services then, if he/she is still eligible.

Parents/Guardians must complete and sign a "Refusal of ESOL Service Form" and return this form for **each year** you intend to remove your child from ESOL services. English language learners who have refused services are still **required to participate in annual language proficiency assessments** required by the state until they meet exit requirements, may still receive LEP accommodations on state assessments, will be listed as LEP in reporting to the state, and will have their progress monitored throughout the year.

The parents/guardians may request ESOL services at any time after opting out. This request is made in writing to the school principal.

_____
Parent/Guardian Signature

_____
Date

_____
Principal's Signature

_____
ESOL Teacher's Signature

Apéndice B

Rehusó de Servicios de ESOL

Yo entiendo que mi hijo/a, _____, califica para los servicios de (ESOL) hablantes de Ingles de Otros Lenguajes en _____. Yo entiendo que el programa del ESOL de las Escuelas Publicas del Condado de Accomack esta diseñado para proveer habilidades de el Lenguaje de Ingles y una fundación académica para el éxito de mi hijo/a en la escuela.

En este tiempo, he elegido no inscribir a mi hijo en el programa de ACPS-ESOL. Yo entiendo que tengo la opción de re-inscribir a mi hijo/a en el programa de ESOL en cualquier tiempo en el futuro. Mi hijo/a puede empezar a recibir servicios si, el/ella es elegible aun en ese tiempo.

Padre(s)/Tutor(es) deben completar y firmar un forma de "Rehusó de Servicios de ESOL" y regresar este forma **cada ano** que usted no quiere que su hijo reciba servicios de ESOL. Los Aprendices del Lenguaje de Ingles que han rehusado servicios en el pasado aun son **requeridos a participar en las evaluaciones anuales de competencia de lenguaje** requeridos por el estado hasta que cumplan con los requisitos de salida, pueden recibir acomodaciones de LEP (Competencia de Ingles Limitado), será alistado en LEP en reportar al estado y tendrán su progreso monitoreado atravez del ano.

Los Padre(s)/Tutor(es) pueden pedir servicios de ESOL en cualquier tiempo después de haber rehusado servicios. Este pedido se hace por escrito y dirigido al director de la escuela.

_____
Firma de Padre/Tutor

_____
Fecha

_____
Firma del Director de la Escuela

_____
Firma de la Maestra de ESOL

Appendix B, Refusal of Services Letter (Creole)

Refize Sèvis ESOL

Mwen konpran ke pitit mwen, _____, kalifye pou sèvis Anglè pou Moun ki Pale Lòt Langaj (ESOL) nan Lekòl _____. Mwen konpran ke pwogram ESOL la ki pou Lekòl Piblik Accomack yo la pou bay pitit mwen sa li bezwen pou Anglè ak fondasyon akademik ki nesesè pou gen siksè nan lekòl.

Kounye a, mwen chwazi pou pa enskri pitit mwen nan pwogram ACPS-ESOL la. Mwen konpran ke mwen gen opsyon pou re-enskri pitit mwen nan pwogram ESOL la nenpòt lè nan lavni an. Pitit mwen ka komanse resevwa sèvis lè sa, si li toujou kalifye.

Paran/Gadyen dwe komplete e siyen yon fòm "Refize Sèvis ESOL" e retounen fòm sa pou **chak ane** ke ou vle retire pitit ou nan sèvis ESOL yo. Moun ki ap apran langaj Anglè ki refize sèvis **dwe patisipe toujou nan tès anyal pou tcheke kompetans Langaj** ke Eta a demann pou nou bay tout timoun paske se yonn nan kondisyon pou timoun soti nan pwogram nan, lè yo ap repòte bay Eta a yo ap mete sa nan lis kòm LEP, epi yo ap siveye pwogrè tout ane a.

Paran/Gadyen ka mande sèvis ESOL nenpòt lè aprè yo te chwazi pou pa patisipe. Ou dwe fè demann sa pa ekriti bay direktè lekòl la.

_____
Siyati Paran/Gadyen

_____
Dat

_____
Siyati a Direktè a

_____
Siyati a Pwofesè ESOL la

_____

Accomack County ESOL Enrollment Checklist

Appendix C, Enrollment Checklist

Part I- to be completed by registrar /counselor & submitted to the principal.

Student's Name:_____
Grade:_____
Date of registration:_____
Date enrolled in school:_____
Language Spoken at (per Home Language Survey): _____

☐ Yes ☐ No Was the student enrolled *in another Virginia school*?
If yes, what school division: _____
If yes, what is the ACCESS Score?_____ Year of ACCESS Score?_____
If yes, the number of semesters enrolled in Virginia is _____.
Has the number of semesters enrolled in VA been updated in Power School?
☐ Yes ☐ No

If yes, provide most recent SOL scores (as applicable to grade)
Mathematics_____ Reading_____ Science_____ Social Studies_____

In previous school, child was:
☐ Receiving ESOL services ☐ Opting out of ESOL services

☐ Monitor Status Yr. _____

☐ Yes ☐ No Was the prior school in *another WIDA participating state*?
If yes, what is the ACCESS Score?_____ Year of ACCESS Score?_____

☐ Yes ☐ No Was the prior school in another division using Ellevation?
(Refer to list on Ellevation website)
If yes, has the student transfer request been completed on Ellevation?
(Under administrative tab)
☐ Yes ☐ No

☐ Yes ☐ No Is the student new to the country?
If yes, does the student have prior schooling in the home country?
☐ Yes ☐ No

☐ Yes ☐ No Are previous ACCESS/W-APT Scores available? (Scores would not be available if the student is new to a WIDA state or new to the country.) If not available, scheduled date for the W-APT screening to be administered in Accomack is_____.

*W-APT screening is to be administered ***within ten (10) days*** of student enrollment and ***only once per calendar year***.

Registrar's Printed name, initials & date. Forward this document to the building principal for completion of Part II on the reverse side.

_____ _____ _____
Printed Name Initial Date

Part II- to be completed the building principal.

Yes No Is initial placement of student in appropriate classroom(s) based on available ELP data?
Homeroom Teacher_____
Check if this is a temporary placement until W-APT is completed (*10 days)
W-APT Score once administered_____
Any change in placement (yes or no)_____

Yes No Is student placed in appropriate language instructional program based on the ELP assessment?
Case Manager/ESL Teacher_____

Yes No Is this student's information entered into Power School & Ellevation data bases?

Yes No Parent notification letter sent? Date_____
Within 30 days school year start or within 2 weeks of the child's placement in ESOL.

Yes No Did parent refuse services? Date parent met with school staff/principal to sign Refusal of ESL Services form_____
(*Refusal form is signed every year/file copy in the cumulative record).

Yes No LEP plan and accommodations page completed? Date_____

Yes No LEP plan signed by ESL teacher, classroom teacher(s), parent, & principal?
Date:_____

Principal's printed name, initial, and date.

_____ _____ _____
Printed Name Initial Date

**UPON COMPLETION OF THIS CHECKLIST,
RETURN IT TO THE CASE MANAGER FOR HIS/HER REVIEW AND
FILE IN THE STUDENT'S CUMULATIVE RECORD BEHIND THE LEP TAB.**

Accomack County Public Schools (ACPS)
Student Home Language Survey

The registrar completes this HLS with information provided by the parent /guardian.

Under provisions of the Civil Rights Act of 1964, each student's dominant language must be identified. This information is essential in order for schools to provide meaningful instruction. Your cooperation in meeting this requirement is appreciated. Please provide answers to questions below.

Student Name: _____ Date of Birth: _____

Grade: _____ School: _____

Date of Entry to US: _____ Date of Entry to VA Public School_____

Relationship of Person Completing Survey:

☐ Mother ☐ Father ☐ Guardian ☐ Other (specify)

_____

Answer each question below:

1. What the first language that this student spoke?

   _____

2. Is there a language other than English spoken in the home? ☐ Yes ☐ No

   Which language(s)? _____

3. Does the student speak or understand a language other than English? ☐ Yes ☐ No

   Which language(s)? _____

4. In which language do you, the parent/guardian, prefer to receive oral communication from the school?

   _____

5. In which language do you prefer to receive written communication from the school?

   _____

   _____

   Parent/Guardian Signature Date

This procedure meets federal requirements for identifying and assessing language minority students in order to provide appropriate instructional support services for those students found to be English language learners. If another language is indicated on the home language survey. The student will be tested for English language proficiency. Parents or guardians will be informed of the results of the English language proficiency assessment.

(Registration Packet, Insert pg. 5)

Appendix E, Exit ESOL Services Form

ESOL Exit Services Form

Date form completed _____

Place this completed form in the student's cumulative record.

Student_____Grade_____

ID#_____School_____

Caseload Manager for monitoring student_____

Virginia exit requirements:

Overall composite and literacy score of 5.0 or higher on Tier C of the Spring ACCCESS for ELLs.

ACCESS for ELLs exit services:

Overall composite score_____ Literacy score_____

After meeting State exit requirements, students must be monitored for two years. These two years are indicated by a 6Y1 (6 Year 1) and a 6Y2 (6 Year 2) in the student information section on PowerSchool and Ellevation.

This child will be identified as a 6Y1 for the 20____/20____ school year.

This child will be identified as a 6Y2 for the 20____/20____ school year.

This child will have completed their <u>two years of monitoring</u> and be identified as Non-LEP for

the 20____/20____ school year.

_____ _____

ESOL Teacher's Signature Date

Formulario de Salida de Servicios de ESOL

Fecha que forma es llenada: _____

Pongan esta forma completa en el expediente del estudiante acumulativo.

Estudiante_____Grado_____

ID#_____Escuela_____

Gerente de la Carga de Casos para monitorear al Estudiante _____

Requisitos de Salida de Servicios de Virginia:

Composición general y literaria con un puntaje de 5.0 o mas alto en el nivel C de los accesos hechos para ELL'[s.

ACESO al los servicios de ELL (Ingles como Segundo lenguaje):

Grado de composición _____ Grado literaria. _____

Después de cumplir con los requisitos del Estado, los estudiantes serán monitoreados por dos anos. Estos dos anos son indicados e en la sesión de información de padres en lo que se conoce como Power School y Elevaciones.

El estudiante será identificado tal como 6Y1 por el ano escolar 20____/20____.

El estudiante será identificado tal como Monitoreo de dos anos identificado.

_____ _____

Firma de Maestros Fecha

Fòm pou Soti nan ESOL

Dat nou ranpli fòm nan_____

Mete fòm ki ranpli sa a nan dosye kimilatif a elèv la.

Elèv_____ Ane Klas_____

Nimewo Idantifikasyon_____Lekòl_____

Manadjè pou konte konbyen ka lè nou siveye elèv _____

Kondisyon pou ou soti nan ELL nan Virginia:

Tout rezilata ansanm ak rezilate literè li dwe 5.0 oswa pi wo nan Tier C ki nan AKSÈ prentan pou ELL yo.

AKSÈ pou soti nan sèvis ELL yo:

Rezilta an jeneral _____ Rezilta pou literè _____

Aprè yo gen pwen ase pou soti daprè Leta, nou dwe siveye elèv yo pou de (2) ane. Nou endike 2 ane sa yo pa yon 6Y1 (6 ane 1) ak yon 6Y2 (6 ane 2) nan sèksyon enfòmasyon pou elèv ki sou PowerSchool ak Ellevation.

Nou ap idantifye elèv sa a kòm yon 6Y1 pou ane lekòl 20____/20____.

Nou ap idantifye elèv sa a kòm yon 6Y2 pou ane lekòl 20____/20____.

Timoun sa a fini ak siveyans pou de (2) ane yo epi nou ap idantifye li kòm yon Non-LEP (Pa-LEP) pou ane lekòl 20____/20____.

_____ _____

Siyati Pwofesè ESOL la Dat

- **Monitored Student**

Purpose of Form:

A student who has been classified as Formerly Limited English Proficient (FLEP) has met the exit criteria set by the state on the annual English proficiency exam. FLEP students are monitored for two years after reaching this exited status to ensure their academic success without ESL interventions. In accordance with State-mandated reporting procedures, the monitoring activities for these students must be documented regularly.

Instructions:

"The Non-LEP [FLEP] student is no longer eligible for LEP accomodations. However, if a Non-LEP student is also a student with a disability, he/she may receive accomdations based upon his/her IEP/504 Management Plan." [Fall 2010 Writing and Non-Writing Test Examiner's Manuals, Appendix D] At ELP Level 6, a student should be able to use: specialized or technical language reflective of the content areas at grade level; a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level; and oral or written communication in English comparable to proficient English peers. These indicators are exemplars of what a FLEP student should at the least be able to demonstrate with regard to comprehension in listening and reading as well as production in speaking and writing within mainstream classes in comparison with English-speaking peers.

Office Use Only
Form Number: 304303000240
Date Rcvd:
In ESL Reps: Yes / No
Entered By:

Student

Student Name: Elementary School Exited LEP:
STI #: Date of Birth:
Gender: Grade Level:

Questions

Based on your classroom interactions with during the last **Quarter**, please answer the following questions in the method indicated. The meanings for the scale-type answers are shown below.

Answer Scale Key:**1**=6 Year 1 **2**=6 Year 2 (Circle one

1 of 2

	only)	
1. English language proficiency	1 2	
2. Listening: Carries out oral instructions containing grade-level, content-based language	Yes	No
3. Listening: Constructs models or uses manipulatives to problem-solve based on oral discourse	Yes	No
4. Listening: Distinguishes between literal and figurative lanugage in oral discourse	Yes	No
5. Listening: Forms opinions of people, places, or ideas from oral scenarios	Yes	No
6. Speaking: Justifies/defends opinions or explanations with evidence	Yes	No
7. Speaking: Gives content-based presentations using technical vocabulary	Yes	No
8. Speaking: Sequences steps in grade-level problem-solving	Yes	No
9. Speaking: Explains in detail results of inquiry (e.g. scientific experiments)	Yes	No
10. Reading: Summarizes information from multiple related sources	Yes	No
11. Reading: Answers analytical questions about grade-level text	Yes	No
12. Reading: Identifies, explains, and gives examples of figures of speech	Yes	No
13. Reading: Draws conclusions from explicit and implicit text at or near grade level	Yes	No
14. Writing: Produces extended responses of original text approaching grade level	Yes	No
15. Writing: Applies content-based information to new contexts	Yes	No
16. Writing: Connects or integrates personal experiences with literature/content	Yes	No
17. Writing: Creates grade-level stories or reports	Yes	No

18. List any intervention(s) implemented. Include start date, description of intervention and person(s) responsible.

Monitoring Recommendations

As a classroom teacher for , I have been able to monitor academic progress during the indicated period and have submitted these answers and comments. Based on my observations, I recommend that: (check option below)

❑ The FLEP student has successfully met academic language expectations.

❑ Continue with current placement.

❑ The FLEP student has not successfully met academic language expectations.

❑ Reconsider for further services.

Printed Name of Classroom Teacher Class(es) I observed Student in

Signature of Classroom Teacher Date Signed

Note: After signing and dating this Monitoring Report Form, please send it to no later than . Call if you have questions about the form or cannot return it by the due date. Thanks for your input!

Data shown on Accomack County Public Schools reports may include confidential information which should not be disseminated without prior written approval. Secure any printed copies appropriately or destroy copies when no longer needed.

High School Sequence of Courses for ESOL Students –Standard Diploma

It should be noted that at the high school, many factors must be considered in order to register students for appropriate classes. Consideration should be given to student's academic background, language development level, and age.

Sample Schedule for Standard Diploma

	S1	S2
YEAR 1	ESOL 5710	ESOL 5710
	Algebra Part I	Algebra Part 2
	Earth Science	Health and PE 9
	Personal Finance	Art

	S1	S2
YEAR 2	ESOL 5710	Biology
	English 9	English 10
	World History 1	Health and PE 10
	Geometry Part 1	Geometry Part 2

	S1	S2
YEAR 3	ESOL 5710	Algebra 2
	English 11	Word Processing
	US Virginia	Keyboarding
	Elective or Trade & Industrial Program	Elective or Trade & Industrial Program

	S1	S2
YEAR 4	English 12	Office Administration
	Government	Applied Physics
	Elective or Trade & Industrial Program	Elective or Trade & Industrial Program
	Elective or Trade & Industrial Program	Elective or Trade & Industrial Program

Sample Schedule for ESOL Students- Advanced Diploma

	S1	S2
YEAR 1	English 9	Algebra I
	ESOL 5710	ESOL 5710
	Earth Science	World History I
	Foreign Language 1	Health and PE 9

	S1	S2
YEAR 2	English 10	Algebra II
	Biology	World History II
	Foreign Language 1	Foreign Language 1
	Health and PE 10	Personal Finance

	S1	S2
YEAR 3	English 11	Geometry
	Chemistry	Art I
	US Virginia	Keyboarding
	Office Administration	College History

	S1	S2
YEAR 4	College English	Pre Calculus
	Trigonometry	Physics
	Physics	College English
	Government	Elective

Date: 4/30/2013
Time: 2:55 PM

LEP Student Plan

Accomack County Schools

Report: ESLPEP01
Page: 1

This is your LEP Student Plan. It gives detailed information about your student, their background, and their English language abilities. This information is helpful in order to better teach your LEP student.

Student:	**Grade.**	**School:**	
STI #.	**ELP Designation.**	**LEP Status:**	LEP
Native Language:	**Came to US:**	**Yrs in US Schools:**	
Birth Country:	**Place of Birth:**	**Tier:**	
DOB:			
LEP Service #1:	**Frequency:**	**Duration:**	
Start Time:	**Stop Time:**	**Day(s):**	
Teacher:			
LEP Service #2:	**Frequency:**	**Duration:**	
Start Time:	**Stop Time:**	**Day(s):**	
Teacher:			

English Proficiency Test Scores

Each LEP student takes an English Proficiency test when they enroll and each spring. Each student receives a proficiency level in each domain (listening, speaking, reading, and writing) based on his raw scores. Once the student receives specific levels in all four domains they will no longer be considered an LEP student and will not receive ESL services.

ook the **W-APT 1 - 2** on and his test results are listed below.

Listening	Writing	Reading	Speaking	Composite Proficiency Level (CPL)
1 - *Entering*	2 - *Beginning*	1 - *Entering*	6 - *Reaching*	2.1

The test results are ranked into one of six categories, as shown below:

Proficiency Level	Description
1 - *Entering*	Knows and uses minimal social language and minimal academic language with visual support
2 - *Beginning*	Knows and uses some social English and general academic language with visual support
3 - *Developing*	Knows and uses social English and some specific academic language with visual support
4 - *Expanding*	Knows and uses social English and some technical academic language
5 - *Bridging*	Knows and uses social and academic language working with grade level material
6 - *Reaching*	Knows and uses social and academic language at the highest level measured by this test

Classroom Modifications

The following Classroom Modifications are to be used throughout the year in the regular classroom for

1.
2.
3.
4.

Goals

The ELL Goals listed below have been defined for

Annual	English language learners will use general and some specific language of the content areas. Use expanded sentences in oral interaction or written paragraphs. Use oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support.
Speaking	Student has achieved English proficiency in this domain.
Listening	The student will follow modeled, one step, oral directions. The student will identify pictures of everyday objects as stated orally. The student will point to real life objects reflective of content based related vocabulary or oral statements. The student will mimic gestures or movement associated with statements. (This is my left hand).
Reading	The student will identify symbols, icons, and environmental print. The student will match real life familiar objects to labels. The student will follow directions using diagrams or pictures.
Writing	The student will provide information using graphic organizers. The student will generate lists of words/phrases from word banks. The student will complete modeled sentences. The student will describe people, places, or objects from illustrated examples and models.

LEP Student Plan Accommodations

Accomack County Schools

The next section shows the testing situation for this particular student. Based on each LEP student's ELP scores, the State has created a cut score chart which gives LEAs guidance into what accommodations they can make for the student's testing. The accommodations listed below will be used by the student during standardized testing. All testing accommodations must be implemented in the classroom.

Year & Semester:	K-2 Assessments
	☑

Comments

Definitions, if applicable:

- *Regular Testing without Accommodations*: The student will take the test in a regular testing environment with no accommodations allowed.
- *Exempt from Testing*: The student will not take the test or any other alternative assessment for this test.
- *Testing with Accommodations*: The student will take the test with one or more Accommodations. For example, if needed, ESL students will be provided with a native-language English dictionary.

If the student qualifies for accommodations, then the student is permitted to use them in all testing situations. The student needs to be comfortable and used to each accommodation so when the end of the year testing time comes, they are used to having the listed accommodations. Please modify assessments using the accommodations for the student throughout the year on teacher made tests and other classroom assessments. Since this student is deemed LEP, they are eligible to receive ESL Services.

Acknowledgment

By signing this form I am indicating that I have read and understood the LEP Plan information.

Printed Name	Signature	Date

Data shown on Accomack County Public Schools reports may include confidential information which should not be disseminated without prior written approval. Secure any printed copies appropriately or destroy copies when no longer needed.

Dually Identified Students Q and A Document

1. What documentation of ESOL status is written in the PLOP?
The division created statement "Student X is an identified level __ ESOL student. He/she receives services based on the aligned IEP and ESL Student plans." must be included in the PLOP.

2. How long do the regular and ongoing consultation meetings for students receiving *indirect ESOL services* have to be?
The division expectation is that the ESOL and SPED teachers will meet for 30 minutes a month on the dually identified student. The 30 minutes can be broken up into several smaller meetings, but teachers will meet for 30 minutes on each dually identified student. Please note, the required 30 minute regular and on-going consultation meeting is *ONLY* for students who are found to *need indirect ESOL services*.

3. What does the regular and on-going consultation look like? Who should be meeting? What should be discussed?
The consultation should take place in a professional setting, face to face, and be conducted regularly and with a purpose. While e-mails are encouraged as a form of communication between teachers, the consultation should be face to face. E-mails do not count as part of the 30 minute consultation. The ESOL caseload manager and either the SPED caseload manager (if the caseload manager works with the student), OR the SPED roster teacher should be included in the consultation meetings. Additionally, these teachers may include the classroom/core content teachers if applicable. During the consultation, the teachers should discuss the dually identified student's academic progress, supporting the dually identified student's language acquisition, sharing strategies, etc.

5. Do ESOL teachers have to attend child study, initial evaluations, IEP, and re-evaluation meetings?
Yes. The division expectation is that the ESOL caseload manager must participate in the above listed meetings. If the ESOL caseload manager is unable to participate attend, the caseload manager must submit a narrative about the student, and another ESOL teacher must participate in the place of the caseload manager. The division expectation is that child study chairs will give ESOL caseload managers sufficient notice of child study, IEP, and other meetings in a timely fashion.

7. Do ESOL teachers need to attend child study, initial evaluations, IEP, and re-evaluation meetings for 6 year 1 and 2 students?
Yes. Since these students are still acquiring academic language and are being monitored, ESOL teachers must participate in these meetings.

8. How do we ensure that all IEPs of ELLs shall consider the language needs of the ELL as such needs relate to the ELL's IEP?
Follow the factors for IEP consideration guidelines. Question 7 relates to ESOL students.

9. How do ESOL caseload managers record the indirect services for dually identified ESOL students?
Indirect services notes are included in the appropriate comment section within the Ellevation database.

Indirect services are:

(a) regular (i.e., at least monthly) and ongoing consultation between an ESL endorsed teacher and either a general education or special education ("SPED") teacher of the ELL, including but not limited to the ESL

teacher training the general education or SPED teacher on how to instruct ELLs, suggesting and/or modeling sheltered strategies, and sharing ESOL and sheltered materials.

10. Should we put the minutes of ESOL service into the IEP?
No. The IEP addresses only SPED services and disability. ESOL is not a disability.

11. Do we have to provide direct ESOL services for Speech and Language dually identified students?
Yes, and the division expectation is these services/identifications do not preclude these students from receiving ESOL services or not. They will receive ESOL services. In the case of extenuating circumstances, an appeal may be made through school-based administration to the Director of Intervention and Prevention for indirect ESOL services for the student.

Who to Contact for More Information

1. I have a VGLA/SOL testing question. Who do I contact?
First, contact your School Testing Coordinator. If the STC cannot answer the question, he/she will refer it to the Division Director of Testing. If the DDOT cannot answer the question, he/she will refer it to the VA Dept of Ed.

2. I have a question about the WIDA Standards. Who do I contact?
First, talk with your lead ESOL teacher. If the lead ESOL teacher cannot answer the question, he/she will refer it to the Instructional Specialist or the Title III/ESOL Coordinator. If they cannot answer the question, they will work with the VA Dept of Ed or the WIDA help desk.

3. I have a question about administering the W-APT. Who do I contact?
First, talk with your ESOL lead teacher. If he/she cannot answer the question, they will refer it to the Division Director of Testing. If he/she cannot answer it, they will work with the WIDA help desk or MetriTech.

4. I have a question about administering the ACCESS for ELLs assessment. Who do I contact?
First, talk with your ESOL lead teacher. If he/she cannot answer the question, they will refer it to the Title III/ESOL Coordinator and/or the Division Director of Testing. If they cannot answer it, they will work with the WIDA help desk or MetriTech.

5. I have a question about ESOL/SPED. Who do I contact?
First, talk with your principal. The principal may refer the question to the Coordinator of SPED or ESOL. The Coordinators may refer the question to the VA Dept of Ed.

6. I have a question about ESOL instruction. Who do I contact?
First, talk with your lead ESOL teacher and principal. If they cannot answer the question, they will refer it to the Title III/ESOL Coordinator. If they cannot answer it, they will confer with the Superintendent or other appropriate individual and return to the school with a response.

7. I have a question about ESOL information in PowerSchool. Who do I contact?
First, work with your school secretary/registrar who is responsible for entering data into PowerSchool. Next, contact the office of the Division's Director of Testing (DDOT).

8. I have a question about Ellevation. I need a password or to run a report.
First, use the online help resources via Ellevation. If you still need assistance, contact the Title III/ESOL Coordinator or Instructional Specialist. If they are unable to help you, they will refer the matter to the office of the DDOT.

Language Codes

Code	Language	Code	Language	Code	Language
10	Abkhaz	1330	Sinhala	2730	Navaho
20	Afar	1340	Siswati	2740	Nez Perce
25	Afghan	1350	Slovak	2750	Nomlaki
30	Afrikaans	1360	Slovenian	2760	Nootka
40	Akan	1370	Somali	2770	Nootsack
50	Albanian	1380	Spanish	2780	Northern Paiute
60	Amharic	1390	Sundanese	2790	Ojibwa, Eastern
70	American Sign Language	1400	Swahili	2800	Ojibwa, Northern
80	Arabic	1410	Swedish	2810	Ojibwa, Western
90	Armenian	1420	Tagalog	2820	Okanagan
100	Assamese	1430	Tamil	2830	Omaha
110	Awadhi	1440	Tatar	2840	Oneida
120	Azerbaijani	1445	Tchamba	2850	Onondaga
130	Bashkir	1450	Telugu	2860	Osage
140	Basque	1455	Temene	2870	Other Athapascan-Eyak
150	Belarusan	1460	Thai	2880	Ottawa
160	Bengali	1465	Tigrinya	2900	Pacific Gulf Yupik
170	Bhojpuri	1470	Tonga	2910	Panamint (dialect of Shoshone)
180	Bihari	1480	Tsonga	2920	Passamaquoddy
185	Bisaya	1490	Turkish	2930	Patwin
190	Bislama	1500	Turkmen	2940	Pawnee
200	Bulgarian	1510	Twi	2950	Penobscot
210	Burmese	1520	Ukrainian	2960	Picuris
220	Breton	1530	Urdu	2970	Pima
230	Cambodian (Khmer)	1540	Uyghur	2980	Pomo (alt. For POL)
240	Carolinian	1550	Uzbek	2990	Pomo, Central
250	Catalan	1560	Vietnamese	3000	Pomo, Eastern
260	Cebuano	1570	Volapuk	3010	Pomo, Northeastern
270	Chhattisgarhi	1575	Wolof	3020	Pomo, Northern
280	Chamorro	1580	Yapese	3030	Pomo, Southeastern
290	Chinese, Hakka	1590	Yoruba	3040	Pomo, Southern
300	Chinese, Mandarin	1595	Yugoslavian	3050	Ponca (dialect of Omaha)
310	Chinese, Min Nan (Fukienese or Fujianese)	1600	Xhosa	3060	Potawatomi
320	Chinese, Yue (Cantonese)	1610	Zhuang, Northern	3070	Quapaw
330	Chittagonian	1620	Zulu	3080	Quechua, Ancash, Chiquian
340	Chuukese/trukese	1630	Abnaki	3090	Quechua, Ancash, Conchucos, Northern
350	Creole	1640	Achimawi	3100	Quechua, Ancash, Conchucos, Southern
360	Czech	1650	Ahtena	3110	Quechua, Ancash, Corongo
370	Danish	1660	Alabama	3120	Quechua, Ancash, Huaylas
380	Deccan	1670	Aleut	3130	Quechua, Ancash, Sihuas

385	Dinka	1680	Algonquin	3140	Quechua, Apurimac
390	Dutch	1690	Apache	3150	Quechua, Ayacucho
400	English	1700	Arapaho	3160	Quechua, Boliviano
410	Esperanto	1710	Araucanian	3170	Quechua, Cajamarca
420	Estonian	1720	Arikara	3180	Quechua, Chachapoyas
422	Ewe	1730	Athapascan	3190	Quechua, Chilean
425	Fante	1740	Atsina	3200	Quechua, Classical
430	Farsi	1750	Atsugewi	3210	Quechua, Catahuasi
440	Fiji	1760	Aucanian	3220	Quechua, Cuzco
450	Finnish	1770	Aymara	3230	Quechua, Huanca, Huaylla
460	French	1780	Aztec	3240	Quechua, Huanca, Jauja
470	Frisian	1790	Blackfoot	3250	Quechua, Huanuco, Huaylla
475	Fula	1800	Caddo	3260	Quechua, Huanuco, Huamalies-Northern Dos De Mayo
480	Fulfulde, Nigerian	1810	Cahuilla	3270	Quechua, Huanuco, Maranon
485	Ga	1820	Cakchiquel, Central	3280	Quechua, Huanuco, Panao
490	Galican	1830	Cakchiquel, Eastern	3290	Quechua, Huanuco, Southern Dos De Mayo-Margos Chau
500	Georgian	1840	Cakchiquel, Mam	3300	Quechua, Lambayeque
510	German	1850	Cakchiquel, Northern	3310	Quechua, North Bolivian
520	Greek	1860	Cakchiquel, Santa Maria de Jesus	3320	Quechua, North Junin
530	Greenlandic	1870	Cakchiquel, Santo Domingo	3330	Quechua, North Lima Cajatambo
550	Guarani	1880	Cakchiquel, Southern	3340	Quechua, Northwest Jujuy
570	Gujarati	1890	Cakchiquel, Southwestern	3350	Quechua, Pacaroas
580	Haitian, Creole French	1900	Cakchiquel, Western	3360	Quechua, Pasco, Santa Ana De Tusi
590	Haryanvi	1910	Cayuga	3370	Quechua, Pasco-Yanahuanca
600	Hausa	1920	Chasta Costa	3380	Quechua, Pastaza, Southern
610	Hebrew	1930	Chemeheuvi (dialogue of Ute)	3390	Quechua, Puno
620	Hiligaynon	1940	Cherokee	3400	Quechua, San Martin
630	Hindi	1950	Chetemacha	3410	Quechua, San Rafael-Huariaca
640	Hmong	1960	Cheyenne	3420	Quechua, South Bolivian
650	Hungarian	1970	Chinook Jargon	3430	Quechua, Yauyos
655	Ibo	1980	Chiricahua	3440	Quekchi
660	Icelandic	1990	Chiwere	3450	Quiche, Central
670	Igbo	2000	Choctaw	3460	Quiche, Cunen
680	Ilocano	2010	Chumash	3470	Quiche, Eastern
690	Indian	2020	Clallam	3480	Quiche, Joyabaj
700	Indonesian	2030	Cocomaricopa	3490	Quiche, San Andres
710	Island Carib	2040	Coeur d'Alene	3500	Quiche, West Central
720	Italian	2050	Columbia	3510	Quinault
730	Japanese	2060	Comanche	3520	Sahaptian
750	Kannada	2070	Cowlitz	3530	Saint Lawrence Island Yupik
760	Kashmiri	2080	Cree	3540	Salish, Southern Puget Sound
770	Kazakh	2090	Crow	3550	Salish, Straits

780	Kinyarwanda	2100	Cuna	3560	San Carlos
790	Kirundi	2110	Cupena	3570	Sandia
800	Korean	2120	Dakota	3580	Santiam
810	Kosraen	2130	Delaware	3590	Seneca
815	Krahn	2140	Delta River Yuman	3600	Serrano
817	Krio	2150	Diegueno	3610	Shastan
819	Kurdi	2160	Eskimo	3620	Shawnee
820	Kurdish	2170	Eyak	3630	Shoshone
830	Kurmanji	2180	Foothill North Yokuts	3640	Siuslaw
840	Kyrgyz Kirghiz	2190	Fox	3650	Southern Maidu
850	Latin	2200	French Cree	3660	Southern Paiute
855	Lebanese	2210	Guarani	3670	Spokane
860	Lingala	2220	Guaymi	3680	Tachi
870	Laothian	2230	Haida	3690	Tanacross
880	Latvian	2240	Han	3700	Tanaina
890	Lithuanian	2250	Havasupai	3710	Tanana
900	Lombard	2260	Hichita	3720	Tarahumara Baja
905	Luganda	2270	Hidatsa	3730	Central
907	Macedonian	2280	Hopi	3740	Northern
910	Madura	2290	Hupa	3750	Southeastern
920	Magahi	2300	Ingalit	3760	Southwestern
930	Maithili	2310	Inupik	3770	Tarascan
940	Malagasy	2320	Iroquois	3780	Tewa
945	Malawi	2330	Jicarilla	3790	Tillamook
950	Malay	2340	Kalispel	3800	Tiwa, Northern
960	Malayalam	2350	Kansa	3810	Tiwa, Southern
970	Maltese	2360	Karok	3820	Tlingit
980	Marathi	2370	Kawaiisu	3830	Tonkawa
990	Marshallese	2380	Keres	3840	Towa
1000	Marwari	2390	Keres	3850	Tsimshian
1010	Mongolian	2400	Kickapoo	3860	Tubatulabal
1020	Napoletano-Calabrese	2410	Kiowa	3870	Tupi
1030	Nauru	2420	Kiowa-Apache	3880	Tuscarora
1040	Nepali	2430	Klamath	3890	Twana
1050	Norwegian	2440	Koasati	3900	Upland Yuman
1060	Occitan	2450	Koyukon	3910	Upper Chehalis
1070	Oriya	2460	Kuchin	3920	Upper Chinook
1080	Oromo, West-Central	2470	Kutenai	3930	Upper Kuskokwim
1090	Palau	2480	Kwakiutl	3940	Upper Tanana
1100	Panjabi, Eastern	2490	Lower Chehalis	3950	Upriver Yuman
1110	Panjabi, Western	2500	Luiseno	3960	Ute
1120	Pashto, Northern	2510	Maidu, Northeast	3970	Walapai
1130	Pashto, Southern	2520	Maidu, Northwest	3980	Wappo
1135	Patois	2530	Maidu, Valley	3990	Washo
1140	Pohnpeian	2540	Makah	4000	Wichita

1150	Polish	2550	Mam	4010	Winnebago
1160	Portuguese	2560	Mandan	4020	Wintun
1165	Punjabi	2570	Maya	4030	Wiyot
1170	Quechua	2580	Menomini	4040	Wyandot
1190	Romanian	2590	Miami	4050	Yaqui
1200	Russian	2600	Micmac	4060	Yavapai
1210	Rwanda	2610	Mikasuki	4070	Yuchi
1220	Samoan	2620	Miwok, Southern Sierra	4080	Yuki
1230	Sangho	2630	Miwok, Central Sierra	4090	Yuma
1240	Sanskrit	2640	Miwok, Coast	4100	Yupik, Central
1250	Saraiki	2650	Miwok, Lake	4110	Yupik, Central Siberian
1260	Serbian	2660	Miwok, Northern Sierra	4120	Yupik, Pacific Gulf
1270	Serbo-Croatian	2670	Miwok, Plains	4130	Yurok
1280	Sesotho	2680	Mixteco, San Juan Mixtepec	4140	Zapoteco, Yalalag
1290	Setswana	2690	Mohawk	4150	Zapoteco, Yatzachi
1300	Shona	2700	Mono	4160	Zuni
1310	Sindhi	2710	Mountain Maidu	9999	Unknown or unlisted language
1320	Singhalese	2720	Muskogee		

Translated Forms for Child Study Team & Student Services

Accomack County Public Schools

Learners Community Challenge Growth

CST-2 (English)

Dear Parent,

Our school has a Child Study Team (CST) that meets regularly to discuss the needs of students. We have found that the sharing of information and ideas among staff members and parents is helpful in finding solutions for problems experienced by our students.

Your child, _____ has been referred to our CST so that we can help him/her make better progress in/with_____
_____

The CST meeting for your child will take place at _____
_____, on _____
at _____

We invite you to attend this meeting as an active participant to help determine what interventions might work best for your child. Also, your attendance at this meeting will help to strengthen the communication between the school and home and will help to assist your child's learning efforts.

Please plan to attend the meeting. If the time is not convenient, please call me and we will work together to find another time during the teachers work hours. I look forward to seeing you at the meeting.

Sincerely,

_____
CST Chairperson

Phone _____

cc: file

ACCOMACK COUNTY Public Schools

Learners Community Challenge Growth

Traducción Al Español

Fecha: _____

Nuestra escuela tiene un Equipo de Estudio Infantil (CST-Child Study Team) que se reúne con regularidad para discutir las necesidades de los estudiantes. Encontramos que cuando los miembros de la facultad y los padres comparten ideas e información acerca del niño(a) esto ayuda a encontrar soluciones a los problemas de aprendizaje que tienen nuestros estudiantes.

Su hijo (a): _____, ha sido referido/a a nuestro Equipo de Estudio Infantil (CST) para poder ayudarle a progresar en/con: _____

_____

_____

La reunión del Equipo de Estudio Infantil (CST) se llevara a cabo en la escuela Primaria Metompkin el día _____ a la(s):

_____

Le invitamos a esta reunión como un participante activo que ayude a determinar cuales son las intervenciones que mas puedan ayudar a su hijo/a. También su asistencia a esta reunión puede ayudar a fortalecer la comunicación entre la escuela y el hogar. Esto ayudara en cuanto a los esfuerzos de aprendizaje de su hijo(a).

Por favor haga planes para asistir a esta reunión. Si el horario no es conveniente, por favor llame y trabajaremos juntos para encontrar otro horario durante las horas de trabajo de los maestros. Espero verle en la reunión.

Atentamente,

_____

Presidente del Equipo de Estudio Infantil

Accomack County Public Schools

Learners Community Challenge Growth

Chè Paran,

Lekòl nou an genyen yon pwogram yo rele Ekip Etid pou Elèv (CST) ki rankontre regilyèman pou diskite sa pitit ou bezwen. Nou te jwen ke bon lè nou pataje enfòmasyon ant manm pèsonèl ak paran yo li ede nou jwen solisyon pou pwoblèm ke pitit ou rankontre epi li pi.

Nou te refere pitit ou a, _____ a CST pou nou ka ede li fè plis pwogrè ak akademik li nan_____
_____

Reyinyon CST pou pitit ou ap fèt nan _____, an _____a _____.

Nou envite ou pou ou vini patisipe nan reyinyon pou ede nou detèmine ki jan de entèvansyon ki ap pi bon pou pitit ou. Epitou, prezans ou nan reyinyon sa ap ede kominikasyon ant lakay ak lekòl epi li ap ede efò pitit ou fè pou apran.

Tanpri fè plan pou vini nan reyinyon an. Si lè a pa bon pou ou, tanpri rele mwen epi ansanm nou ap jwen yon lè ki pi bon pou ou ak pwofesè a. Mwen swete pou wè ou nan reyinyon an.

Sensèman,

_____
Prezidan CST

Nimewo Telefòn _____

cc: file

CST Meeting Summary to Parent/ Guardian

_____
(school address)

_____

_____

_____
(date)

Dear _____, (parents/guardian/surrogate parent)

Your child, _____, was referred to our Child Study team (CST) for help in/with _____

_____.

The CST met on _____ and recommend the following strategies and interventions:

_____

_____

_____

_____

Follow-up is planned as noted below:

_____

_____

_____

_____

Please feel free to call me if you have any questions or concerns about the recommendations and the follow-up plan.

Sincerely,

_____
CST Chairperson
Phone _____

CST-4 (Spanish)
(09/08)

Escuela Primaria _____

Teléfono (757)
Fax (757)

_____
Fecha

Estimado(s) _____Padre(s)/Tutor(es)

Su hijo, _____ fue referido a nuestro Equipo de Estudio Infantil (CST) para recibir ayuda en el área de _____
_____

El Equipo de CST se reunió el _____ y las siguientes estrategias e intervenciones son recomendadas:

_____

_____

_____

_____

El seguimiento próximo será:

_____

_____

_____

_____

Favor de hablarme si tiene alguna pregunta o preocupación de las recomendaciones y el plan de seguimiento.

Sinceramente,

_____
Presidente del Equipo de Estudio Infantil

CST/Teléfono _____

_____
(Dat)

Chè _____, (paran/gadyen/paran sibtitisyon)

Nou te refere pitit ou, _____, bay ekip etid po timoun (CST) pou ede nan/ak _____

_____.

CST a te rankontre an _____ e yo te rekòmande estrateji ak entèvansyon sa yo:

_____

_____

_____

_____

Nou mete nòt pou nou kontinye swiv plan an anba a:

_____

_____

_____

_____

Tanpri rele mwen si ou genyen nenpòt kesyon oswa bagay ki konsène ou de rekòmandasyon yo ak plan pou nou swiv la.

Sinsèman,

_____
Prezidan CST
Telefòn _____

CST-7
2/11

ACCOMACK COUNTY PUBLIC SCHOOLS
OFFICE OF SPECIAL EDUCATION
PRIOR NOTICE and REQUEST FOR PERMISSION TO EVALUATE

STUDENT _____ DOB _____ DATE _____

The Accomack County Public Schools provides many specialized programs designed to assist children with educationally disabling conditions. To determine whether your child is eligible for these services a formal evaluation is required. All assessments are available at no cost to the child or parents, and you have the right to participate in the consideration of the areas to be assessed. If this is a triennial reevaluation, your written permission is also requested before a formal evaluation can be conducted. The parent(s) of a child with a disability or who may have a disability have certain protections as provided in "Your Family's Special Education Rights", the Virginia Procedural Safeguards Notice (08/09) that is enclosed. If this document is not enclosed or if you require assistance to understand the provisions of this document, you may request a copy by contacting the office of the Special Education Coordinator at 757-824-3360. Your permission is required/requested to complete the assessments described and checked below:

/ **HEARING AND VISION SCREENING** (*required by regulations*)

☐ **EDUCATIONAL Evaluation:** written report describing current educational performance and identifying instructional strengths and weaknesses in academic skills and language performance.

☐ **SOCIOCULTURAL Evaluation:** written report based on the use of information collected through an interview.

☐ **ADAPTIVE BEHAVIOR Evaluation:** written report from a qualified psychologist based on the use of information collected through social appraisal instruments.

☐ **PSYCHOLOGICAL Evaluation:** written report from a qualified psychologist based on the use of a battery of appropriate instruments which shall include individual intelligence test(s) and psycho-educational tests.

☐ **TEACHER REPORT:** notations from the child's teacher, describing the student's classroom behavior and academic performance, strengths and weaknesses within the school environment.

√ **CLASSROOM OBSERVATION:** a written summary of observation of behavior and academic performance in the regular classroom (or other appropriate environment).

☐ **DEVELOPMENTAL Evaluation:** written report of assessment of how the child functions in the major areas of development such as cognition, motor, social/adaptive behavior, perception, and communication. (For preschool level assessments only.)

☐ **SPEECH AND LANGUAGE Evaluation:** written report to evaluate how well your child can speak and understand language.

☐ **OTHER RECOMMENDED EVALUATIONS:** (e.g. occupational therapy, physical therapy, vision, audiological) _____

The decision to recommend (or not recommend) a formal evaluation was based on the following information: _____

_____

Before deciding to recommend (or not recommend) a formal evaluation, the school division considered the following options: _____

_____

These options or strategies were rejected because _____

Other factors relevant to this proposal: _____

YES I give permission for the evaluation/reevaluation described above and I have received a copy of the "Your Family's Special Education Rights (08/09).	**NO** I do not give permission for the evaluation/reevaluation described above, and I have received a copy of "Your Family's Special Education Rights (08/09).
Parent Signature _____ Date _____	Parent Signature _____ Date _____
Address _____ City _____ Zip _____	Address _____ City _____ Zip _____
Home Phone _____ Work Phone _____	Home Phone _____ Work Phone _____

Enclosure: "Your Family's Special Education Rights", Virginia Procedural Safeguards Notice (08/09)

ESCUELAS PUBLICAS DEL CONDADO DE ACCOMACK
OFICINA DE EDUCACION ESPECIAL
NOTICIA PREVIA y SOLICITACION PARA OBTENER PERMISO PARA EVALUAR

ESTUDIANTE _____ **FDN** _____ **FECHA** _____

Las Escuelas Publicas del Condado de Accomack proveen muchos programas especializados designados a asistir a los niños con condiciones discapazitantes educacionalmente. Para determinar si su hijo/a es elegible para estos servicios una evaluación formal es requerida. Todas las evaluaciones están disponibles sin costo al niño/a o al padre y usted tiene el derecho de participar en la consideración en las áreas que van a ser evaluadas. Si esta es una re-evaluación tri-anual, su permiso escrito también es requerido antes que se pueda hacer la evaluación formal. El/los padre(s) de un niño/a con discapacidad o que tenga una discapacidad tiene ciertas protecciones los cuales se les ha proveído en su libreta llamada "Los derechos de la familia con respecto a Educación Especial", el Aviso de garantías procesales de Virginia (11/07) están incluidos. Si este documento no esta incluido o si usted requiere asistencia en entender las provisiones de este documento, usted puede pedir una copia poniéndose en contacto con la oficina de Educación Especial con el/la Coordinador/a de Educación Especial al 757-787-7765.

/ EVALUACION AUDITIVA Y DE VISION (*requerido por regulaciones*)

□ **EVALUACION EDUCACIONAL**: reporte escrito describiendo rendimiento educacional actual e identificando las fuerzas y las debilidades instructivas en su rendimiento académico de habilidades y lenguaje.

□ **EVALUACION SOCIOCULTURAL: reporte** escrito basado en información colectada atravez de una entrevista.

□□**EVALUACION DE COMPORTAMIENTO ADAPTIVO:** reporte escrito de un psicólogo cualificado basado en el uso de información colectada atravez de instrumentos de evaluación.

□ **EVALUACION PSICOLOGICA**: reporte escrito de un psicólogo cualificado basado en el uso de instrumentos apropiados de batería que incluirán evaluación de inteligencia individual y evaluación psico-educativo.

□ **REPORTE DE MAESTRO/A:** anotaciones de el/la maestro/a del estudiante=s, describiendo el comportamiento en la aula del estudiante y su rendimiento académico, fuerzas y debilidades dentro del ambiente escolar.

□ **OBSERVACION DE AULA/CLASE: reporte** escrito de la observación del comportamiento y rendimiento académico en la aula/clase regular (u otro ambiente apropiado).

□ **EVALUACION DE DESARROLLO:** reporte escrito de la valoración de cómo las funciones del niño/a en las áreas mayores de desarrollo tales como conocimiento motor, comportamiento social/adaptivo, percepción y comunicación. (Solamente para evaluaciones de nivel pre-escolar)

□ **EVALUACION DEL HABLA Y LENGUAJE**: reporte escrito para evaluar que tan bien puede hablar y entender el lenguaje su hijo.

□ **OTRAS EVALUACIONES RECOMENDADAS**: (ejemplo: terapia ocupacional/profesional, terapia física, visión, audiológica) _____

La decisión para recomendar (o no recomendar) una evaluación formal fue basada en la siguiente información: _____

_____

Antes de decidir si recomendar (o no recomendar) una evaluación formal, la división de las escuelas considero las siguientes opciones: _____

_____

Estas opciones o estrategias fueron reusadas por: _____

Otros factores pertinentes en esta propuesta: _____

YES Doy permiso para que la evaluación/re-evaluación descrita arriba sea hecha y yo he recibido una copia de "Los derechos de la familia con respecto a Educación Especial". (11/07). Firma de Padre(s) _____Fecha_____ Domicilio_____Ciudad _____ Co Postal_____ Teléfono _____ Celular_____	**NO** Yo no doy permiso para que la evaluación/re-evaluación descrita arriba sea hecha y yo he recibido una copia de "Los derechos de la familia con respecto a Educación Especial". (11/07). Firma de Padre(s) _____Fecha _____ Domicilio _____Ciudad_____Co Postal _____ Teléfono _____Celular _____

Incluido: "Los derechos de la familia con respecto a Educación Especial", Aviso de Garantías Procesales de Virginia (11/2007)

LEKÒL PIBLIK ACCOMACK YO
OFIS EDIKASYON ESPESYAL
NOTIS AVAN ak MANDE PÈMISYON POU EVALYE

ELÈV _____DAT NESANS _____ _____DAT_____

Lekòl Piblik Accomack yo gen anpil pwogram espesyal ki la pou ede timoun ki gen kondisyon ki enfimite. Pou nou deside si pitit ou kalifye pou sèvis sa yo nou bezwen fè yon tès pou evalye li. Tout evalyasyon yo disponib gratis pou timoun oswa paran yo, e ou genyen dwa pou ou patisipe nan konsiderasyon nan ki zòn ke nou ap evalye. Si sa se yon re-evalyasyon ki ap fèt chak twa (3) ane, nou ap bezwen pou ou bay nou pèmisyon avan nou fè yon evalyason fòmèl. Paran timoun ki andikape oswa ki enfimite gen kèk proteksyon ke nou endike nan "Your Family's Special Education Rights(Dwa edikasyon espesyal a fanmi ou)", Notis pou Pwoteje Pwosedi a Virginia (08/09) ki nan liv la. Si dokiman sa a pa ladan oswa si ou bezwen èd pou ou konprann sa dokiman an di, ou ka kontakte ofis Koòdonatè Edikasyon Espesyal la e mande yon kopi nan 757-824-3360. Nou dwe genyen pèmisyon ou pou nou konplete evalyasyon sa yo ke nou dekri e tcheke anba a:

□ **TÈS POU TANDE AK VIZYON** *(regilasyon mande pou nou toujou fè sa)*
□ **EVALYASYON Edikasyonal:** rapò an ekriti ki dekri pèfòmans aktyèl ak idantifye fòs nan ansèyman ak feblès nan talan akademik ak pèfòmans langaj.
□ **EVALYASYON Sosyal Kiltirèl:** rapò an ekriti ki baze sou enfòmasyon ke nou kolèkte nan entèvyou.
□ **EVALYASYON Adapte kompòtman:** rapò an ekriti pa yon doktè sikoloji ki kalifye ki baze sou itilizasyon de yon enstriman a batri ki gen ladan tès individyèl pou entèlijans ak tès psiko-edikasyonal.
□ **RAPÒ A PWOFESÈ:** Notasyon ki soti nan men pwofesè pitit la, ki dekri konpòtman pitit ou a nan salklas la ak pèfòmans akademik li, fòs ak feblès nan anviwònman lekòl la.
□ **OBZÈVASYON NAN SALKLAS LA:** yon rezimé an ekriti de obzèvasyon konpòtman ak pèfòmans akademik nan salklas regilye li (oswa nan lòt anviwònman ki apwopriye).
□ **EVALYASYON Devlòpman:** rapò an ekriti de evlyasyon de kòman pitit la fonksyone nan zòn devlòpman ki pi gwo tankou konpreyansyon, talan motè, konpòtman sosyal oswa jan li adapte, ak kominikasyon. (Pou evalyasyon nivo preskolè sèlman).
□ **EVALYASYON Lapawòl ak Langaj li:** rapò an ekriti ki evalye koman pitit ou ka pale e konprann langaj.
□ **LÒT EVALYASYON NOU REKÒMADE:** (pa egzanp, terapi okipasyonèl, terapi fizikal, vizyon, odyolojikal) _____.

Desizyon pou nou rekòmande (oswa pa rekòmande) yon evalyasyon fòmèl la te baze sou enfòmasyon sa yo:

_____

Avan nou deside pou rekòmande (oswa pa rekòmande) yon evalyasyon fòmèl, divizyon lekòl la te konsidere opsyon sa yo:

_____

Nou pa te pran opsyon oswa estrateji sa yo paske: _____

Lòt faktè ki bon pou pwopozisyon sa: _____

WI Mwen bay pèmisyon pou evalyasyon oswa re-evalyasyon nou dekri anwo a e mwen resevwa yon kopi de "Dwa Edikasyon Espesyal a Fanmi ou (08/09)". Siyati Paran _____Dat _____ Adrès _____ Site _____Kòd Postal _____ Telefòn Pou Lakay _____Pou Travay_____	**NON** Mwen bay pèmisyon pou evalyasyon oswa re-evalyasyon nou dekri anwo a e mwen resevwa yon kopi de "Dwa Edikasyon Espesyal a Fanmi ou (08/09)". Siyati Paran _____ Dat _____ Adrès _____Site _____Kòd Postal _____ Telefòn Pou Lakay _____ Pou Travay_____

Kloti: "Dwa Edikasyon Espesyal a Fanmi ou", Notis pou Pwoteje Pwosedi a Virginia (08/09)

Accomack County Schools
Special Education Services
P.O. Box 330
Accomac, Virginia 23301
Phone: 757-854-3360
Fax: 757-824-3375

PERMISSION TO RELEASE INFORMATION

In an effort to determine appropriate educational services, permission is hereby given for release of any information pertaining to my child:

- ☐ Medical
- ☐ Scholastic
- ☐ Sociological
- ☐ Educational
- ☐ Psychological
- ☐ Other _____

Student Name Date of Birth

Between Accomack County School division and the following agency or individual:

_____
_____
_____
_____

Signature of the parent/guardian/or surrogate: _____
Date: _____

Signature of the person obtaining permission: _____
Position: _____
Date: _____

This permission is active for <u>one full year</u> from the date of the parent's signature unless otherwise indicated below.

_____
_____

Escuelas del Condado de Accomack
Servicios de Educación Especial
P.O. Box 330
Accomac, Virginia 23301
Phone: 757-854-3360
Fax: 757-824-3375

PERMISO PARA DAR INFORMACION

En un esfuerzo de determinar servicios educacionales apropiados, se otorga este consentimiento en dar información que concierne a mi hijo/a en las siguientes áreas:

- ☐ Medica
- ☐ Escolar
- ☐ Sociológica
- ☐ Educacional
- ☐ Sicológica
- ☐ Other _____

Nombre del Estudiante Fecha de Nacimiento

Entre de La División Escolar del Condado de Accomack y la siguiente agencia o individual:

_____
_____
_____
_____

Firma de Padre(s)/Tutor (es)/ o Suplente(s): _____
Fecha: _____

Firma de la persona obteniendo permiso: _____
Posición: _____
Fecha: _____

Este permiso es activo por <u>un ano completo</u> del día que los padre(s) firmen solo que se indiqué otra cosa abajo.
_____
_____

Lekòl Piblik Accomack Yo
Sèvis Edikasyon Espesyal
P.O. Box 330
Accomac, Virginia 23301
Telefòn: 757-854-3360
Fax: 757-824-3375

PÈMISYON POU NOU BAY ENFÒMASYON

Nan yon efò pou nou detèmine ki sèvis edikasyonal ki apwopriye, mwen bay pèmisyon pou bay nenpòt enfòmasyon ki gen rapò a pitit mwen:

- ☐ Medikal
- ☐ Eskolè
- ☐ Sosyolojik
- ☐ Edikasyonal
- ☐ Sikolojik
- ☐ Lòt _____

Non Elèv la Dat Nesans

Ant Divizyon lekòl Accomack yo ak lòt ajans sa yo oswa moun endividyèl:

_____
_____
_____
_____

Siyati paran/gadyen/oswa
moun ki ranplase paran: _____
Dat: _____

Siyati moun nan ki ap
jwenn pèmisyon an: _____
Pozisyon: _____
Dat: _____

Pèmisyon sa a bon pou <u>yon ane</u> komanse nan dat ke paran siyen sof si nou di yon lòt lè anba a.

_____
_____

Accomack County Schools
Student Services Office
P.O. Box 330
Accomac, Virginia 23301
Phone: 757-787-5754 Fax: 757-787-2951

Eastern Shore Community Services Board
Authorization for Mental Health Services
Through Agreement with Accomack County Schools

The Eastern Shore Community Services Board (ESCSB) is authorized upon execution of this letter to provide diagnostic support services as specified below. The fee for this specified service is to be billed to Accomack County Schools (ACS). Accomack County Schools will remit payment services upon receipt of a written report of diagnostic impressions.

If a parent/student and Mental Health counselor determine a need for additional services, payment for those additional services will be the responsibility of the parent/student.

If a parent and/or counselor believe that the child may have a disability which may require special education services, the parent and/or counselor may contact the Office of the Director of Special Education Program at 824-3360 to initiate a referral for evaluation under the Individuals with Educational Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 as amended.

Student _____

Authorized for payment of two (2) diagnostic support counseling sessions.

_____	_____
School Psychologist	Director of Student Services
_____	_____
Date	Date

The original of this document shall be given to the parent. To make an appointment, the parent should follow these instructions:

1. Call 665-1260 for telephone intake. At that time, the first appointment will be scheduled.

2. Take this form to the first appointment for payment of the first two appointments.

3. After the first two appointments, the parent will be responsible for payment.

Escuelas del Condado de Accomack
Oficina de Servicios al Estudiante
P. O. Box 330
Accomack, Virginia 23301
Teléfono 757-787-5854 Fax 757-787-2951

Mesa Directiva de Servicios a la Comunidad de Eastern Shore
Autorización par recibir Servicios de Salud Mental
Acuerdo Entero con Escuelas del Condado de Accomack

La Mesa Directiva de Servicios a la Comunidad de Eastern Shore (ESCSB) esta autorizada empezando con la ejecución de esta carta para proveer servicios de apoyo diagnostico tal como esta especificado abajo. El cobro por este servicio se mandara a las Escuelas del Condado de Accomack (ACS). Las Escuelas del Condado de Accomack remitirán pago por los servicios en tanto reciban un reporte escrito de las impresiones del diagnostico.

Si un padre/estudiante y un consejero de Salud Mental determinan que necesitan servicios adicionales, el pago por esos servicios será la responsabilidad del padre/estudiante.

Si un padre y/o consejero creen que el niño/a puede tener una des habilidad que puede requerir servicios de educación especial, el padre y/o el consejero pueden ponerse en contacto con la Oficina de Director del Programa de Educación Especial al 824-3360 para iniciar la referencia para evaluación bajo el Acta de Des Habilidades de Educación Individual o la Sección 504 de la Acta de Rehabilitación tal como fue emendado en 1973.

Estudiante: _____

Autorización de Pago para 2 (dos) sesiones de consejería de apoyo diagnostico.

_____	_____
Sicólogo de la Escuela	Director de Servicios Estudiantiles
_____	_____
Fecha	Fecha

El original de este documento se le dará a los padre(s). Para hacer cita, los padre(s) deberán seguir las siguientes instrucciones:

1. Llame al 665-1260 para encuesta por teléfono. Durante esta llamada, la primera cita será hecha.

2. Lleve esta forma a su primera cita para dar pago de las primeras dos sesiones.

3. Después de las primeras dos citas, el/los padre(s) serán responsables por cualquier pago.

Lekòl Piblik Accomack Yo
Ofis Sèvis pou Elèv
P.O. Box 330
Accomac, Virginia 23301
Telefòn: 757-787-5754 Fax: 757-787-2951

Konsèy Sèvis Kominote a Eastern Shore
Otorizasyon pou sèvis santé mantal
Nan Akò ak Lekòl Accomack yo

Konsèy Sèvis Kominote a Eastern Shore ki rele ESCSB ap otorize lè yo jwen lèt sa pou yo bay sipò dyagnostik ke nou espesifye anba a. Lekòl Accomack (ACS) yo ap peye pri sèvis espesifik sa a. Lekòl Accomack yo ap voye lajan pou sèvis yo lè yo resevwa yon rapò pa ekriti de enpresyon dyagnostik yo.

Si yon paran oswa elèv ak konseyè Sante Mantal detèmine yon bezwen pou plis sèvis, paran oswa elèv la ap responsab pou peman an.

Si yon paran ak/oswa konseyè kwè ke pitit la ka gen yon andikap ki ka bezwen sèvis edikasyon espesyal, paran an ak/ oswa konseyè a ka kontakte Ofis a Direktè Pwogram pou Edikasyon Espesyal nan 824-3360 pou komanse yon referans pou pou evlyasyon ki anba Lwa Endividyèl avèk Andikap Edikasyonal (IDEA) oswa Seksyon 504 nan lwa Reyabilitasyon de 1973 ke yo te modifye.

Elèv_____

Otorize pou peman de de (2) sipò sesyon pou konsèy dyagnostik.

_____ _____
Doktè Sikoloji pou Lekòl la Direktè a Sevis pou Elèv yo

_____ _____
Dat Dat

Nou ap bay paran an dokiman orijinèl la. Pou mete yon apwentman, paran an dwe swiv direksyon sa yo:

1. Rele 665-1260 pa telefòn pou komanse. Nan lè sa, yo ap mete premye apwentman an.
2. Ale ak fòm sa a nan premye apwentman an pou peman a premye de (2) apwentman yo.
3. Aprè de (2) premye apwentman yo, paran an ap responsab pou peman.