

2019

Virginia Department of Juvenile Justice



DIVISION OF EDUCATION ENGLISH LEARNER (EL) GUIDANCE

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PREFACE

The Virginia Department of Juvenile Justice, Division of Education complies with federal requirements under the Elementary and Secondary Education Act (ESEA) amended as the Every Student Succeeds Act (2015).

The English Learner (EL) Program at Yvonne B. Miller High School & Post-Secondary Programs (YBMHS/PSP) provides students with the opportunity to reach proficiency in listening, speaking, reading, and writing as measured on the World Class Instructional Design & Assessment (WIDA®) and the Assessing Comprehension and Communication in English State-to-State (ACCESS 2.0) for English Learners.

All teachers are responsible for language development and course or grade level content. This document is intended to provide guidance to education staff and residential staff of the facility to meet the needs of EL students.

This document may occasionally need amended in order to remain current with recent practices and laws surrounding the delivery of services and programs for students who are English Learners (EL). The school may also initiate revisions pertaining to organizational processes, just as long as those changes do not alter any part of what must transpire to keep the school compliant with Federal and State regulations surrounding the EL program. All revisions will go through a school based committee to include, at the minimum, the Principal (or designee), a School Counselor, and a Compliance Specialist. The committee will submit all proposed amendments, in writing, to the Director of Special Education and Gifted Programs for Central Office approval. Once approved, the amendment may be implemented.

TABLE OF CONTENTS

Preface.....	2
Table of Contents	3
Definition of an English Learner	5
Placement.....	6
Obtaining EL Records	6
Enrollment.....	6
Screening.....	6
Programming.....	7
Opt Out Option.....	8
English Language Development Components.....	9
WIDA® English Language Develop (ELD) Standards	9
Language Domains.....	11
Model Performance Indicators (MPIs).....	11
Proficiency Levels.....	12
Parent/Guardian Notification	12
Assessment.....	13
Determining EL Participation in the Virginia Assessment Program	13
Determining EL Assessment.....	15
Providing Appropriate Testing Accommodations to ELs	15
Students Dually Identified as English Learners with a Disability.	17
EL Students with Significant Cognitive Disabilities.....	18
Translation / Interpretation	18
Translation / Interpretation.....	18
Monitoring Student Progress	19
Exit EL Programming	20
Monitoring Students who Exit the EL Program	20
Re-entry into the EL Program	20
Students Formerly Identified as English Learners.....	21
Student Academic Support Services (SASS) Responsibilities	22
Evaluation of Language Instruction Education Program (LIEP).....	22

Appendices.....	23
Appendix: Home Language Survey	24
Appendix: EL Instructional Plan.....	25
Appendix: EL Instructional Plan Supplement.....	30
Appendix: Parent/Guardian Notification Letter of English Learner Program Entry	31
Appendix: Opt Out of EL Services Form.....	33
Appendix: EL Assessment Participation Plan.....	34
Appendix: Direct and Indirect Testing Accommodations.....	35
Appendix: English Learner Program Exit Form	36
Appendix: Parent/Guardian Notification Letter of English Learner Program Exiting	37
Appendix: Referral for Reentry to EL Program Form	38
Appendix: Parent/Guardian Notification for Reentry to EL Program.....	39
Appendix: Notice of English Language Instructional Plan Meeting.....	40
Appendix: EL Progress Monitoring Form	43

DEFINITION OF AN ENGLISH LEARNER

According to the federal definition as described in Section 8101(20) of the *Elementary and Secondary Education Act of 1965 (ESEA)*, as amended by the *Every Student Succeeds Act of 2015 (ESSA)*, an EL in the Commonwealth of Virginia is a student:

1. who is aged 3 through 21;
2. who is enrolled or preparing to enroll in an elementary school or secondary school;
 - a. 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

- 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

3. 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

4. whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual-
 - a. the ability to meet the State's proficient level of achievement on the State assessments described in section 1111 (b) (3) of the ESEA;
 - b. the ability to achieve successfully in the classrooms where the language of instruction is English; or
 - c. the opportunity to participate fully in society.

PLACEMENT

Students identified as needing EL services are placed in classes based on their diploma program. EL students are placed at the grade level appropriate for their age.

OBTAINING EL RECORDS

If the student has been enrolled in a Virginia public school, Student Academic Support Services (SASS) will contact the previous school for an ACCESS or WIDA® Screener score and the English Language Development (ELD) level for placement in the YBMHS/PSP EL Program. Students that transfer in from a WIDA® state (found on the WIDA® web site: www.wida.us) use their ACCESS or WIDA® screener score and WIDA® level for placement in YBMHS/PSP schools.

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 WIDA® screener, the EL teacher will screen the student using the WIDA® screener. The results of the entry assessment will be used to determine scheduling for the student.

Screening must take place within 10 (ten) school days of student enrollment.

ENROLLMENT

All school staff responsible for enrolling students are trained on that process annually by the school Principal or designee. Additionally, SASS will complete an “enrollment checklist” for all newly enrolled students and complete the Home Language Survey (HLS) for those students with the parent/guardian/or adult child.

The first three HLS questions are required questions from VDOE and read verbatim. If the HLS indicates a language other than English on questions 1, 2, or 3 only, SASS notifies the EL teacher who will initiate the language screening process. Additional questions are acceptable on the HLS but those questions do not factor into the identification of students in need of potential language assistance and do not trigger the language screening process. SASS will check the HLS for completeness and enter the date the HLS was completed on the enrollment checklist.

SCREENING

The HLS is the first document used to determine EL eligibility. This is followed by a review of student records from the sending school to see if there are WIDA® levels or ACCESS score reports or WIDA® screener results.

If a student has an ACCESS score from 2 years ago, or a score that is not current, the EL teacher will administer the WIDA® Screener.

If the student exited EL programming, SASS will check the exit date and assign the student to level 6 year 1 or 6 year 2, depending on exit date. If the student has completed 4 years at level 6, SASS will place documentation in the student’s academic record detailing the research done to show the student exited the EL program

If the former school division never screened the student, the EL teacher will administer the WIDA® screener to determine a level. If the student did not qualify for EL in the previous division, SASS will review documentation to ensure a screener is required.

Once the WIDA® screener has been administered, the EL teacher will notify SASS, who will enter the date the screening took place on the enrollment checklist.

When a student has been screened and found to be eligible for the EL program, the ELD level must be shared with the content area teachers, CTE teachers, and Special Education teachers as applicable by the EL teacher.

PROGRAMMING

ELs have access to academic content aligned to the Virginia Standards of Learning for appropriate grade levels. EL students meet the same requirements for graduation as all students.

Services for gifted/talented students are available for all students, to include EL. The YBMHS/PSP Gifted Plan provides guidelines and information.

Individuals with Disabilities Education Improvement Act, 2004, P. L. 108-466 (IDEA 2004) guarantees a free and appropriate education (FAPE) to all students with disabilities to include ELs who are also identified as a student with a disability and require special education services. In making the determination of eligibility, a student shall not be determined to be a student with a disability if the determinate factor for such determination is lack of instruction in reading or math or lack of English proficiency.

YBMHS/PSP provides in-class support and/or pull-out options as needed by a fully licensed and endorsed EL teacher. The EL Committee develops an individual EL Instructional Plan. The EL Committee members include:

- Building administrator or designee
- EL Teacher
- General education teacher
- Special education teacher as needed
- Gifted teacher as needed
- SASS representative
- Parent
- Student

Direct services is the time an EL teacher provides face-to-face instruction, either in person or virtually. Remediation is not considered direct service. The EL teacher is required to document direct services for all EL students.

For students identified as EL and a student with a disability and/or gifted, the EL teacher must ensure adherence to the EL Instructional Plan, the IEP, and/or the Gifted Plan to include meetings with appropriate stakeholders.

The EL Instructional Plan includes identification of service delivery, the number of minutes for EL service according to grade level and proficiency level, classroom accommodations, and testing accommodations. The EL Instructional Plan identifies two or more learning goals per semester in each content area for the current school year. Learning goals should be based on WiDA® Screener or ACCESS score reports, ELP standards, SOLs, and language learning needs of the student. Learning goals are academic in nature and are monitored by assessment data that include ACCESS spring scores, Can-Do descriptors for the WIDA® level, performance model indicators, and SOL results.

The EL Committee identifies subject area needs (language arts, math, etc.) and a language domain (listening, speaking, reading or writing) for each goal. The goals include an appropriate scaffold to help the student meet the goal. Each goal contains a language function (verb), sample topic or standard and identified supports (graphic organizer, small group, etc).

The EL teacher continues to monitor progress and offers services to develop language proficiency for students who have refused services or opted out.

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

OPT OUT OPTION

Adult students or parents/guardians may choose to opt out of the EL program. Opting out requires a meeting of the EL Committee to discuss the following points:

- Review the current ACCESS score and discuss the student’s progress or lack of progress in learning English
- The student will still participate in the ACCESS ELD assessment in the spring until the child meets exit requirements
- The student will still be classified as EL in the student information system and in state reporting
- Academic progress of the student will be monitored
- The student may be re-enrolled into the EL program with parental permission
- The student is still allowed EL exemptions and accommodations on state assessments and
- The parent must opt out of EL services each year by signing the letter

Following this meeting, if the adult student or parent/guardian still wishes to opt out of the program, the adult student or parent/guardian must sign the Opt Out of EL Services Form. SASS must contact adult students or parents/guardian annually and have a new letter signed by Sept. 30 of each year.

The original form is placed in the EL student's academic permanent record file. A copy is given to the adult student or parent/guardian for their records.

Students who have met exit criteria do not need an opt out form.

ENGLISH LANGUAGE DEVELOPMENT COMPONENTS

WIDA® ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS

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

- English Language Development Standard 1:
English learners communicate for **Social** and **Instructional** purposes within the school setting
- English Language Development Standard 2:
English learners communicate information, ideas, and concepts necessary for academic success in the content of **Language Arts**
- English Language Development Standard 3:
English learners communicate information, ideas, and concepts necessary for academic success in the content of **Mathematics**
- English Language Development Standard 4:
English learners communicate information, ideas, and concepts necessary for academic success in the content of **Science**
- English Language Development Standard 5:
English 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 EL student should know and be able to do at each level within each language domain (listening, speaking, reading, and writing). The development 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 forms and conventions: the types, array, and use of language structures used within speech or writing.

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

1 – Entering

- Recount: matching words and pictures, answering yes/no or Wh- questions, reproduce words or phrases related to a topic.
- Explain: label parts of a process, order event or stages with pictorial support.
- Argue: respond with yes/no to questions, express opinion, create lists of information.
- Discuss: using non-verbal signals to demonstrate engagement, responding to yes/no questions.

2 – Emerging

- Recount: restating information with content specific terms, produce phrases or short sentences.
- Explain: Sequencing steps in a process, write connected short sentences with transition or connector phrases.
- Argue: identify and express claims with evidence, distinguish between fact and opinion, connect simple sentences to form content-related ideas.
- Discuss: answer Wh- questions, connecting ideas to personal experience, asking and answering questions.

3 – Developing

- Recount: Posing and responding to questions, summarizing content-related materials, produce short paragraphs.
- Explain: Choose language to provide precise details and descriptions, compare and contrast information or events, produce descriptive paragraphs around a central theme.
- Argue: Support opinions with content-related examples or evidence, identify opposing perspectives.
- Discuss: ask clarifying questions, support ideas with details.

4 – Expanding

- Recount: paraphrasing and summarizing content-related ideas, produce content related reports.
- Explain: Use precise language to provide details and descriptions, compare content related concepts
- Argue: compose persuasive pieces with content-related support, comparing and contrasting opposing views
- Discuss: demonstrating stamina when building ideas in a small group, elaborating on the ideas of others.

5 – Bridging

- Recount: organize information according to content-specific expectations, produce content related reports from multiple sources.
- Explain: produce informational texts, synthesize information from a variety of sources,
- Argue: identify evidence of bias and credibility, organize information to show logical reasoning.

- Discuss: managing a conversation to focus on a specific topic, generating new ideas or questions to sustain conversation.

6 – Reaching

- Recount: evaluate, analyze and compare texts of varying complexity.
- Explain: recognize discipline-specific patterns and use them to create extended descriptions or reports.
- Argue: represent contrasting views in a logically organized way, evaluate positive and negative implications associated with various positions.
- Discuss: synthesizing information from a variety of sources, extended conversations.

LANGUAGE DOMAINS

ELs 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 development 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).

PROFICIENCY LEVELS

Five levels of English proficiency for EL students in grades K-12 have been defined for the state’s EL population. These levels are:

- level 1 – entering
- level 2 – beginning
- level 3 – developing
- level 4 through 4.4 – expanding

The WIDA® Screener Score Calculator is used to obtain accurate proficiency levels. The link for the WIDA® Screener Score calculator is <https://www.wida.us/assessment/screener/screenercalculator.aspx>.

Students who score 1-4.4 or lower on the grade adjusted composite proficiency level qualify for services. Students who score 4.5 or higher do not qualify for services. SASS will print the “printer friendly” version of the score report and will place it in the student’s academic records file. This report is shared with education staff as appropriate.

VA English Language Development Levels based on ACCESS or WIDA® Screener score (Classified as EL & eligible for EL services)	AMO/Monitor purposes only (Met state exit requirements, not eligible for EL services)	Fully English Proficient (FEP) (No longer considered EL for AMO purposes)
Levels 1, 2, 3, 4-4.3 (ACCESS) or 4-4.4 (WIDA® Screener)	Level 6, year 1 and year 2 – must be monitored Levels 6 year 3 and 4 – do not need to be monitored Students are included in the EL reporting category for 4 years after exit	FEP status in the student information system Students are reclassified as FEP after completing the 4 year of monitoring at 6Y1 through 6Y4

PARENT/GUARDIAN NOTIFICATION

SASS notifies parent/guardian of their child’s placement in an EL program within 30 days of the start of school, or two weeks of the student’s placement in the program. Notification to parent/guardian for students who enroll mid-year must occur within two weeks of enrollment.

A Parent Notification Letter of English Learner Program Entry must be sent to all students identified as EL on an annual basis. SASS will send home the parent/guardian notification letter within the first 30 days of school.

For all students that are found eligible after the Parent Notification Letter of English Learner Program Entry has been sent home, SASS will mail the letter to the parent/guardian within two weeks of the child being found eligible.

For letters that have been “returned to sender, undeliverable” the SASS Office will verify the student is still enrolled, check the address in the student information system or appropriate DJJ staff to obtain a correct address and re-mail the Parent Notification Letter of English Learner Program Entry. The return to sender envelope must be placed in the academic record to show an attempt was made to mail the letter within the timeframe.

The Parent Notification Letter of English Learner Program Entry must be provided, to the extent practicable, in a language the parent can understand. The letter shall include:

- The reasons for identifying their child as being English Learner and for placing their child in a language instruction educational program for EL students
- The child’s level of English language development, including how the level was assessed and the status of the child’s academic achievement
- The method of instruction that will be used in the program
- How the program will meet the educational strengths and needs of the student
- How the program will help the child learn English and meet academic achievement standards
- The program exit requirements, including the expected rate of transition, and the expected rate of graduation from secondary school
- How the program will meet the objectives of an individualized education program for a child with a disability
- Their rights, including written guidance that:
 - specifies the right that parents have to have their child immediately removed from a language instruction educational program upon their request;
 - 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
 - assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered.
- Information on the right to refuse services or opt students out of the EL program.

ASSESSMENT

DETERMINING EL PARTICIPATION IN THE VIRGINIA ASSESSMENT PROGRAM

Section 1111 (3) (C) (v) of the ESEA requires that ELs participate in state content assessments. The ESEA also states in Section 1111 (3) (C) (v) (ix) (III) that ELs “shall be assessed in a valid and reliable manner and provided reasonable accommodations on assessments...to yield accurate data on what such students know and can do in academic content areas until such students have achieved English language proficiency.” Accordingly, as with all students enrolled in Virginia public schools, all ELs participate in the Virginia Assessment Program.

As required by Section 8 VAC 20-131-30 G of the Regulations Establishing Standards for Accrediting Public Schools in Virginia, amended January 11, 2018, “Any student identified as an English Learner (EL) shall participate in the Virginia Assessment Program. A school-based committee shall convene and make determinations regarding the participation level of EL students in the Virginia Assessment Program.” (Virginia Board of Education, 2018)

Therefore, the EL Committee determines how the student will participate in the Virginia Assessment Program and which, if any, testing accommodations and/or exemptions are appropriate. The EL Committee determines each EL’s participation in each statewide assessment individually based on data collected from the student’s educational record.

The EL Committee should specify each EL’s participation in the Virginia Assessment Program for each content area using one of the following options:

- SOL test without testing accommodations;
- SOL test with testing accommodations (listing specific testing accommodations); or
- Exemption from testing where permitted with an explanation for the exemption.

Exemptions from testing must be documented in the student’s EL Assessment Participation Plan and conveyed to the student’s parent(s) or guardian(s). Refer to Table 1 regarding exemptions from SOL assessments available to ELs.

Table 1: Available Exemptions for Standards of Learning (SOL) Assessments

Content Area	Available Exemptions for Standards of Learning (SOL) Assessments
Reading	ELs who have attended school in the United States for less than 12 cumulative months may receive a one-time exemption for the SOL Reading assessment in grades 3-8. This guideline also applies to students arriving from Puerto Rico. No exemption is available for the End of Course SOL Reading assessment.
Mathematics	ELs may not be exempted from the SOL Mathematics assessment.
Science	EL may be exempted from the SOL Science assessment.
History / Social Science	ELs in grades 3 through 8 may receive a one-time exemption from the SOL Virginia Studies or Civics & Economics assessment. No exemption is available for the End of Course History/Social Science assessment.
Writing	ELs may receive a one-time exemption from the Grade 8 SOL Writing assessment. No exemption is available for the End of Course SOL Writing assessment.

DETERMINING EL ASSESSMENT

The EL Committee will determine an EL’s participation in SOL assessments for each content area. Consideration should be given to the EL’s level of English proficiency, level of previous schooling in the native country or home language, and level of schooling in the United States.

When determining how the EL will be tested in each assessed content area, the EL Committee should consider the following questions:

1. Is this the EL’s first year of enrollment in a United States school (applicable for the SOL Reading tests)?
2. Should the EL be exempted from the SOL Reading test in grades 3 through 8, recognizing that this student is in the first year of enrollment in a United States school? Refer to information provided in Table 1 for details regarding the one-time exemption from the SOL Reading test in grades 3 through 8.
3. Is the EL eligible for exemption from the SOL History/Social Science or Writing tests? Refer to Table 1 for information regarding exemptions from SOL assessments available to ELs.
4. Does the EL receive accommodations on a routine basis during classroom instruction and classroom assessment in the content area covered by the SOL assessment?
5. If an EL is also identified as having a disability under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or is identified as an “otherwise qualified handicapped” student under Section 504 of the Rehabilitation Act of 1973?
 - Determinations about the student’s assessment participation must be made by the Individualized Education Program (IEP) Team or 504 Committee in collaboration with the EL Committee and documented in the student’s IEP or 504 Plan as well as the student’s EL Assessment Participation Plan. For detailed information on assessment participation of students with disabilities, refer to [Students with Disabilities: Guidelines for Assessment Participation](#). Additionally, [Section V: Students Dually Identified as an English Learner with a Disability](#) of this document provides information on students dually identified as an English Learner with a disability.

PROVIDING APPROPRIATE TESTING ACCOMMODATIONS TO ELS

Testing accommodations involve changes to testing procedures, testing materials, or the testing situation in order to allow students meaningful participation in an assessment. However, testing accommodations must not alter the test construct or the test content being measured.

Testing accommodations for an EL are designed to address unique linguistic needs during the normal process of English language acquisition. When appropriately assigned, testing accommodations offer an EL the opportunity to demonstrate knowledge in a subject, regardless of

his/her English language proficiency level, therefore providing schools and divisions an accurate picture of the EL's content area achievement. Testing accommodations must not provide the EL an unfair advantage. Likewise, testing accommodations must not disadvantage the EL.

Testing accommodations for an EL on the SOL assessments should be selected from those accommodations the student uses on a routine basis during classroom instruction and classroom assessments. However, some accommodations used during classroom instruction and classroom assessments may not be available or appropriate for the SOL assessments. Furthermore, use of an unfamiliar testing accommodation during SOL testing may negatively impact the EL's performance. The EL Committee should determine the appropriate testing accommodations for each EL for each SOL assessment. When selecting Testing Accommodations for ELs, it is helpful to utilize the following steps:

1. Determine the EL's Level of English Language Proficiency

In Virginia, to determine an EL's English language proficiency level, refer to the student's Overall Proficiency Level on the ACCESS for ELLs 2.0 score report. Students at Virginia English Language Proficiency Levels 1.0 through 4.3 are considered English Learners and may be eligible for testing accommodations on SOL assessments. Students in their first or second year of being considered Formerly EL are also eligible for testing accommodations available to ELs on SOL assessments. A Formerly EL student with a disability in year 3 or 4 may receive testing accommodations on SOL assessments based upon his/her current IEP or 504 Plan.

To determine the English language proficiency level of an EL with a hearing or visual impairment that prevents meaningful participation in ACCESS for ELLs testing, the Virginia English Language Proficiency (ELP) Checklist for English Learner (EL) Students in Kindergarten through Grade 12 with Hearing and Visual Impairments may be administered. Contact the Division Director of Testing for information regarding this checklist.

If an EL does not have a score from the ACCESS for ELLs 2.0 test or the Virginia ELP Checklist for ELs in K-12 with Hearing and Visual Impairments from the previous spring, the WIDA® Screener or WIDA® MODEL assessment may be administered to determine the student's level of English proficiency.

2. Consider Student Characteristics When Selecting Accommodations

The EL Committee is responsible for developing a plan to document the EL's participation in SOL assessments. This plan should be developed using a team approach, rather than being developed by one educator at the school. Testing accommodation determinations should be based on the evidence collected from the EL's educational record, such as:

- demographic information, including grade, age, number of years in U.S., prior schooling;
- standardized testing scores, English language proficiency assessment scores, and other academic testing achievements;

- current academic achievement, including general education achievement and comments from general education teachers; and,
- English Language Proficiency Level as reported on the ACCESS for ELLs 2.0 score report.

3. Assign Accommodations that are Available for ELs & Formerly ELs

Testing accommodations are available to ELs and Formerly EL students (in monitor status Years 1 and 2 only). The testing accommodations available to ELs for the SOL assessments fall into one of two categories: direct linguistic and indirect linguistic.

Direct linguistic testing accommodations involve adjustments to the language of the test. The following direct linguistic testing accommodations are available to ELs on the SOL assessments:

- Test Directions Delivery
- Read-Aloud Test
- Audio Test
- Bilingual Dictionary
- Dictation to a Scribe (Writing, short-paper component only)
- English Dictionary
- Plain English Mathematics Test (Available for Mathematics tests assessing the 2009 *Mathematics Standards of Learning* only.)

Indirect linguistic testing accommodations involve adjustments to the conditions under which ELs take SOL tests. The following indirect linguistic testing accommodations are available to ELs on the SOL assessments:

- Multiple Test Sessions (Paper Only)
- Visual Aids
- Examiner Records Response
- Flexible schedule

While all direct and indirect linguistic testing accommodations are available to all ELs, as deemed appropriate, certain testing accommodations may be more appropriate for ELs at particular English language proficiency levels and for certain SOL assessments as determined by the EL Committee. Refer to the [Examiner's Manuals](#) for SOL assessments and [Direct and Indirect Testing Accommodations for ELs](#) of this document for detailed information on direct and indirect linguistic testing accommodations.

STUDENTS DUALY IDENTIFIED AS ENGLISH LEARNERS WITH A DISABILITY

ELs who are also students with disabilities are frequently referred to as “dually identified.” Testing accommodations are available to the dually identified student based on the student’s disability and must be documented in the student’s IEP/504 Management Plan. A dually identified student may participate in alternate assessments if eligibility requirements are met. For detailed information on

assessment participation of students with disabilities, refer to the [Students with Disabilities: Guidelines for Assessment Participation](#).

The IEP/504 teams and EL Committee must work collaboratively to determine the assessment participation of dually identified students following these guidelines:

- The IEP/504 team and EL Committee jointly determine the statewide assessment participation based on the dually identified student's disability and EL status
- The IEP/504 team and EL Committee jointly determine testing accommodations based on the student's disability and EL status
- Statewide assessment participation and testing accommodations must be documented in the student's IEP/504 Management Plan and EL Assessment Participation Plan

EL STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Dually identified ELs and special education students follow the guidelines set forward in the ACCESS Test Administrator's Manual as to what accommodations are allowable. All EL students in grades 6-12 are assessed on-line. The Alternative ACCESS is paper-based. EL students with special needs use the Alternate ACCESS for EL. The Alternate ACCESS is an individually administered paper and pencil test. It is intended only for ELs with significant cognitive disabilities severe enough to prevent meaningful participation in the ACCESS for EL assessment. Alternate ACCESS is not intended for ELs who can be served with accommodations on ACCESS for EL. Decisions regarding a student's participation are made by IEP teams.

Criteria used to determine if the student should take the Alternative ACCESS includes:

- The student has been classified as an EL
- The student has a significant cognitive disability and is eligible for Special Education services under IDEA
- The student accesses an alternate curriculum aligned with the state's academic standards and is or will be participating in the state-wide alternate accountability assessment (VAAP)

The *Virginia Checklist for EL Students with Significant Cognitive Disabilities* is based on the WIDA® English language development standards for students with significant cognitive disabilities. The checklist is used only for ELs with significant cognitive disabilities for whom the IEP team and/or EL Committee determine that the English language development test cannot be administered.

TRANSLATION / INTERPRETATION

TRANSLATION / INTERPRETATION

Translation and interpretation services are provided to parents as requested. Essential information provided to native English speaking parents is translated and provided to parents in their native language, to the extent practical. Interpretation is oral and refers to listening to something spoken

and interpreting it orally into the target language. Parents may request interpreters during parent conferences, back to school nights, or during an IEP meeting.

Essential information that is translated and communications that should be interpreted includes, but may not be limited to:

- 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, report cards, and other academic progress reports
- Documents provided to parents/guardian/adult students during the disciplinary process
- Requests for parent permission for student participation in Division/school sponsored programs and activities
- 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)
- Any other written information describing the rights and responsibilities of parents or students and the benefits and services available to parents and students

The school's Compliance Specialist has access to Propio Language Services, which provides multi-language services as needed.

MONITORING STUDENT PROGRESS

To determine academic progress and success, the EL teacher will monitor progress at least as often as non-EL students. The EL teacher will note if the student is making significant progress, insufficient progress, demonstrates emerging skills, has not received instruction on this goal, or has mastered the goal:

- **NI** – The student has **Not** been provided **I**nstruction on this goal.
- **IP** – The student has demonstrated **I**nsufficient **P**rogress to meet this annual goal and may not achieve this goal within the duration of the semester.
- **ES** – The student demonstrates **E**merging **S**kill but may not achieve this goal within the duration of the semester.
- **SP** – The student is making **S**ignificant **P**rogress to achieve this annual goal within the duration of the semester.
- **M** – The student has **M**astered this annual goal.

Determination of satisfactory, unsatisfactory, or failing is based on multiple data points. A student may be failing a class due to missed or poor assignment grades but be identified as unsatisfactory rather than failing based on assessment data.

Data points for consideration may include:

- Attendance - If considered, documentation to include reason (discipline, medical, etc.) for days absent or number of class periods missed must be recorded

- Effort – If considered, documentation of student effort put forth in class, completed work turned in, participation in class, etc., must be recorded
- Behavior – If considered, documentation from YBMHS/PSP PBIS model must be recorded
- Language – If considered, documentation of pacing of language acquisition skills must be recorded
- Other – If considered, other reasons why the student is doing poorly. i.e., disruptions in the family life

The progress monitoring form must be maintained with the EL instructional plan in the student academic record.

EXIT EL PROGRAMMING

EL students who exit the program must obtain an ACCESS overall score of 4.4 or higher. Students who meet this criteria are moved to ELD level 6 Year1 (6Y1) and do not receive EL services. 6Y1 and 6Y2 count as calendar years. A 6Y1 remains a 6Y1 for a calendar year before being moved to 6Y2.

Parent/guardian are notified when their child meets exit criteria. A letter is sent home with the parent/guardian report showing the exit criteria have been met.

The EL teacher monitors exited EL students for 2 years after meeting exit requirements

MONITORING STUDENTS WHO EXIT THE EL PROGRAM

All 6Y1 and 6Y2 students are tracked in the student information system and by a paper copy of the EL Program Exit Form. The EL teacher will complete the EL Program Exit Form to document the school year the student became a 6Y1, 6Y2, 6Y3 and 6Y4 and then reclassified as Fully English Proficient (FEP). This form is kept in the student's academic record file.

The EL teacher will monitor the academic progress of all 6Y1 and 6Y2 students every semester for two calendar years. Once the student has completed the two calendar years of monitoring, the student will be moved 6Y3 and 6Y4 and then to FEP in the student information system.

RE-ENTRY INTO THE EL PROGRAM

A student may be re-entered into EL services during the two-year monitoring period. Students may be screened and entered into the EL program if their academic struggles are related to lack of proficiency in English.

Any teacher may submit the Referral for Re-entry to EL Program Form to the EL teacher. The EL teacher will submit the referral to the School Based Intervention Team (SBIT) immediately and a meeting will be scheduled within ten (10) days from the date of the referral. The SBIT will review all information to determine if the academic struggles are related to a lack of English language development.

If the student qualifies for EL support and resumes receiving EL services, the parent/guardian is notified using the *Parent/Guardian Notification Letter of English Learner Program Entry* letter.

STUDENTS FORMERLY IDENTIFIED AS ENGLISH LEARNERS

Aligning with WIDA® score scale changes, Virginia determines an overall proficiency score of 4.4 as the ACCESS for ELLs® English proficiency criterion determining transition from English learner to monitored status (Virginia Department of Education, 2017).

Students meeting this criterion are referred to as Formerly EL and as mandated by ESEA must be monitored academically for at least two years and reported for four years on the number and percentage of former ELs meeting state academic standards. Virginia allows students that are Monitor Status Years 1 and 2 to be eligible to receive testing accommodations (not exemptions). Students in Monitor Status Years 3 and 4 are not eligible for direct or indirect accommodations on SOL assessments.

Table 2: Description of Monitor Status

Monitor Year	Description of Status
Formerly EL Year 1	Students who earned an Overall Proficiency Level of 4.4 or greater on the WIDA® ACCESS for ELLs 2.0 in Spring 2018 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist K-12* in Spring 2018.
Formerly EL Year 2	Students who earned an Overall Proficiency Level of 4.4 or greater on the WIDA® ACCESS for ELLs 2.0 in Spring 2017 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist K-12 in Spring 2017.
Formerly EL Year 3	Students who tested on Tiers B or C of the WIDA® ACCESS for ELLs 2.0 test and earned an Overall Proficiency Level of 5.0 or greater and a Literacy Proficiency Level of 5.0 or greater in Spring 2016 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist K-12 in Spring 2016.
Formerly EL Year 4	Students who tested on Tier C of the WIDA® ACCESS for ELLs test and earned a Composite Proficiency Level of 5.0 or greater and a Literacy Proficiency Level of 5.0 or greater in Spring 2015 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist K-12 in Spring 2015.

* Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual

STUDENT ACADEMIC SUPPORT SERVICES (SASS) RESPONSIBILITIES

SASS will ensure the following documents are maintained in the EL student’s academic record file:

- Home Language Survey
- EL screening assessment results (Score sheet from the WIDA® Screener on-line score calculator, the printer friendly version)
- ACCESS score reports (teacher report, parent/guardian/adult student report, etc.)
- EL Instructional Plan
- EL Assessment Plan
- EL Progress Monitoring form at end of school year
- Opt Out of EL Services letter, if applicable
- Parent Notification for Reentry to EL Program Letter, if applicable
- Parent Notification Letter of English Learner Program Exiting, if applicable
- Parent Notification for Re-Entry to EL Program Letter, if applicable
- Notice of EL Meeting (Invitation, Response, Consideration and Planning)
- EL Progress Monitoring Form
- SASS will maintain EL identification in the student information system using the following codes for state reporting:

DOE Receiving Service Code	YBMHS/PSP EL Level
State Code 1: Identified as EL and receives services	WIDA® Levels 1-4.3 (ACCESS) or 4.4 (WIDA® Screener)
State Code 2: Identified as EL but does not receive or has refused services	WIDA® Levels 1-4
New State Code 4:	<ul style="list-style-type: none"> • Identified as formerly EL for each of the four years after exiting EL services • EL students must be monitored for 2 years after exit
No State Code	Fluent English Proficient (FEP)

EVALUATION OF LANGUAGE INSTRUCTION EDUCATION PROGRAM (LIEP)

Evaluation of EL instructional programming incorporates multiple data points aligned to the strategic plan:

- Percentage of direct services provided per student
- Increase proficiency levels
- Increase progress on goals identified in EL Instructional Plan
- Passing or showing growth in SOL scores
- Showing an increase on exit MAP scores compared to entry scores

APPENDICES

Home Language Survey.....	23
EL Instructional Plan	24
EL Instructional Plan Supplement	29
Parent/Guardian Notification Letter of English Learner Program Entry.....	30
Opt Out of EL Services Form	33
EL Assessment Participation Plan	34
Direct and Indirect Testing Accommodations	35
English Learner Program Exit Form.....	36
Parent/Guardian Notification Letter of English Learner Program Exiting.....	37
Referral for Reentry to EL Program Form.....	38
Parent/Guardian Notification for Reentry to EL Program Letter	39
Notice of EL Meeting (Invitation, Response, Consideration and Planning)	40
EL Progress Monitoring Form....	43

Home Language Survey

Yvonne B. Miller High School/Post-Secondary Programs

Last Name: _____	First Name: _____
Date of Birth: _____	Grade: _____
Date Survey Given: _____	Date entered U.S. School: _____

Please answer the questions below accurately and completely. This information is necessary to provide the most appropriate placement and instruction for the student and will not be used for any other purposes.

If a parent or guardian responds with any language other than English for questions 1, 2, or 3 only, then the student should be progressed to the language screening process, as a student in need of potential language assistance.

1. What is the primary language used in the home, regardless of the language spoken by the student?

2. What is the language most often spoken by the student? _____

3. What is the language that the student first acquired? _____

This question does not factor into identification of students in need of potential language assistance:

4. Does your parent or guardian prefer communication from the school in another language?
 Yes No

If yes, which language(s)? _____

EL Instructional Plan

Yvonne B. Miller High School/Post-Secondary Programs

Student Last Name: _____ Student First Name: _____ Grade: _____ School Year: _____

EL Teacher: _____

WIDA Screener Score: _____

ACCESS Score: _____

EL Committee members will identify two or more learning goals in each content area for the current school year. Learning goals should be based on WAPT or ACCESS score reports. ELP standards, SOLs and language learning needs of the student. Goals are to be developed each semester.			Goal 1-1 st Semester	Goal 2-2 nd Semester
Category				
Social Instruction	<input type="checkbox"/>	Listening		
	<input type="checkbox"/>	Speaking		
	<input type="checkbox"/>	Reading		
	<input type="checkbox"/>	Writing		
Language Arts	<input type="checkbox"/>	Listening		
	<input type="checkbox"/>	Speaking		
	<input type="checkbox"/>	Reading		
	<input type="checkbox"/>	Writing		
Mathematics	<input type="checkbox"/>	Listening		
	<input type="checkbox"/>	Speaking		
	<input type="checkbox"/>	Reading		
	<input type="checkbox"/>	Writing		
Science	<input type="checkbox"/>	Listening		
	<input type="checkbox"/>	Speaking		
	<input type="checkbox"/>	Reading		
	<input type="checkbox"/>	Writing		
History/Social Studies	<input type="checkbox"/>	Listening		
	<input type="checkbox"/>	Speaking		
	<input type="checkbox"/>	Reading		
	<input type="checkbox"/>	Writing		

EL Instructional Plan

Yvonne B. Miller High School/Post-Secondary Programs

Status Narrative: For each goal, please provide a status narrative. Please refer to: <i>EL Instructional Plan Supplement</i> .		
GOAL:		Progress Code:
GOAL:		Progress Code:
GOAL:		Progress Code:
GOAL:		Progress Code:
GOAL:		Progress Code:

Progress Codes	
NI	The student has Not been provided instruction on this annual goal.
IP	The student has demonstrated Insufficient Progress to meet this annual goal and may not achieve this goal within the duration of the semester.
ES	The student demonstrates Emerging Skill but may not achieve this goal within the duration of the semester.
SP	The student is making Sufficient Progress to achieve this annual goal within the duration of the semester.
M	The student has Mastered this annual goal.

The EL teacher reviewed the following in an effort to document progress toward the annual goal:			
<input type="checkbox"/>	Attendance (<i>Consulted with SASS</i>)	<input type="checkbox"/>	Behavior (<i>Consulted with the Behavior Team</i>)
<input type="checkbox"/>	Discipline (<i>Consulted with SASS</i>)	<input type="checkbox"/>	Effort (<i>Consulted with SASS</i>)
<input type="checkbox"/>	Language (<i>Input from EL Teacher</i>)	<input type="checkbox"/>	Medical (<i>Consulted with SASS</i>)
<input type="checkbox"/>	Other		
Check all components of instruction that were reviewed to monitor progress of the semester goal			
<input type="checkbox"/>	Classroom Participation	<input type="checkbox"/>	Special Projects
<input type="checkbox"/>	Tests & Quizzes	<input type="checkbox"/>	Classwork
<input type="checkbox"/>	Writing Assignments	<input type="checkbox"/>	Progress on Digital Curriculum
<input type="checkbox"/>	Other		

EL Instructional Plan

Yvonne B. Miller High School/Post-Secondary Programs

Interventions	
Quarter 1:	List any intervention(s) implemented. Include start date, description of the intervention(s) and person(s) responsible.
Quarter 2:	List any intervention(s) implemented. Include start date, description of the intervention(s) and person(s) responsible.
Quarter 3:	List any intervention(s) implemented. Include start date, description of the intervention(s) and person(s) responsible.
Quarter 4:	List any intervention(s) implemented. Include start date, description of the intervention(s) and person(s) responsible.

Report Card Grades				
Subject Areas	Reporting Period 1	Reporting Period 2	Reporting Period 3	Reporting Period 4
English/Language Arts				
Mathematics				
Science				
History/Social Science				

EL Instructional Plan

Yvonne B. Miller High School/Post-Secondary Programs

Classroom Accommodations to Address Instructional Methods, Learning Needs and English Acquisition for Content Areas of: <input type="checkbox"/> Language Arts <input type="checkbox"/> Social Studies <input type="checkbox"/> Science <input type="checkbox"/> Mathematics (check all that apply)					
<input type="checkbox"/>	Scaffold responses	<input type="checkbox"/>	Use high interest vocabulary materials	<input type="checkbox"/>	Scribe prewriting activities while student brainstorms
<input type="checkbox"/>	Chunking Instructional concepts	<input type="checkbox"/>	Read tests to student when appropriate	<input type="checkbox"/>	Scribe activities completed under time restraints
<input type="checkbox"/>	Paraphrase directions for tasks	<input type="checkbox"/>	Engage in academic conversations	<input type="checkbox"/>	Scribe instructional activities requiring written responses
<input type="checkbox"/>	Administer assessments in small groups	<input type="checkbox"/>	Highlight the instructions/ directions	<input type="checkbox"/>	Use an English dictionary daily
<input type="checkbox"/>	Use visual cues daily	<input type="checkbox"/>	Read aloud for language modeling	<input type="checkbox"/>	Use a thesaurus as needed
<input type="checkbox"/>	Use graphic organizers	<input type="checkbox"/>	Introduce academic vocabulary	<input type="checkbox"/>	Use a bilingual dictionary as needed
<input type="checkbox"/>	Pair with a peer tutor	<input type="checkbox"/>	Link instruction to prior knowledge	<input type="checkbox"/>	Model language and task completion
<input type="checkbox"/>	Break tasks/directions into sub tasks	<input type="checkbox"/>	Provide content and language objections	<input type="checkbox"/>	Speak slowly and face student when speaking
<input type="checkbox"/>	Increase wait time	<input type="checkbox"/>	Print instead of using cursive writing	<input type="checkbox"/>	Support essential vocabulary / concepts in content area
<input type="checkbox"/>	Label items in the classroom	<input type="checkbox"/>	Extend time for assignments and assessments	<input type="checkbox"/>	Shorten assignments
<input type="checkbox"/>	Use books on tape	<input type="checkbox"/>	Build background knowledge	<input type="checkbox"/>	Other

EL Instructional Plan
Yvonne B. Miller High School/Post-Secondary Programs

Reviewed by:

Title	Printed Name	Signature	Date
EL Teacher			
General Ed Teacher			
Building Administrator or Designee			
SASS Representative			
EL Parent			
EL Student			
Gifted Teacher (if applicable)			
Special Education Teacher (if applicable)			

EL INSTRUCTIONAL PLAN SUPPLEMENT

Baseline:

performance/knowledge

before

intervention/instruction

“a minimum or starting point used for comparisons”

Goal Writing:

Components of a Goal:

Behavior

=

Criteria

=

Condition

=

Duration

=

SMART Goal:

Specific

Measurable

Attainable and Realistic

Time Bound

Components of a Goal:	Goal Statement:
Who	Jim
Will do what? (behavior)	Increase the % of correct answers to comprehension related questions (i.e. identifying the main idea, important details, sequencing information or events)
To what level of degree (Criteria)	from 50% to 75% accuracy on all comprehension questions
Under what conditions (sometimes this is stated first in the goal)	given a reading selection from a core content class
In what amount of time? (duration/over what period of time)	7 out of 8 opportunities by 7/18/2019

Example of a measurable goal: *Given a reading selection from the core content class, Jim will increase the percentage of correct answers to comprehension related questions (i.e. identifying the main idea, important details sequencing information or events) from 50% baseline to 75 % accuracy 7out of 8 opportunities by 7/18/2019.*

Example of progress status: 4/10/19 – *This quarter, Jim increased the percentage of correct answers to comprehension related questions with 62% accuracy on all comprehension questions. Data indicates that he is much stronger identifying the main ideas (78% of the time 8 out of 8 opportunities). He is less consistent with sequencing events or information and citing details (45% of the time 4 out of 8 opportunities).*

Parent Notification Letter of English Learner Program Entry Yvonne B. Miller High School/Post-Secondary Programs

Date: _____

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

Student's DOB _____ Grade: _____ Primary Language: _____

Under Title VI of the *Civil Rights Act of 1964*, U.S. schools are required to identify English Learners (ELs) and assess their English proficiency level in order to provide language instruction educational program (LIEP) services. A language other than English has been indicated on your student's enrollment documents.

Therefore, an English Language Proficiency Screening or ACCESS for ELLs Assessment was administered to your student:

WIDA® EL Proficiency Screening Score: _____

OR

WIDA ACCESS for ELLs® Assessment Score: _____

WIDA EL Proficiency levels:

- 1 – Entering 3 – Developing
 2 – Emerging 4 – Expanding

Entering	<ul style="list-style-type: none"> • words, phrases, or chunks of language; • single words to represent ideas; • general content-related words and everyday social or instructional phrases; • simple questions or declarative sentences; and • simple grammatical constructions and single statements or questions.
Emerging	<ul style="list-style-type: none"> • multiple related simple sentences or phrases; • emerging expression of ideas; • compound or formulaic grammatical structures with repetitive sentence patterns across content areas; • general content words and expressions including cognates; and • social and instructional words and expressions across content areas.
Developing	<ul style="list-style-type: none"> • short and some expanded sentences with emerging complexity; • related ideas specific to particular content area; • compound and some complex grammatical constructions; • specific content-area language and expressions; and • words and expressions with multiple meanings across content areas.
Expanding	<ul style="list-style-type: none"> • short, expanded, and some complex sentences • organized expression of ideas with emerging cohesion related to a particular content area; • compound and complex grammatical constructions; • specific and some technical content-area language; and • words and expressions with multiple meanings using collocations and idioms across content areas.

English Learner (EL) Identificaiton

School divisions in Virginia use the ACCESS for ELLs® test to determine the English language development of EL 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.

Students who score 1 to 4.4 or lower on the grade adjusted composite proficiency level of the WIDA® Screener qualify for services. ELs are considered proficient when they earn a composite score of 4.4 or above and a literacy score of 4.4 or above on the ACCESS for ELLs® test. Students who score 4.5 or higher on the WIDA® Screener do not qualify for services. ELs who have met the proficiency criteria will be considered formerly LEP for four years, during which time their academic achievement will be monitored.

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

Language Instruction Program Description

The goal of the language instruction program is to assist ELs in becoming fully proficient in English and meeting the same challenging state content standards as all other students are expected to meet. The EL Program is designed to address the linguistic and academic needs of eligible students. The EL teacher provides in-class and/or pull-out support as needed. Direct services is the time the EL Teacher provides EL instruction to the student. The primary objective of the program is to develop students' English skills in listening, speaking, reading and writing. This also includes the content areas of vocabulary and comprehension.

Graduation Expectations

School divisions in Virginia expect all students, including ELs, 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.

EL 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 have the right to:

- 1) "opt-out" the student from LIEP services at any time during the school year;**
- 2) re-enroll the student in LIEP services at any time during the school year; and**
- 3) choose other program options for your child with the assistance of Yvonne B. Miller High School/Post-Secondary Programs.**

I look forward to working with your child in the EL Program this year.

Sincerely,

EL Teacher

cc: SASS/academic student record

Opt Out EL Program Services

Yvonne B. Miller High School/Post-Secondary Programs

I understand that my child, _____, qualifies for the English Language (EL) services.

I understand that the Yvonne B. Miller High School/Post-Secondary Programs EL 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 YBMHS/PSP EL Program. I understand that I have the option to re-enroll my child in the EL program at any time in the future. My child may begin to receive services then, if he/she is still eligible.

Adult Students or Parents/Guardians must complete and sign a “Opt Out of EL Program Services” form each year. ELs who have opted out of EL services still participate in annual language development assessments required by the state until they meet exit requirements, can still receive EL accommodations on state assessments, will be listed as EL in reporting to the state, and will have their progress monitored throughout the year.

Adult Student or Parent/Guardian Signature

Date

EL Teacher

Date

EL Assessment Participation Plan Yvonne B. Miller High School/Post-Secondary Programs

Student Name: _____ Date of Birth: _____
 Current Grade Level: _____ Entry Date in VA Schools: _____
 State Testing Identifier: _____ Entry Date in US Schools: _____
 Indicate additional identifications (check if applicable): IEP 504 Gifted

English Language Proficiency Assessment History

Overall Proficiency Level: _____ Date Administered: _____
 Assessment Given (check if applicable): ACCESS for ELLs 2.0: WIDA Screener:
 Score(s): _____

SOL Content Area	Participation in the Assessment Without Testing Accommodations (check if applicable)	Participation in the Assessment With Testing Accommodations (List code for each test)	Exempted from Participation in the SOL Assessment
Reading			Reason: EL has attended school in the US for less than 12 mo.
Writing			Reason: One time exemption in grade 8
Mathematics			
History/Social Science			Reason: One time exemption in <i>Virginia Studies</i> or <i>Civics & Economics</i>
Science			

EL Committee Signatures

Title	Printed Name	Signature	Date
EL Teacher			
General Ed Teacher			
Gifted Teacher (if applicable)			
Special Education Teacher (if applicable)			
Building Admin/Designee			
SASS Representative			
EL Parent			
EL Student			

DIRECT AND INDIRECT TESTING ACCOMMODATIONS

Direct and Indirect Linguistic Testing Accommodations for LEP Students

Content Area		Code	Testing Accommodation and Description			ACCESS for ELLs Overall Score (Composite) Ranges						
						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 Testing Accommodations (refer to Appendix C for details)												
H	M		S	W	10	Read-Aloud Test	●	●	●	✓	✓	
<ul style="list-style-type: none"> Tests are read (in English only) to the student. Must be recorded or proctored. 												
H	M		S	W	11	Audio Test	●	●	●	✓	✓	
<ul style="list-style-type: none"> A pre-recorded (in English only) version of the test items. 												
		R			14	Read-Aloud Reading Test	○	○	○	○	○	
<ul style="list-style-type: none"> Reading test is read (in English only) to the student. Must be recorded or proctored. Student must meet specific criteria. 												
		R			15	Audio Reading Test	○	○	○	○	○	
<ul style="list-style-type: none"> A pre-recorded (in English only) version of the Reading test items. Student must meet specific criteria. 												
H	M	R	S	W	17	Bilingual Dictionary	●	●	●	●	●	
<ul style="list-style-type: none"> LEP students may use a word-to-word bilingual dictionary. 												
				W	25	Dictation to a Scribe	✓	✓	✓	✓	✓	
<ul style="list-style-type: none"> Dictation (in English only) to a scribe (short-paper component only). Must be recorded or proctored. Requires transcription. 												
H	M	R	S	W MC	29	English Dictionary	<ul style="list-style-type: none"> Writing Tests: <ul style="list-style-type: none"> 2010 SOL- allowed on short-paper component for Grades 8 and EOC. 2002 SOL-allowed on both components for EOC. Non-Writing Tests: LEP students may use a general English dictionary. 	The English dictionary is not permitted on the MC/TEI component of the Writing (2010 SOL) test.				
				W SP								
	M				A	Plain English Mathematics Test	○	○	○			
<ul style="list-style-type: none"> Grades 3-8 Mathematics and Algebra I only. 												
Indirect Linguistic Testing Accommodations (refer to Appendix D for details)												
H	M	R	S	W	1	Flexible Schedule	✓	✓	✓	✓	✓	
<ul style="list-style-type: none"> Testing with breaks requires the test to be completed within one school day; Multiple test sessions that involve testing over more than one school day require a paper/pencil test. <u>Multiple test sessions are not permitted on the short-paper component of the Writing test.</u> 												
H	M	R	S	W	4	Visual Aids	✓	✓	✓	✓	✓	
<ul style="list-style-type: none"> Visual templates showing one word, sentence, line, or test item at a time (available with paper/pencil tests only). 												
H	M	R	S	W	18	Verbal Response	✓	✓	✓	✓	✓	
<ul style="list-style-type: none"> Student responds verbally, points, or marks in test booklet to indicate a response. May need to be recorded or proctored. Requires transcription. 												

Key

H	The testing accommodation is available for the <i>History/Social Studies</i> test.
M	The testing accommodation is available for the <i>Mathematics</i> test.
R	The testing accommodation is available for the <i>Reading</i> test.
S	The testing accommodation is available for the <i>Science</i> test.
W	The testing accommodation is available for the <i>Writing</i> test. (MC: multiple-choice/technology enhanced item (TEI) component. SP: short-paper component. Note: Paper/pencil <i>Writing</i> tests do not include TEI.)
○	The testing accommodation is <u>not</u> available for the content area.
●	The testing accommodation is <u>recommended</u> for LEP students if they possess the literacy skills necessary to use the accommodation.
✓	The testing accommodation is <u>available</u> if it is specified in the LEP Student Assessment Participation Plan.
○	Student <u>must meet eligibility criteria</u> to receive the testing accommodation. Refer to the testing accommodations guidelines for the details regarding eligibility criteria (refer to Appendix C for details).

EL Exit Form
Yvonne B. Miller High School/Post-Secondary Programs

Date Form Completed: _____

Place this completed form in the student's academic file folder.

Student Name: _____

ID#: _____

Grade: _____

Virginia exit requirements:

Overall composite and literacy score of 4.4 or higher on the ACCESS for ELs.

ACCESS for ELs exit scores: _____

Overall composite score: _____

After meeting State exit requirements, students must be monitored for four years.

This child will be identified as a monitoring year 1 student for the 20____/20____ school year.

This child will be identified as a monitoring year 2 student for the 20____/20____ school year.

This child will be identified as a monitoring year 3 student for the 20____/20____ school year.

This child will be identified as a monitoring year 4 student for the 20____/20____ school year.

Parent Notification Letter of English Learner Program Exiting Yvonne B. Miller High School / Post-Secondary Programs

Date:

Name of Adult Student or Parent/Guardian:

Grade:

Dear Adult Student or Parent(s)/Guardian(s);

This letter is intended to notify you that your child has met the rigorous exit requirements for the EL Program. Your child demonstrated proficiency in English on the listening, speaking, reading, and writing portions of the ACCESS for ELs assessment. This means that your child will no longer receive EL services. For the upcoming school year, your child will be allowed to receive accommodations on the Virginia Standards of Learning Assessments, if applicable. Thank you for your continuing support in your child's education and language acquisition process.

Your child will continue in his/her education in the general school population. However, because content language and content expectations become increasingly difficult with each grade level, your child's academic performance will be monitored for four years. If your child's future performance indicates that a barrier is impeding his/her school performance, he/she may be provided other services or supports, such as after school tutoring, additional help in the classroom, referral to child study, or become eligible to participate in the EL program again.

We are proud of your child's English language acquisition development. If you have any questions regarding this new, exciting stage in your child's education, please feel free to call the school or the EL Teacher. Translation services are available upon request.

Sincerely,

EL Teacher

Referral for Re-Entry to EL Program
Yvonne B. Miller High School/Post-Secondary Programs

Student Name:	EL Level : <input type="checkbox"/> M1 <input type="checkbox"/> M2
Grade:	EL Exit Score:
EL Exit Date:	US School State Date:
Years in EL Program:	Native Language:

Explanation

Please provide a detailed description for the EL Committee to consider re-entry to the EL Program. Include results of the most current monitoring results and why you believe the student's struggles are a result of their former EL status.

Printed Name of Person Referring:
Signature of Person Referring:
Date:

Parent Notification of Re-Entry to EL Program
Yvonne B. Miller High School/ Post-Secondary Programs

Date:

Dear Adult Student or Parent/Guardian,

This letter is to inform you that the EL Committee has reviewed assessment, academic, and language acquisition information regarding your student for consideration to re-enter the EL Program.

The EL Committee has determined that your student should be re-screened and re-entered into the EL Program in order to receive daily language support services provided by the EL teacher of our division. The EL teacher will continue to monitor your student's academic progress and language acquisition.

Your student's level of English proficiency will be assessed annually in accordance with state and federal guidelines using the ACCESS for ELs assessment given in the spring. Language proficiency is measured yearly to determine continuing placement in EL and this information will be sent to you. Should you have any concerns or questions, please contact me.

Sincerely,

ELTeacher

**Notice of English Language (EL) Instructional Plan Meeting
Yvonne B. Miller High School/Post-Secondary Programs**

PARENT/ADULT STUDENT INVITATION

To: _____

Student's Name: _____

Date Sent to Participants: _____

This is to notify you that an EL Instructional Plan meeting has been scheduled. Your participation and attendance at this meeting are very important. The purpose of this meeting is to (check all that apply):

- Develop an initial EL Instructional Plan
- Review and/or revise the current EL Instructional Plan
- Discuss request to revoke consent
- Reassign student to Monitoring Status
- Discuss progress or lack of expected progress towards goals (academic and/ or English Language related)
- Other:

This meeting has been scheduled for: Date: _____ Time: _____ Location: _____

Please return the attached parent/adult student response form along with the Transition Planning sheet so that we can include your input as we draft the upcoming EL Instructional Plan.

If you have any questions or would like additional information or assistance to help you prepare for this IEP meeting, please contact _____ at _____ e-mail: _____.

**Notice of English Language (EL) Instructional Plan Meeting
Yvonne B. Miller High School/Post-Secondary Programs**

**PARENT/ADULT STUDENT INVITATION RESPONSE
(Please complete the following and return to the EL Teacher)**

Student: _____ Date of EL Instructional Plan meeting: _____

Please check your choice. Detach and return this page to: _____

- I, the parent/adult student, **will attend** the EL Instructional plan meeting as scheduled.
- I, the parent/ adult student, **cannot attend** the EL Instructional plan meeting as scheduled.

Please reschedule this meeting.

- I can attend on (month/ day/ year)_____ at (time)_____.
- I, the parent/adult student, **do not wish to attend** this meeting, even though I understand the importance of attending. You may hold this meeting in my absence.
- I, the parent/adult student, would like my preferences, interests, and concerns shared with the team.
- I will provide my input to you by:
 mail, email telephone, or other means: _____ prior to the meeting.

-

I will need the following accommodations for the Meeting:

I will require an interpreter for this meeting. My preferred language is: _____

Parent/Adult Student Signature: _____ Date: ___/___/___

Date received by the school: ___/___/___

**Notice of English Language (EL) Instructional Plan Meeting
Yvonne B. Miller High School/Post-Secondary Programs**

**CONSIDERATION AND PLANNING SHEET
(Please complete the following and return to the EL Teacher)**

Dear _____,

Your involvement and input in the writing of an EL Instructional Plan is important to us. Please complete the form below and return it in the self-addressed stamped envelope along with the **Parent/Adult Student Response Form**. Your participation in this process is very important.

Sincerely,

EL Teacher

Please tell us about your child. What are some of your child's personal strengths? For example, what subjects or activities in school do they talk about or like? What are some things your child does well? What does your child enjoy doing with family and/or friends? (if you are an adult student, please answer for yourself).

1. _
2. _
3. _
4. _

Please share any concerns you have about your child's time in school (if you are an adult student, please answer for yourself).

1. _
2. _
3. _

Please share with us any additional information that you feel we need to know about your child (if you are an adult student, please answer for yourself).

1. _
2. _
3. _

Thank you for your input!

EL Progress Monitoring Form

Yvonne B. Miller High School/Post-Secondary Programs

Last Name:	First Name:	
Date of Birth:	Grade:	
Student ID Number:	Area of Need:	
Measurable Goal:		
The EL Committee reviewed the following in an effort to document progress toward the annual goal:		
Attendance (Consulted with SASS)		Behavior (Consulted with Behavior Team)
Discipline (Consulted with SASS)		Effort (Consulted with Teachers)
Language (Input from EL Teacher)		Medical (Consulted with SASS)
Other		
Check all components of instruction that were reviewed to monitor progress of the semester goal:		
Classroom Participation		Special Projects
Test & Quizzes		Classwork
Writing Assignments		Progress on Digital Curriculum
Progress on this goal will be reported to the adult student, parent or guardian using the following codes.		
<p>SP – The student is making Significant Progress to achieve this annual goal within the duration of the semester.</p> <p>IP – The student has demonstrated Insufficient Progress to meet this annual goal and may not achieve this goal within the duration of the semester.</p> <p>ES – The student demonstrates Emerging Skill but may not achieve this goal within the duration of the semester.</p> <p>NI – The student has Not been provided Instruction on this goal.</p> <p>M – The student has Mastered this annual goal.</p>		
Quarter	Actual Date of Progress Review	Progress Code
1 st Quarter		
2 nd Quarter		
3 rd Quarter		
4 th Quarter		