



**PATRICK COUNTY
PUBLIC SCHOOLS**
PATRICK COUNTY, VIRGINIA

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ELL Parent Notification Letter

To the parent(s)/guardian(s) of: _____ Date: _____

School: _____ DOB: _____

Grade: _____ Primary Language: _____

English Language Learner (ELL) Identification

Under Title VI of the *Civil Rights Act of 1964*, U.S. schools are required to identify English language learners (ELLs) and assess their English proficiency level. A language other than English has been indicated on your child's enrollment documents. Therefore, the WIDA English language proficiency screening assessment has been administered to your child.

English Language Proficiency Screening Assessment Results

Based on his/her score of _____, your child's English language proficiency has been identified at the following level:

- | | | |
|---------------|--------------|----------------|
| 1 – Entering | 2 – Emerging | 3 – Developing |
| 4 – Expanding | 5 – Bridging | 6 – Reaching |

A description of each English language proficiency level is listed below:

1 – Entering:

- pictorial or graphic representation of the language of the content areas; and
- words, phrases or chunks of language when presented with one-step commands, directions, WH, 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; and
- 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; and
- 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; and
- 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; and
- 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; and
- oral or written communication in English comparable to proficient English peers.

Language Instruction Program Description

The goal of the language instruction program is to assist ELLs in becoming fully proficient in English and meeting the same challenging state content standards as all other students are expected to meet.

The goal of Patrick County Schools is to provide LEP students support in learning English and academic content, passing with proficiency on standardized tests, and earning a high school diploma. Teachers and tutors who have been specifically trained in educational practices for LEP students assist LEP students in reaching these goals.

The following models are used for instruction:

- Pull-Out - Students on level 1 and 2 will receive services outside their regular classroom.
- Inclusion - Students on level 3 and 4 will receive assistance from the ELL teacher and the regular teacher in the mainstream classroom. Some small-group work may be necessary with these students.
- Monitor - (Levels 5 and 6) Once placed on this level, students must be monitored for at least 2 consecutive years before exiting the program.
- ELL Class- Patrick County High School offers a 1 credit course based upon the individual needs of the ELL student.

Teachers and tutors will work closely with the reading coaches in the elementary schools. Student schedules will be based on individual needs. Placement is based on the student's English ability and skills, previous schooling, age and grade level, and the school's schedule, staffing and class offerings.

ELL students will be exited from the program when they independently meet passing requirements in grade-level classes for a minimum of two full years and pass at the proficient level on all required standardized SOL tests. The transition generally depends on the student's English level at the time of initial program eligibility.

Exit Requirements

School divisions in Virginia use the ACCESS for ELLs[®] test to determine the English language proficiency of ELL students. The four language domains of listening, speaking, reading, and writing are incorporated into the state's definition of "proficient" in English through the World-Class Instructional Design and Assessment (WIDA[®]) English Language Development (ELD) standards.

ELLs in Kindergarten will be considered proficient when they earn a composite score of 5.0 or above and a literacy score of 5.0 or above on the Accountability Proficiency Level on the ACCESS for ELLs[®] test. ELLs in grades 1-12 will be considered proficient when they earn a composite score of 5.0 or above and a literacy score of 5.0 or above on Tier C of the ACCESS for ELLs[®] test. ELLs who have met the proficiency criteria will be considered Level 6 (formerly LEP) for two years, during which time their academic achievement will be monitored.

Expected Rate of Graduation

School divisions in Virginia expect all students, including ELLs, to graduate within four years of entering the 9th grade. However, federal provisions provide that students may graduate within five or six years, if needed.

ELL Students with Disabilities

If your child is a student with a disability and requires an Individualized Education Plan (IEP) or a 504 Plan, the language instruction program will be utilized in coordination with your child's existing plan.

Parental Rights

Parents and guardians have the right to: 1) decline to enroll their child in the language instruction program; 2) enroll or remove their child from the language instruction program at any time during the school year; and 3) choose other program options for their child with the assistance of Patrick County Public Schools.

Questions

If you have any questions regarding your child's participation in the ELL program or would like further information regarding any of the specific areas discussed in this letter. Please contact your child's ELL teacher.