

ENGLISH AS A SECOND LANGUAGE (ESL) PROGRAM HANDBOOK

Portsmouth Public Schools



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Educational Philosophy

Portsmouth Public Schools is committed to:

- Providing equal opportunity for every student to achieve maximum intellectual, social, emotional, and physical growth.
- Ensuring that each student is equipped with the skills necessary to communicate with other people effectively.
- Enabling students to be competent both in the workplace and in higher education as well as feeling confident in their ability to make creative and constructive decisions.

Portsmouth City School Board:

- Provides the necessary trained and dedicated leaders, qualified personnel, equipment, and materials to ensure an appropriate education for every student.
- Treats all members of the school community equitably with the highest degree of respect.
- Allocates and uses assets fairly and efficiently.

Mission Statement

The mission of Portsmouth Public School Division is to engage all students in learning that will foster academic excellence and responsible citizenship.

Portsmouth Public Schools' ESL Program

ESL services prepare students to be college and career ready by developing proficiency in the English language. ESL services help students achieve academic success, develop critical thinking skills, and solve problems. More specifically, ESL services:

- Develop English learners' language proficiency and communication skills.
- Provide learning environments that build on students' diverse academic, linguistic, and cultural backgrounds.
- Promote the active participation of English learners and their families in the school community.

Portsmouth Public Schools' ESL Program Goals

- Provide a language-rich environment that promotes high expectations for academic achievement.
- Assist students in developing both social and academic language.
- Emphasize learning language via mastery of English in the content areas.

Portsmouth Public Schools' ESL Students' Goals

Students learn to:

- Use English to communicate effectively in social settings.
- Use English to achieve academic standards in the content areas.
- Use English socially and appropriately.

Students are also encouraged to continue to develop proficiency in their first language.

Reporting ELs and Immigrant Students

Title III, Part A, funding to school divisions is based on the annual fall Student Record Collection (SRC). ELs and immigrant students are reported separately in the fall SRC. The state reporting codes for ELs are:

1 = Identified as EL and receives ESL Services (*Students at ELP Levels 1-4.3*)

2 = Identified as EL but has refused ESL services (*Students at ELP Levels 1-4.3*)

4 = Identified as formerly EL for each of the two years after exiting ESL services
(Students who earned an Overall Proficiency Level of 4.4 or greater on the WIDA ACCESS for ELLs 2.0 beginning in Spring 2017)

Exchange Students or Students here on a 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 EL. If the school division has followed this process and determined that the student is not EL, 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 ESL services. While some exchange programs maintain their exchange students are fluent in English, PPS must follow federal regulations of identification, screening, and placement.

Federal Definition of English Learner (EL)

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:

- According to the federal definition, as described in the ESSA, an EL student is defined as:
 - A student
 - who is aged 3 through 21;
 - who is enrolled or preparing to enroll in an elementary school or secondary school;
 - who was not born in the United States or whose native language is a language other than English;
 - OR
 - who is a Native American or Alaska Native, or a native resident of outlying areas; and
 - 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
 - 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
 - whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual his ability to meet the state's proficient level of achievement on state assessments described in Section 1111(b)(3); the ability to achieve successfully in classrooms where the language of instruction is English; or the opportunity to participate fully in society. [ESEA, Title IX, Part A, Sec. 9101, (25)]

Federal Definition of Immigrant Children and Youth (IY)

An immigrant children and youth (IY) student in the Commonwealth of Virginia is classified according to the federal government definition as described in the Every Student Succeeds Act (ESSA) of 2015, [ESSA, Sec. 3201 (5)]:

- Are aged 3 through 21;
- Were not born in any state in the United States, District of Columbia, or Commonwealth of Puerto Rico
- Have not been attending one or more schools in any one or more states for more than three full academic years.*

*The “three full academic years” requirement must be applied on a cumulative basis. It is also important to note that immigrant students may or may not be English language learners.

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 immigrants. Students born in U.S. territories such as Guam or the U.S. Virgin Islands may be considered immigrants.

Children born overseas to U.S. military personnel may be considered as immigrants 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 ESL students. They can come from an English speaking country and still count as IY.

Federal Definition of a Refugee

A refugee student in the Commonwealth of Virginia is classified according to the federal government definition as described in the Every Student Succeeds Act (ESSA) of 2015, [ESSA, Sec. 3201 (5)]:

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 primary 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.

Elementary and Secondary Education Act of 1965 Every Student Succeeds Act (ESSA) of 2015. The following section contains information regarding the requirements for EL students as outlined in the *Elementary and Secondary Education Act of 1965*, reauthorized by the *Every Student Succeeds*

Act of 2015 . Detailed information about English learners and ESSA can be found here: [ESSA Title III Guidance – English Learners September 23, 2016 \(PDF\)](#)

Title, 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 EL students.

Sec. 1111. State Plans

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

- All EL 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 assessments of English proficiency that assesses oral language, reading, and writing skills in English; [(7)]

Sec. 1118. Parental Involvement

This section includes the provision describing the involvement of parents of EL 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)]

Parents' Right-To-Know Letters

As part of the Parent Involvement Policy, parents must be notified of their rights as it relates to their children's education. Specifically, parents have the right to know:

- If their child has been taught for four consecutive weeks by a teacher who is not highly qualified;

- The qualifications of the child's teacher(s);
- Their child's performance on state assessments.

A letter(s) specifying these parental rights should be sent to each parent. A copy of this letter(s) should be kept in the Title I folder. **Student information should not be kept in GoogleDocs.**

Role of Parent & Family Engagement Liaisons

The following information is taken from the PPS Parent Liaison job description. It is the duty of the building administrator to ensure that the following work is being completed and is documented in a fashion that meets building needs. Documentation completed should be kept in the Title I binder.

Position Summary:

Provides support to the district Title I schools by working with school administration and the Office of Special Programs to implement policies and coordinate programs to build capacity for Parent and Family Engagement.

Essential Duties:

Duties and responsibilities of the Parent & Family Engagement Liaisons are as assigned by the Title I Office and building administration and may include but are not limited to the following:

- Working in collaboration with school principals and other stakeholders/groups to plan, coordinate, and implement a Parent & Family Engagement Program at each Title I school
- Contacting parents and students through house visits and telephone calls
- Conducting periodic home visits to assess family resources and needs
- Working closely with identified families to ensure they receive continued support for their child's educational goals
- Preparing and delivering home activity packets
- Providing information to parents about the resources available to them throughout the school system and community
- Becoming familiar with the services of the Parent Resource Center
- Performing Parent & Family Engagement related tasks as required by Title I office and building administration
- Networking with community stakeholders to secure additional resources
- Working with school administration to develop Family Engagement Policy and School Compacts
- Recruiting family and community volunteers/partners
- Assisting with preparing and disseminating flyers, letters, and other important information to parents

- Working with teachers to provide homework assistance and instructional supplies for parents to use at home and school
- Serving as a liaison between the school and the Title I office
- Providing orientation for all students and parents new to the school
- Advertising all Title I Parent & Family Engagement activities through a variety of media

Note:

- Parent & Family Engagement liaison is a non-instructional position
- 7-hour workday
- Must be provided with working space within the building

McKinney-Vento Requirements

Requirements exist that ensure the coordination of Title X, Part C (McKinney-Vento Homeless Act), and Title I, Part A in an effort to assist in the education of students experiencing homelessness. The homeless liaison is tasked with ensuring that barriers to education are removed at both the school and district level. She or he will work with you to coordinate services and answer questions you may have regarding the regulations of McKinney-Vento.

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 EL students.

Sec. 3102. Purposes

The purpose of this part is:

- 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.

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 instructional 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)]

Identification of EL Students During the Enrollment Process

Students are to enroll in their neighborhood school. The Office for Civil Rights Provision of an Equal Opportunity to Limited English Proficient Students (1992), schools are required to identify all students whose primary or home language is other than English. The office of OCR ensures they are provided full and equal access to the same curriculum and educational opportunities as all students. In order to guarantee that all potential EL students are identified and offered ESL services, Portsmouth Public Schools require the completion of a Primary Language Survey for every new student at the time of enrollment.

As part of the enrollment process, all parents/guardians must fill out the home language survey (HLS) for every child enrolling. If the family indicates a language other than English on the HLS, the enrolling school's registrar must notify the ESL Office of the need for screening. If there is no prior WIDA score 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 the date of notification and the results.

The PPS enrollment process includes the following mandated questions on the Home Language Survey to determine if English language proficiency screening is applicable and to identify the need for possible English as a Second Language service.

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?

Equity in the Identification Process

To ensure comprehensive, consistent, and fair identification, ELs must be identified during enrollment using the same process which is in place for all students. Students must **not** be selectively identified based on ethnicity, name, appearance, or background.

Screening of Possible English Learner Students

If the answer to any identifying question is a language other than English, the student will be screened for English language development. ESL teachers have two choices when screening for language proficiency:

- A. 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 PPS ESL Program. Students that transfer in from a WIDA state (found on the WIDA website: <https://wida.wisc.edu/>) will use their ACCESS or W-APT score and WIDA level for placement in PPS.

OR

- B. 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, the student will be screened using the 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 EL Students

Initial identification of EL students is required as part of the enrollment process under Title VI of the Civil Rights Act of 1964. Students identified as needing ESL services will be placed in the language instruction program based on English language proficiency level and grade. ESL students are placed at the grade level appropriate for their age. However, adjustments may be made based on prior schooling.

Grade Level Placement - Recommended Grade Placement by Age

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

Providing Language Instruction Services

Section 1112 of ESEA requires schools must notify parents of their child's placement in an ESL program (detailed below) within **30 calendar days of the start of school or 14 calendar days** of the child's placement in the program.

The PPS 30-day Notification letters contain detailed information on the ESL program, graduation requirements, and instructional practices of PPS. Please see the PPS flowchart for details regarding identification, screening, placement, instruction and parental notification of ESL students.

ESL Program Placement

Once EL students are identified for placement in the district's ESL instructional program, parents are notified of the placement. Parents must sign the ESL Program Parent Notification Form and return it to the ESL teacher.

- The placement decision is noted on the ESL Student Placement Form, which is filed in the student's cumulative record.
- High school students assigned to an appropriate ESL class will meet according to the regular schedule.
- Fully English Proficient (FEP) students will be monitored by the ESL staff member(s) of the

school for two school years following exit. More detail is given under FLEP monitoring procedures.

Recommended Service Minutes

Each ESL student is assigned a minimum number of minutes for ESL service according to grade level and proficiency level*. The following chart outlines the minutes of direct ESL services a student will receive. Direct services are defined as an ESL teacher providing direct ESL instruction to ESL students. This can be done in several types of ESL program models (defined in Section Four), such as 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 recommendation.

Minimum service minutes must be recorded in the EL Student Plan, EL service description, and the caseload roster. Students who have refused ESL services or opted out are indicated as such on the caseload. Opt-out students (levels 1-4.3) do not have the required minutes of service on the caseload document.

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

*Times may be adjusted due to virtual learning.

Grade Level Cluster	Level 1	Level 2	Level 3	Level 4	Level 5
Kindergarten	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

Parent Notification

Within thirty days of identification, the school division will provide written notification to the parents of the identified ESL student, to include information about the student's ESL status and the services to be provided. Efforts will be made to provide the notification to parents in their native language or a language they understand.

Refused Services/Opt-Out students

Section 1112 of ESEA provides parents of EL students to refuse ESL services or opt students out of the ESL program. The PPS 30-day Notification Letter clearly informs parents of their rights to refuse services. Parents who wish to opt their EL student out of the ESL program must meet with designated school personnel, who will explain the benefits of the student remaining in the ESL program. If the parent still wishes their student to opt-out of the program, the parent must then meet with the administrator/designee to sign the refusal of 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 EL/ESL in PowerSchool 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 ESL program with parental permission;
- The student is still allowed EL exemptions and accommodations on state assessments and;
- The parent must opt-out of ESL services *each year by signing the letter*.

The original letter must be placed in the student's academic record file in the ESL folder. The parent is provided a copy of the Refusal of Services Letter for their files.

English Learners: Guidelines for 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 PPS ESL students participate in the Virginia Assessment Program. Prior to administering SOL tests to an ESL, "A school-based committee shall convene and make determinations regarding the participation level of each ESL student 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, dated October 19, 2015. Therefore, a school-based ESL Committee will be formed to determine how the student will participate in the Virginia Assessment Program and which, if any,

testing accommodations and/or exemptions are appropriate. The ESL Committee will determine each ESL student's participation in each statewide assessment individually based on data collected from the student's educational record.

Members of the EL Committee will include:

- the ESL student's English as a Second Language teacher;
- the ESL student's course content teacher(s);
- an administrator or designee (e.g., guidance counselor or reading specialist);
- the Title III coordinator;
- the ESL student's parent or guardian; and
- the ESL student, if appropriate.

The EL Committee should specify each ESL student'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);
- Plain English version of the SOL Algebra I test (refer to Table 1 for eligibility criteria); or
- Exemption from testing where permitted with an explanation for the exemption (refer to Table 2 for available exemptions).

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 2 for an overview of the exemptions from SOL assessments available to ELs.

Table 1. Plain English Mathematics Algebra I SOL Test Eligibility¹

Grade-Level Cluster	ACCESS for ELLs Overall Proficiency Level²	<i>Plain English Mathematics Algebra I SOL</i>
9-12	1.0 through 3.5	<i>Algebra I only*</i>

¹ ELs may participate in the Plain English *Mathematics* SOL tests for no more than three consecutive years if they continue to meet the requirements described in Table 1.

² Eligibility is based on Assessing Comprehension and Communication in English State-to-State for English Learners (ACCESS for ELLs[®] 2.0) scores; however, the WIDA Screener Online or Paper, the WIDA ACCESS Placement Test (W-APT[™]), or the WIDA Measure of Developing English Language (MODEL[™]) score may be used for ELs without ACCESS for ELLs scores. Information about WIDA assessments is available at <http://www.wida.us>.

*ELs may be assessed in mathematics using the *Plain English Algebra I* (2009 SOL) test if they:

- previously passed Algebra, I class prior to Spring 2019 and need to retake the *Plain English Algebra I* (2009 SOL) test for verified credit to meet graduation requirements; and
- have an ACCESS for ELLs 2.0 Overall Proficiency Level within the range of 1.0 - 3.5

Table 2. Overview of Exemptions from SOL Assessments Available to ELs

Content Area	Available Exemptions* on SOL Assessments.
Reading	ELs who have attended school in the United States for less than 12 months may receive a one-time exemption for the SOL <i>Reading</i> 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 SOL <i>Reading</i> test.
Mathematics	ELs may not be exempted from the SOL <i>Mathematics</i> tests.
Science	ELs may not be exempted from the SOL <i>Science</i> tests.
History/ Social Science	ELs in grades 3 through 8 may exercise a one-time exemption from the SOL <i>Virginia Studies</i> or <i>Civics & Economics</i> tests ³ . No exemption is available for the End-of-Course SOL <i>History/Social Science</i> tests.
Writing	ELs may exercise a one-time exemption from the Grade 8 SOL <i>Writing</i> test ³ . No exemption is available for the End-of-Course SOL <i>Writing</i> test.

Formerly ELs, Years 1, 2, 3, and 4, are not eligible for any exemptions.

³ Regulations Establishing Standards for Accrediting Public Schools in Virginia, §8 VAC 20-131- 30 G, dated October 19, 2015

Determining how an EL will be Assessed

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:

- Is this the EL's first year of enrollment in a United States school (applicable for the SOL *Reading test*)?
- 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 Table 2 for details regarding the one-time exemption from the SOL *Reading test* in grades 3 through 8.
-
- Based on the EL's ACCESS for ELLs 2.0 Overall Proficiency Level, is the EL student eligible to take the Plain English SOL *Algebra I test*? Refer to Table 1 for eligibility criteria.
- Is the EL eligible for exemption from the SOL *History/Social Science* or *Writing tests*? Refer to Table 2 for information regarding exemptions from SOL assessments available to ELs.
- Does the EL receive accommodations on a routine basis during classroom instruction and classroom assessment in the content area covered by the SOL assessment?

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 *Procedures for Participation of Students with Disabilities in Virginia's Accountability System*. Additionally, Section V, Students Dually Identified as English Learner and with a Disability, of this document provides information on students dually identified as English Learner and 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 construction 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 be a disadvantage to 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, the 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.

Testing Accommodations Available to ELs and Formerly EL students (Years 1 and 2 only):

1. The testing accommodations available to ELs for the SOL assessments fall into one of two categories: direct linguistic and indirect linguistic testing accommodations.
 - 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 (*Algebra I*)
 - 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
2. Considering Student Characteristics When Selecting Testing Accommodations: The EL Committee is responsible for developing a plan for each EL to facilitate his/her access to grade-level content instruction and 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. Additionally, 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. Assigning Testing Accommodations to an EL:

The following yes/no questions should be asked by the EL Committee to determine and assign testing accommodations to an EL for the SOL assessments.

- a. Is the testing accommodation appropriate for the EL's ACCESS for ELLs Overall Proficiency Level?
- b. Is the testing accommodation recommended for the SOL test?
- c. Has the EL routinely used the testing accommodations during both classroom instruction and classroom assessment?
- d. Has the EL benefited from the use of the testing accommodations?

If the response to all questions is "yes," the testing accommodations are most likely appropriate and should be considered for the EL to use on the SOL assessments. If the response to any question is "no," the EL Committee should *carefully* consider whether the testing accommodations are appropriate for the EL to use on an SOL assessment.

4. Documentation of Determinations:

Determinations of an EL's participation in the SOL assessments must be documented in writing and maintained in the EL's educational record. If the EL's parent or legal guardian is not a member of the EL Committee making determinations about the EL's participation in the SOL assessments, the parent or legal guardian should be notified in writing of the EL Committee's decision regarding each SOL assessment prior to test administration. If a decision to exempt the EL from an SOL test is determined, the parent or legal guardian must be notified in writing accompanied by the reasons for and ramifications of such an exemption from SOL testing. The EL Assessment Participation Plan may serve as documentation of the EL's participation in SOL assessments.

5. Implementing Testing Accommodations:

Prior to the SOL testing session, the test examiner should become familiar with the student's EL Assessment Participation Plan and testing accommodation(s) for each SOL test. It is the School Test Coordinator's responsibility to ensure that all test examiners are properly trained on administering testing accommodations.

Students Dually Identified as English Learner and with a Disability

ELs who are also students with disabilities are frequently referred to as "dually identified." All students, including dually identified students, are expected to participate in statewide content assessments. Special 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. Additionally, a dually identified student may participate in alternate and/or alternative assessments if eligibility requirements are met. For detailed information on assessment participation of students with disabilities, refer to the Procedures for Participation of Students with Disabilities in Virginia's Accountability System.

The IEP/504 teams and EL committees 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.

*The following questions and answers are provided for clarification:

Q1. Is the dually identified student eligible for direct and indirect linguistic testing accommodations?

Yes. Direct and indirect linguistic testing accommodations are available to the dually identified student based on the student's EL status as documented in the student's EL Assessment Participation Plan.

Q2. Is the dually identified student eligible for the same special testing accommodations as students with disabilities?

Yes. Special testing accommodations are available to the dually identified student based on the student's disability as documented in the student's IEP/504 Management Plan. For example, a dually identified student who is eligible for the Plain English *Mathematics* assessment based on his/her EL status may also be eligible for the read-aloud or audio accommodation based on his/her disability status.

Q3. Are EL test exemptions available to the dually identified student?

Yes. EL test exemptions are available to the dually identified student based on the student's EL status. EL test exemptions resulting from the student's EL status must be documented in the student's IEP/504 Management Plan **and** the EL Assessment Participation Plan.

Table 3. Overview of ACCESS for ELLs 2.0 Overall Proficiency Levels and Virginia English Language Proficiency Levels

Virginia English Language Proficiency Levels	ACCESS for ELLs® 2.0 Overall Proficiency Levels
Level 1	1.0 – 1.9
Level 2	2.0 – 2.9
Level 3	3.0 – 3.9
Level 4	4.0 – 4.3
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 2017 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2017.
Formerly EL Year 2	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 for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2016.
Formerly EL Year 3	Students who tested on Tier C of the WIDA ACCESS for ELLs test and earned a Composite Proficiency Level of 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 for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2015.
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 2014 OR Students who were assessed with the Proficiency Level 5 checklist from the Virginia ELP Checklist for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2014.

ESL Exit Procedures

Exiting the EL status means that ESL students have met the established state proficiency criteria based on ACCESS for ELLs test scores. 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 for EL Students in Kindergarten through Grade 12 with Hearing and Visual Impairments in Spring 2017 (**See Table 3 for more information**). Exiting Limited English Proficient (LEP) status means that ESL students are designated as FLEP, years 1 and 2. Formerly EL students no longer participate in ACCESS for ELLs testing.

The ESL Program Exit Form shall be completed and filed in the student's cumulative folder, and the ESL teacher must provide written notice to the parents/guardians.

Note: The parents/guardians may withdraw their children from the ESL program at any time by written request.

ESL Monitoring Procedures

Students who have achieved proficiency level on the ACCESS for ELLs assessment are reclassified as Formerly Limited English Proficiency (FLEP). Title III of the Every Student Succeeds Act (ESSA) requires that formerly EL students' academic progress be monitored for two years following their reclassification out of EL status.

The PPS FLEP monitoring form is to be used for two consecutive years after students are removed from ESL status and no longer require specialized ESL instruction. In some cases, when concerns are present during FLEP monitoring, the student may be reclassified as ESL and re-qualify for specialized ESL instruction.

All EL students who have met state exit requirements are monitored for two (2) calendar years



Student is able to meaningfully participate and demonstrate success in PPS' educational program on a quarterly basis. Determination is made jointly by the ESL and classroom/core content teacher



Student continues in PPS' 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.



Student is **not** able to participate meaningfully or demonstrates unsatisfactory progress in PPS' educational program according to evaluations (grades, SOL scores, classroom quarterly assessments, etc.) by ESL and classroom/core content teacher.



Case manager reports to principal who schedules a consultation with ESL 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, supports 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 a child study or confer with ESL coordinator regarding possible re-entry into ESL services. Parents will be informed of team decision.



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 what 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: [VDOE :: The Standards & SOL-based Instructional Resources](#).

English Language Development Standards



In 2012, the Virginia Board of Education adopted the Amplification of 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. Portsmouth Public Schools uses the WIDA ELD Standards as a basis for providing services to ELLs.

The WIDA English Language Development Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools. Figure B shows the five standards and their abbreviations.

English Language Proficiency Screening Assessments

An ELP screening assessment is administered to a potential EL student during the enrollment process to determine the student's English language proficiency level and eligibility for English language instructional services. School divisions may select one of the following WIDA ELP screening assessments to administer.

WIDA Screener

[WIDA Screener](#) - The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1-12 to assist educators with the identification of students as English learners (ELs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English learner support services. The WIDA Screener is available as either a paper-based or online assessment. Both WIDA Screener Paper and WIDA Screener Online assess the four language domains of Listening, Speaking, Reading, and Writing. For more information, including test administration materials, see the WIDA Screener [WIDA Screener](#).

W-APT

The WIDA-ACCESS Placement Test (W-APT) measures the English language proficiency of students who have recently arrived in the U.S. or in a particular school division. It is administered as a screening assessment to determine a student's English language proficiency level and need for English learner support services. The W-APT is available at no cost from the WIDA Consortium. For more information, including test administration materials, see the [W-APT](#).

NOTE: As of Aug. 31, 2017, the W-APT for Grades 1-12 has been discontinued and will no longer be supported by WIDA. School divisions with proper materials may continue to administer this assessment until October 31, 2018.

WIDA MODEL

The WIDA MODEL (Measure of Developing English Language) is a series of English language proficiency assessments for students K-12. It is administered as a screening assessment to determine a student's English language proficiency level and need for English learner support services. The WIDA MODEL is available for purchase from the WIDA Consortium. For more information, including ordering information, see the [WIDA MODEL](#).

The WIDA[®] Consortium has developed the following English language development (ELD) standards for EL 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 English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners communicate for Social and Instructional purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts	The language of Language Arts
English Language Development Standard 3	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics	The language of Mathematics
English Language Development Standard 4	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science	The language of Science
English Language Development Standard 5	English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies	The language of Social Studies

Standard 1 draws on students' personal experiences as they interact with teachers and peers. It works in conjunction with Standards 2 – 5 that address the language of the content areas.

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 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 WIDA 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 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: <https://wida.wisc.edu/>.

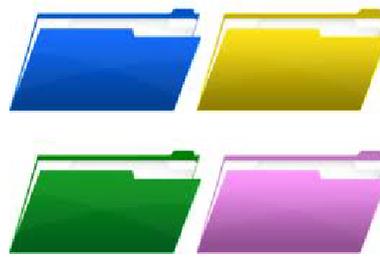
ESL Teacher as the Caseload Manager

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

- Updating caseload every quarter and when a new student arrives.
- Serving as the key contact for the ESL student and their parent/guardian
- Entering WIDA and W-APT levels into the student information systems (PowerSchool)
- Updating levels, including rolling over Level 6 students and exiting students, and notify registrar of any PowerSchool information to be updated
- ***Meeting all federal, state, and local requirements pertaining to parent notification of eligibility and services***
- Ensuring service minutes are met;
- Working with the classroom/content teacher to develop an instructional plan based on individual language needs and then sharing WIDA ELD level and ESL instructional plan with classroom/content teachers
- Providing input on the assessment plan for the student;
- Participating in Child Study meetings for assigned ESL students
- Consulting with classroom/content teacher to complete 6 Year Monitoring Forms notifying the building principal of unsatisfactory performance of FLEP students
- Modifying instruction, assignments, and tests for EL students when needed and appropriate
- Participating in professional development opportunities to increase understanding of the needs of LEP students and to learn effective ESL instructional strategies
- Collecting work samples for each student's EL Portfolio (to include Listening, Speaking, Reading, & Writing domains) each quarter
- Providing direct services to the student in the inclusive or resource setting
- Planning and teaching collaboratively with content teachers; and
- Maintaining and submitting to the principal at each school year's closing, an inventory of all ESL specific core and supplemental materials.

ESL Student Records

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



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

1. Home Language Survey (This document should be filed in the cumulative record with the remainder of the registration form.)
2. ESL 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. EL Student Plans (original copy with all committee signatures)
5. 6Y1/6Y2 Monitoring form, if applicable
6. Refusal of Services Letter, if applicable
7. Records of ESL eligibility and services from previous schools, if applicable

The following documents should be kept in an ESL specific file maintained by the ESL 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 ESL assigned (maintained digitally)

Additionally, an ESL Student Portfolio will be maintained in the ESL 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 ESL student.

Responsibilities of the ESL Program Administrator

Ensure that:

- Teachers and counselors work closely with the ESL teacher in course selection and class placement, making allowances for the individual needs of students
- All testing accommodations allowed for EL students are made
- ESL teachers are aware of all school activities that involve mainstream teachers
- ESL students are served and provided with equal educational opportunities
- ESL students have schedules that allow them to attend ESL classes as necessary
- Ensure that ESL-related information is entered into the system database
- Provide appropriate space for instruction and teacher preparation
- Evaluate the ESL teacher assigned to the school according to state guidelines
- Promote parental involvement at the school

Responsibilities of the School Secretaries

- Ensure **ALL** parents complete the Home Language Survey
- Register ESL students in schools
- Provide a copy of the Enrollment Form to the ESL office
- Inform the ESL office of new arrivals
- Notify guidance counselors and administrators of new ESL student arrivals
- Provide parent/guardian with free and reduced lunch form

Responsibilities of the Student Records Operator

- Enter all ESL students into the PowerSchool system using the appropriate codes based on language proficiency and other pertinent information
- Provide ESL teachers with ESL students' schedules and quarterly grades
- Maintain individual folders on each ESL student

Responsibilities of the Guidance Counselors

- Inform the mainstream teacher of ESL students placed in their classrooms
- Work closely with the ESL teacher in course selection and class placement, considering the individual needs of students
- Monitor the emotional health of ESL students during the initial

adjustment period

- Provide career options and character-building skills to students
- Provide opportunities for cross-cultural awareness experiences between mainstream students and ESL students
- Arrange for and provide additional testing if necessary to ascertain whether difficulties other than language are hindering student progress
- Inform the ESL teacher of all school support programs (i.e., academic and tutoring assistance) that might benefit ESL student
- Refer students to the ESL committee when needed for academic review

Responsibilities of the Parent Liaisons

- Facilitate the student enrollment process for ESL families
- Contact parents and students through house visits and telephone calls as needed
- Conduct periodic home visits to assess family resources and needs
- Identify and connect families to school and community resources
- Work closely with identified ESL families to ensure they receive continued support for their child's educational goals
- Perform Parent & Family Engagement related tasks as required by Title I office and building administration
- Work with teachers to provide homework assistance and instructional supplies for parents to use at home and school
- Assist with the distribution and collection of required parental consent forms

Responsibilities of the Instructional Leader

- Ensure accurate grade level and class placement for EL students
- Ensure that EL students participate in the statewide assessment program, with appropriate accommodations
- Ensure all EL students participate in the required annual language proficiency assessment
- Plan and provide staff development activities to increase content teachers' understanding of effective ESL instructional strategies
- Ensure that both ESL and content teachers are incorporating the WIDA Amplified ELD Standards in lesson planning and delivery, as appropriate for ESL students
- Ensure all timelines are met regarding required parent notification of student's EL status, enrollment in the ESL program via the 30-day Parent Notification letter, and exiting
- Monitor quarterly completion of information for the Virginia Grade Level Alternative Assessment (VGLA) by the classroom teacher in collaboration with the ESL teacher

Appendix A

Standards of Learning (SOL) Assessments by Content Area

Content Area	SOL Assessments
Reading	<ul style="list-style-type: none"> ● Grade 3 ● Grade 4 ● Grade 5 ● Grade 6 ● Grade 7 ● Grade 8 ● End-of-Course (EOC)
Mathematics*	<ul style="list-style-type: none"> ● Grade 3 ● Grade 4 ● Grade 5 ● Grade 6 ● Grade 7 ● Grade 8 ● EOC Algebra I ● EOC Geometry ● EOC Algebra II
Science	<ul style="list-style-type: none"> ● Grade 5 ● Grade 8 ● EOC Earth Science ● EOC Biology ● EOC Chemistry
History/ Social Science	<ul style="list-style-type: none"> ● Virginia Studies ● Civics and Economics ● EOC Virginia and US History ● EOC World History I ● EOC World History II ● EOC World Geography
Writing	<ul style="list-style-type: none"> ● Grade 8 ● EOC

* Includes the Plain English *Algebra I* SOL test. This is available to ELs who meet the eligibility criteria. Refer to Table 1 for details.