

Scott County Public Schools

Title III Language Instruction for English Learners and Immigrant Students (updated July, 2021)

Scott County Public School's Title III program commits to ensure that EL students 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 and professional development; and to promote parental, family, and community participation.

Reagan Mullins, Title III Coordinator

Rob Gardner and Jed Spicer, EL Teachers

276-386-6118

English Language Development (ELD) Standards

SEAs must demonstrate they have adopted ELD standards that are derived from the four domains of speaking, listening, reading, and writing, and are aligned with the state's academic standards.

Assessment of ESOL Students

- ELs must be assessed in reading/language arts, math, and science;
- Accommodations must be provided to ELs on state content assessments
- The English proficiency of ELs must be assessed annually

Accountability for ELs the state accountability system must include:

- Indicators for academic progress, high school graduation, and school quality that are measured for all students in a school and for each reporting category
- Indicator for measuring EL progress in attaining English proficiency
- Long-term and interim measures of progress in percentage increases of ELs who make progress in attaining English proficiency
- The scores of former ELs on state content assessments within the EL reporting category for four years

Professional Development 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 ELs
- Designed to enhance the ability of such teachers to understand and use curricula, assessment measures, and instruction strategies for ELs
- Based on scientifically based research; and
- Of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in the classroom.

Parental Engagement

- Notify parents within 30 days of identifying students as ELs
- Conduct effective parent outreach
- Provide information to parents to the extent practicable in a language they can understand

School Division Requirements under ESSA

- Develop a local plan for EL education with stakeholder consultation
- Implement an effective academic content instruction program to help ELs achieve academically
- Implement an effective language instruction program to help ELs attain English proficiency
- Provide professional development for EL educators that is effective and of sufficient intensity and duration
- Meet parental notification/outreach provisions

Definitions:

English Learner An English Learner in the Commonwealth of Virginia is classified according to the federal government definition as: *A student (A.) who is aged 3 through 21; (B.) who is enrolled or preparing to enroll in an elementary school or secondary school; (C.) (i.) who was not born in the United States or whose native language is a language other than English; and who comes from an environment where a language other than English is dominant; OR (ii.) (I.) who is a Native American or Alaska Native, or a native resident of outlying areas; and (II.) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; OR (iii.) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; AND (D.) whose difficulties speaking, reading, writing, or understanding the English language may be sufficient to deny the individual – (i.) the ability to meet the state's proficient level of achievement on state assessments; (ii.) the ability to achieve successfully in classrooms where the language of instruction is English; or (iii.) the opportunity to participate fully in society.*

Immigrant and Youth Student? *An immigrant and youth (IY) student in the Commonwealth of Virginia is classified according to the federal government definition as: are aged three through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than three full academic years.*

What is the federal definition of a refugee? A refugee student in the Commonwealth of Virginia is classified according to the federal government definition as: *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.*

What about students who are exchange students or here on a student visa? The standard identification, screening, and placement process must be followed as required by Title VI, the Civil Rights Act of 1964, to determine if the student is LEP. If the school division has followed this process and determined that the student is not LEP, this determination should be documented in the student's permanent record. This means when these students enroll, they should be given the Home Language Survey (and then screened for language proficiency and ESOL services. While some exchange programs maintain their exchange students are fluent in English, the division must follow federal regulations of identification, screening, and placement.

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

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

What was the *Plyler v. Doe* (1982) court case? *Plyler v. Doe* held that: A Texas statute which withholds from local school districts any state funds for the education of children who were not "legally admitted" into the United States, and which authorizes local school districts to deny enrollment to such children, violates the Equal Protection Clause of the Fourteenth Amendment.

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

Enrollment Overview & Process

Families can call to make an appointment. If possible, try to obtain a name and phone number so that we can try to follow up with the family if they do not call us.

If you encounter difficulties with the registration process due to foreign birth certificates or unusual residency issues, or if your principal chooses to proceed in this manner; refer all students who have a home language other than English to the EL teacher, Rob Garner or Jed Spicer, to assist in the registration process.

If the parents are unable to communicate with you in English and have not brought a translator with them:

- Spanish - call Rob Gardner or Jed Spicer 276-386-6118
- Chinese - call Sam Russell 423-579-0684
- All other –East Tennessee State University Translation Services 423-439-8342 (cost involved)
American Language Services (800) 951-5020 x305 (cost involved)

If you have begun the registration process but decide that you can't finish, please send all incomplete forms to the EL teacher. Grade placement is made at the time of registration by the school principal.

Attention should be given to the following section in the *Virginia School Entrance Laws §22.1-5(7D)*: *School boards may accept and provide programs for students for whom English is a second language who entered school in Virginia for the first time after reaching their twelfth birthday, and who have not reached twenty-two years of age on or before August 1 of the school year. No tuition shall be charged such students, if state funding is provided for such programs.*

Enrollment Process

1. All students enroll at the school level and meet with the principal, counselor, or secretary.
2. School official will contact translator, resources list above, if needed.
3. All enrollment documents are to be completed to the best extent possible. Note if this is the first-time student is enrolled in USA School.
4. All students are given the Home Language Survey.
5. Families are made aware of extra-curricular activities, academic programs, and sponsorships Available.
6. Transcripts are reviewed by the receiving high school by the Guidance Counselor, followed by consultation with EL Coordinator and Translator (if needed)
7. Identification of ESOL must be determined.

What are the Steps to Registering an EL Student?

No school may circumvent SCPS regulations that apply to all students, or state or federal law that dictates how ESOL students and their families are treated and the services that must be provided to them. If ever in doubt about an ESOL-related case, please contact Reagan Mullins.

Step 1 - Home Language Questions: Contact translation services, if needed

1. What is the primary language used in your 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? _____
4. In which language do you prefer to receive communication from the school?

Step 2 – Grade Placement Grade and teacher placement is made at the time of registration by the school registrar and/or principal. ESOL students must be placed in the age appropriate grade level.

Step 3 – Contact the following for screening or WIDA score interpretation.

Rob Gardner 276-386-6118

Jed Spicer 276-386-6118

Reagan Mullins 276-386-6118

Step 4 – Notice to Teachers Once a student has been screened and found to be eligible for the ESOL program, the ELP level must be shared with teachers.

Step 5 – Process of coding score entered into PS by Debby Brickey

Step 5 – ESSA 30-Day Parental Notification Letter UPDATE THIS ABOUT In order to meet the requirements of sec 3302 of ESSA, notification must be sent home to ESOL parents. The school principal will send home the 30-day parent notification letter within the first 30 days of school for ALL ESOL students identified in the student information system as of Sept 30. A copy should be sent to central office. Information should be updated in PowerSchool.

For all students that are found Eligible after the 30-day letter has been sent home, the school must **MAIL** the letter to the parents within 10 days of the child being found eligible.

Identification of ESOL students during the Enrollment Process

To comply with federal requirements, students must be identified during the enrollment process. The secretary/guidance/administration contacts Title III Coordinator &/or Rob Gardner or Jed Spicer at 276/386/6118 to assist with enrollment translation conversations.

1. If the student has been enrolled in a Virginia public school, staff will contact the previous school for an ACCESS or WIDA score and ELD level for placement in the SCPS ESOL Program. Students that transfer in from a WIDA state (found on the WIDA web site: www.wida.us) will use their ACCESS or WIDA score and WIDA level for placement in SCPS.
2. **OR.** 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, SCPS staff will screen the student using the World Class Instructional Design and Assessment (WIDA) 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 sending school to see if the student was screened with the WIDA screener before leaving the school. If so, ask that the WIDA screener results be sent. VDOE requires the WIDA to be given only one time per calendar year. If the sending school did not administer the WIDA, then administer it to the newly enrolled student.

Course Placement for High School

Course schedule placement is made at the time of registration by the school counselor/principal. Evidence of earned credits will govern the grade placement of a high school level student.

Students without Transcripts

Most students who arrive with no transcripts are placed in 9th grade. This placement is reviewed if transcripts are subsequently received and evaluated. Based upon other factors grade placement may vary based on the information provided to the school principal.


Students with Transcripts

The Principal and the Guidance Department will review all transcripts and place the student according to the number of credits earned. Information about foreign transcripts will be obtained from the Metropolitan Area Foreign Student Association (MAFSA) *Comparison Chart of Primary and Secondary Foreign School Systems and Comparison Chart of National Grading Scales*.

Consultation with the EL Coordinator is often utilized during the registration process if needed.

Placement of EL students

ESOL students are placed at the grade level appropriate for their age.

The Department recommends the criteria below for EL identification. The recommendations may be adjusted if changes are made to the ACCESS for ELLS® 2.0 exit criterion following the upcoming review of data from the 2015-2016 and 2016-2017 assessment years to determine long-term exit criteria using the new ACCESS for ELLS® 2.0 scale. Please note that Virginia will continue to recognize [WIDA Performance Definitions](#) .

Grade	Screening Tool	Domains	Levels indicating Student is an EL
Rising Kindergarten	*Kindergarten W-APT	Listening and Speaking	Oral raw score less than 21
Kindergarten 1st semester	*Kindergarten W-APT	Listening and Speaking	Oral raw score less than 28
Kindergarten 2nd semester	*Kindergarten W-APT	Listening, Speaking, Reading, and Writing	Listening & Speaking Less than 28 OR Reading less than 14 OR Writing less than 17
Kindergarten 1st semester	WIDA MODEL	Listening and Speaking	Oral Language Level less than 5.0
Kindergarten 2nd semester	WIDA MODEL	Listening, Speaking, Reading, and Writing	Overall less than 5.0
Grade 1 - 12	W-APT or WIDA MODEL	Listening, Speaking, Reading, and Writing	Overall less than 5.0
Grade 1 - 12	WIDA Screener (online and paper)	Listening, Speaking, Reading, and Writing	Overall less than 4.5**

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Primary/Home Language Survey for

All New Kindergarten and Incoming Students

Student Name: _____ Grade: _____ School: _____

Today's Date: _____

Instructions for schools in completing the survey:

1. Interview the parents or guardians of ALL new Kindergarten and incoming students in grades K-12 and record all information requested.
2. Provide interpretation services whenever necessary.
3. Check to see that all questions on the form are answered.

Complete this home language survey at the student's initial enrollment in school. This form must be signed and dated by the parent or guardian. It must be kept in the student's file. This form will be used only for determining whether the student needs English Learner services and will not be used for immigration matters or reported to immigration authorities.

If any of the first three questions is answered in any language other than English, this form should be sent to Reagan Mullins at the Central Office.

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1. What is the primary language used in the home, regardless of the language spoken by the student?
_____ (specify language)
 2. What is the language most often spoken by the student? _____ (specify language)
 3. What is the language that the student first acquired? _____ (specify language)
 4. When did they first enter US Schools? _____
 5. In which language do you prefer to receive information from the school?
_____ (specify language)

Parent/Guardian Signature _____

Relationship to Student _____ Date _____

EL REQUIREMENTS

Parental Notification

ESSA requires that schools must notify parents of their child's placement in an ESOL program within 30 days of the start of the school, or two weeks of the child's placement in the program.

Title I requires that a school division must implement programs, activities, and procedures for the involvement of parents including developing a written parent involvement policy, soliciting parental input, providing timely information to parents, and building capacity for parental involvement.

Title III requires that SCPS must inform parents of a child identified for participation in a language instruction educational program supported by Title III no later than 30 calendar days after the beginning of the school year. For students who enroll mid-year, notification must take place within two weeks of enrollment. The parent notification letters must be sent to all students identified as an EL on an annual basis. If a child transfers into SCPS from another Virginia school division, SCPS MUST send home the SCPS ESOL parent notification letter.

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

Refused Services/Opt Out students

ESSA provides parents of ESOL students an opportunity to refuse ESOL services or opt students out of the ESOL program. Parents are notified of the right through the 30-day ESSA parent notification letter. Parents who wish to opt their ESOL student out of the ESOL program must converse with the EL teacher. If the parent still wishes their student to opt out of the program, the parent must sign the refused services letter. The parent/guardian must sign the letter every year but have the right to opt-in at any time by contacting Reagan Mullins at 276/386-6118.

Schools must contact parents/guardians and have a new letter signed by Sept 30 of each year. The School Division still has the responsibility and obligation to provide the means of proficiency in language. This right is not waived by an opt-out. Title I, Reading Specialist, and classroom teachers will meet this obligation.

How does SCPS meet the requirements for the English Language Development Standards?

On March 19, 2008, the Virginia Board of Education adopted the World-Class Instructional and Design (WIDA®) Consortium English Language Development (ELD) Standards for the state.

How does SCPS meet the requirements for English Language Development Assessment? On September 26, 2007, the Virginia Board of Education approved Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ESOLs®) as the state-approved English Language Development (ELD) assessment.

How does SCPS meet the requirements for Academic Achievement Assessment? The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (2006) provides the following information:

All students identified as limited English proficient (ESOL) shall participate in the Virginia assessment program. A school-based committee shall convene and make determinations regarding the participation level of ESOL students in the Virginia assessment program. In kindergarten through eighth grade, limited English proficient students may be granted a one-time exemption from SOL testing in the areas of writing, science, and history and social science. [8 VAC 20-131-30 G] Further information on assessing ESOL students with the standards of learning assessments can be found in the assessment section, and include updates.

LIEP MODEL for Scott County Public Schools

CONTENT-BASED EL INSTRUCTION

Content Classes with Integrated ESL Support Model:

Primary language and English are used to teach content. ELs are integrated with non-ELs.

EL students will be mainstreamed and have access to all programs available to all students. The type of program model and delivery of instruction depends on the proficiency levels of the students. EL staff will aid classroom teachers and other school personnel with appropriate materials, strategies and training to address the individual needs of their English learners. EL teacher collaborates with mainstream teacher on a regular basis to assist teacher in planning instruction for the EL students in classroom. The EL teacher model strategies, presents demonstration lessons, provides resources, and monitors EL student achievement.

Content Classes with Integrated ESL support

- Goals: Support grade-appropriate academic success and full English proficiency development simultaneously
- Classes in SCPS include ELs and non-ELs
- ELs receive direct language instruction and support *within* general education content classes
- Instruction may use the Sheltered Instruction model: adapts academic instruction to make is accessible and comprehensible to ELs' proficiency levels to provide access and make content comprehensible
- May use co-teaching (also known as "push-in") Contact EL Coordinator
 - Co-teaching can take a variety of forms and should include common teacher planning time

Program Model

Elementary level Guidelines for EL Services (K-5)

- In class instructional models are the main instructional models. Whenever possible, in class instruction using EL strategies and support is the preferred model.

All students must be mainstreamed throughout the day and should participate in specials (PE, art, music, etc.), recess and lunch with their mainstream class where they can have social interactions with their English-speaking peers.

The division supports the monitoring of student achievement and interventions through an ongoing analysis of student learning data. Specifically, the division requires the school to conduct quarterly benchmark assessments and conducts quarterly data meetings with the school. Also, the division has implemented a longitudinal data system to monitor student achievement as well as the impact of interventions, assists the school with the re-tiering of students, and has provided training to teachers on formative assessment.

The division supports intervention efforts by requiring the school to provide reading and math interventions for Tier 2 and Tier 3 students at least three times per week.

Secondary Level Scheduling suggestions for ESL Services (6-12)

Each EL student is identified by one of 4 levels and that generally determines the consultation and accommodations for instruction; however, each student's case should be dealt with individually and the best services provided to meet the student's overall need.

The division supports the monitoring of student achievement and interventions through an ongoing analysis of student learning data. Specifically, the division requires the school to conduct quarterly benchmark assessments and conducts quarterly data meetings with the school.

Students Who Reach Proficiency

Students who have reached 4.4 or above on the ACCESS for ELL will be monitored for 2 years to ensure success.

1. The monitoring form (attached) is used each nine weeks period. A copy of this form is sent home with report cards, a copy is kept by the school, and a copy is sent to Rob Gardner or Jed Spicer via Reagan Mullins at the Central Office.
2. The homeroom teacher is responsible to completing this form. However, Rob Gardner and/or Jed Spicer is responsible for ensuring the teachers are aware of the process and supervising the quarterly paperwork.

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Classroom Progress Report for Monitored EL Students

Student Name _____ Grade _____ Date of Birth _____
 Native Language _____ Male _____ Female _____
 Teacher _____

Classroom Performance

Circle the appropriate rating:

	Unsatisfactory		Average		Excellent	
	1	2	3	4	5	6
ABILITY TO LEARN COURSE CONTENT Successfully learns content information						
ACADEMIC PERFORMANCE Academic performance in class						
STUDY HABITS Brings necessary materials to class, begins work promptly, listens to instructions, follows directions, and completes tasks.						
CLASS PARTICIPATION Participates in class activities and discussion						
COMMUNICATION WITH TEACHER Expresses ideas adequately, use relevant vocabulary, and asks questions about assignments and content areas.						
COMMUNICATION WITH PEERS Expresses ideas, opinions, and interests; understands and is understood by peers.						

PLEASE RATE STUDENT'S OVERALL PERFORMANCE IN THE CLASSROOM: Circle one

Below Grade At Grade Level At Grade Above Grade
Level With Adaptations Level Level

COMMENTS:

ACCOMMODATIONS UTILIZED:

Teacher Signature

Date

Annual EL Program Evaluation

- July – Principals, Secretaries, and Counselors are trained in all EL Enrollment/Education Services
- August – EL Coordinator meets individually with classroom teachers to ensure LIEP and WIDA Standards are understood. Services including, but not limited to, gifted, extracurricular sports, extracurricular programs, accommodations, modifications, and transcript reviews are held with teachers.
- September – May EL Coordinator meets with EL Supervisor monthly to review process and monitoring of students.
- September – May EL Coordinator ensures teachers complete Classroom Progress Report for Monitored EL students.
- November – EL Coordinator meets with STC and teachers to review SOL Accommodations
- November – EL Coordinator meets with EL Supervisor for ACCESS test ordering
- December – Any student participating in Block Scheduling should meet with the EL Coordinator and School Counselor to review 2nd semester LIEP plans and 1st semester EOC grades
- January – ACCES Schedule is created
- February – EL Supervisor, EL Coordinator, School Principals, and Parents meet to review EL Handbook
- June - – EL Supervisor, EL Coordinator, School Principals, and Testing Director meet to review Equitable Services, ACCESS scores, SOL data, Opt-Out Policies, etc.