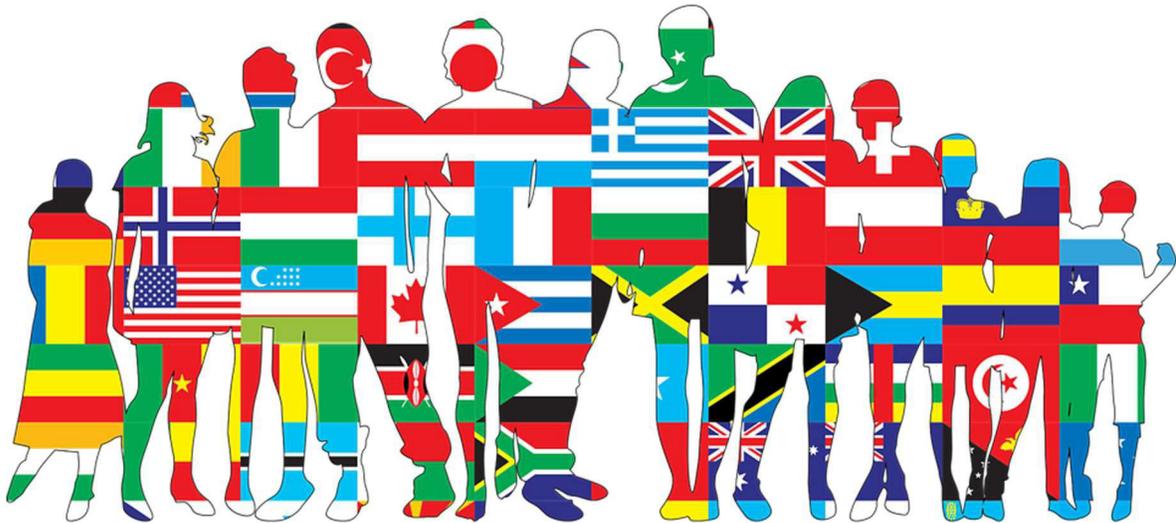


Title III/EL Handbook

Cabell County Schools



A county staff guide to compliance with state and federal guidelines while serving our English Learner population.

We are ALL ESL Teachers!
2023-2024

Published: August 30, 2023

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Guide to Use

This guide was created to answer questions that teachers, office staff, administrators or just about anyone may have concerning English Learners. The following sections have answers to commonly asked questions, with forms that are mentioned in the answers.

The ESL program is constantly changing. Please note that the content here is current at the time of publication. Updates will be shared with ESL staff at appropriate times.



*CCS staff has permission to reproduce anything in this handbook.

FAQ about EL Students

1. What does EL mean?	EL is an acronym used by the U.S. Department of Education. It means English Learner. ELs were formerly known as Limited English Proficient (LEP).
2. How is a student classified as EL?	Each student who completes a Home Language Survey (see appendix) and indicates another home language besides English must take the ELPA21 Screener.
3. How many EL students do we have in the CCS district?	There are over 200 EL students enrolled in Cabell County Schools in 2018-2019.
4. How many languages do we have in the CCS district?	During the 2021-22 school year, we identified over 20 different languages in Cabell County Schools.
5. What are the ELPA21 Screener and ELPA21 Summative assessments?	The ELPA21 Screener is an English proficiency screening assessment. The ELPA21 Summative is the English proficiency assessment that EL students take annually in February and March.
6. Which students must complete a Home Language Survey?	Each public school student in West Virginia must complete a Home Language Survey (see appendix).
7. How do I know if an EL student needs ESL services?	The ELPA21 Screener will tell us if a student meets the state's EL identification criteria. We offer all K-12 EL students the option of receiving ESL services.
8. Why do we offer EL students ESL services?	Under the Supreme Court ruling Lau v. Nichols 1974, school districts are required to offer EL students services that help them participate meaningfully.

FAQ about EL Students (continued)

<p>9. What if an EL student doesn't want ESL services?</p>	<p>Parents have the right to remove ESL services for their children. Parents complete an ESL service removal form, however the students still must take the ELPA21 Summative Assessment until they demonstrate proficiency.</p>
<p>10. Do EL students who have removed ESL services still need to take the ELPA21 English language assessment each year?</p>	<p>Yes. Even if an EL student removes ESL services, the student is still an EL and must take the ELPA21 Summative each year.</p>
<p>11. Do EL students receive EL testing accommodations?</p>	<p>Depending on an EL student's ELPA21 scores, an EL student may be eligible for EL testing accommodations.</p>
<p>12. Can an EL student use EL testing accommodations on the ELPA21 (English Language Proficiency Assessment)?</p>	<p>No. An EL student cannot use EL testing accommodations on the ELPA 21 assessment.* *The exception would be if the student has an IEP that specifically states that s/he can use accommodations on the ELPA21 test because of exceptionality.</p>
<p>13. How do we decide what EL testing accommodations an EL student might need?</p>	<p>Each school has a designated ESL teacher. The ESL teacher chairs an EL committee with the classroom teacher/s who make decisions regarding which EL students receive EL accommodations.</p>
<p>14. How does an EL student exit the ESL program?</p>	<p>EL students must receive all 4's and 5's on the ELPA21 assessment domains to receive a score of Proficient.</p>
<p>15. What happens when an EL student exits EL status? What if they are still struggling academically?</p>	<p>Under Title III, school staff must monitor former EL students for two additional years after they exit EL status. If they are still struggling, it is possible to reenter the ESL program.</p>

Staffing Information

This is a list of people who help in the administration of the EL/Title III program, along with their duties.

Title III/EL Program Director

Kelly L. Watts, Deputy Superintendent

Title III director will coordinate with the lead ESL teacher to create schedules for student services, monitoring ELPA 21 testing, and policy compliance.

Email:

Office telephone: 304-528-5307

ESL Lead Teacher

The ESL lead teacher is the liaison for the board office supervisor in charge of Title III funds and the staff teaching in the field. The ESL lead teacher provides direction and support for the district's ESL teachers. This includes additional training and provides instructional resources for use with EL students. Additionally, the lead teacher assists in the collection of EL data throughout the year, including both screening and administering the ELPA 21. EL student records are inputted into the district's data management system.

ESL Lead Teacher:

Naomi Wilson

Email: nwilson@k12.wv.us

Office telephone: 304-528-5106 x 212



Staffing Information (continued)

Itinerant ESL Teachers

ESL teachers are certified teachers and not paraprofessionals or tutors who are responsible for providing support for social and instructional purposes. Instructional support can include teaching the academic language necessary to communicate information, ideas and concepts in language arts, mathematics, science and social studies.

The ELPA21 English Language Proficiency Standards are West Virginia English Language Development Standards (<https://www.elpa21.org/elp-standards/>). These standards are resources for all school staff members. ESL teachers are also responsible for maintaining records of EL student performance. ESL teachers are expected to attend county-wide ESL meetings and professional development trainings.

- ensuring the completion of the required Home Language Survey (see appendix) for every child who enrolls in our school system.
- either assisting with or administering the Spring ELPA21 Summative assessment to existing EL students.
- coordinating efforts and assisting parents with the completion of forms and other support services.

Note: ESL Teachers must be involved in determining whether an EL student should be retained. ESL Teachers are also to be included in IEP and SAT meetings on English Learners.

Classroom and Content Teachers

Classroom teacher assigned with EL work to make instruction as accessible and comprehensible as possible, even for students at an emerging level of English proficiency. Assessing EL students should not discriminate against the student on the basis of their language proficiency. Teachers are responsible for following each Language Instruction Educational Plan (LIEP) for classroom modifications and testing accommodations. These accommodations can be provided for state assessments.

School Secretaries, Nurses and Cafeteria Workers

School secretaries, nurses and cafeteria workers are encouraged to communicate effectively with EL parents if that means simplifying their English to be better understood. Assistance from EL staff can be used if necessary. Support staff are vital in gathering accurate data regarding EL students (home language survey, enrollment documentation, etc).

ESL Teacher: A Description

ESL teachers are specialists with a deep knowledge of the process of language acquisition. ESL teachers advocate for and understand the cultural and academic needs of English learners, newcomers and immigrant populations. These teachers serve as leaders in schools to provide resources and guidance to regular education teachers in order to service ESL students.

- Requires additional ESL certification. They must pass the ESL Praxis test before being certified.
- Teach the ELPA Standards and integrate academic content into language instruction.
- Coordinate with district test coordinator and school principals to administer the ELPA21 screener and summative assessments.
- Can assist teachers in appropriate grading practices for different content areas.
- Attend all ESL meetings.
- Keep detailed records for each EL student.
- Participate in ESL Trainings and ongoing professional development for progressive individual growth.
- Maintain a growth mindset for themselves and their students.
- Continue to be ongoing learners.
- Provide professional development and share information related to English Language learners and best practices with school administrators and staff.
- Communicate with parents of ELs; involve them positively in the children's school and engage them in their education and language acquisition.
- Design quarterly newsletters to keep the families updated of information.
- Create schedules and student groupings to appropriately serve their English Learners.
- Must be involved in determining special assistance for their students.
- Must be involved in determining whether an English Learner should be retained.
- Possess high level of knowledge and understanding of content standards and ELPA English Language Developmental Standards.
- Train and collaborate with teachers and instructional coaches to provide differentiated instruction. Provide resources and strategies to help make content meaningful to ELs.
- Identify appropriate classroom modifications and testing accommodations for ELs within their school and communicate these to teachers.

NOTE: ESL teachers are not required to speak a language other than English. However, they allow appropriate behavior in the students' native language. Therefore, ESL Teachers should not be frequently depended upon to be interpreters/translators.

Every Student Succeeds Act (ESSA and Title III)

Every potential EL student is assessed using the ELPA21 Screener upon entry into our system. Thereafter each EL student is tested in the spring using the ELPA21 Summative Assessment during the assessment window (February-March). The tests are designed to evaluate growth in four domains: Listening, Speaking, Reading, and Writing. These scores help identify the students' areas of need.

On December 10, 2015, President Obama signed ESSA into law, replacing the long-standing version of the Elementary and Secondary Education Act (ESEA) also known as "No Child Left Behind" (NCLB).

Some differences between NCLB and ESSA:

- The term English Learners (ELs) replaces Limited English Proficient (LEP)
- Accountability for EL Progress and Proficiency (formerly AMAO 1 and AMAO 2) moves to Title I
- States are given more local control to determine how to measure English Learners' English Language Proficiency.

The main purposes of Title III are to help ensure that English Learners (ELs):

- Attain English proficiency
- Develop high levels of academic attainment in English
- Meet challenging State academic content achievement standards



What is ESL?

ESL stands for English as a Second Language. ESL instruction is for students who speak another language besides English and are learning English as a new language. ESL teachers assist EL students in learning English and learning the mainstream classroom content.

What ESL services will be provided to qualifying students?

ESL teachers are specifically trained to assist and instruct students while s/he is learning English. Most experts agree that it takes a child approximately 4-10 years to become proficient in a second language. The ESL teacher will provide instruction to increase the following: English vocabulary, English grammar skills, comprehension of English literature and your child's understanding of what is happening in the mainstream classroom.

For newcomers, the ESL teacher needs to adjust his/her schedule to be available for at least a whole day to assist the newcomer student in the transition to a new school and culture.

At the Elementary level, an EL student may be "pulled-out" of his/her regular class for 30-45 minutes to receive English language instruction, or the ESL teacher may "push in" to his/her class to support the classroom instruction. The ESL teacher will also work with the English learner's classroom teacher to modify instruction to assist the student.

At the Middle School level, an EL student may be "pulled-out" of his/her regular class to receive English language instruction, or the ESL teacher may "push in" to his/her class to support the classroom instruction. The ESL teacher will focus on intensive basic English language skills and/or content-based English language skills. The ESL teacher will also work with the EL students' content and classroom teachers to modify instruction to assist the student.

At the High School level, an EL student will go to an ESL class period, and/or the ESL teacher will also work with the EL students' content and classroom teachers to modify instruction to assist the student. The ESL teacher will teach the ESL class and focus on building the EL students' English language skills. The ESL class might focus on intensive basic English language skills or content-based English language skills.

Common Acronyms ESL Teachers Use

HLS	Home Language Survey	A form that every student or parent of the student must complete at the time of initial enrollment; a federal requirement. School districts need to know the home language in order to complete the state language census.
PHLOTE	Primary Home Language Other Than English student	One who lists a language other than English on the HLS (see appendix), which means that the student must be assessed with the State-mandated English proficiency test (ELPA21 Screener) within 30 calendar days of enrollment.
EL	English Learner	Formerly LEP (Limited English Proficient) and ELL (English Language Learner). The identification given to students who score below Proficient on the ELPA21 Screener or ELPA21 Summative English Proficiency test. NOTE: Cabell County Schools also have Expeditionary Learning (EL) schools which is a different acronym.
ESL	English as a Second Language	A method of instruction for students who are learning English as a new language; usually involves pulling students out of the regular class for specific English instruction.
ESOL	English to Speakers of Other Languages	Another name of instruction for students who are learning English as a new language currently used within the Adult Education programs.
TESOL	Teachers of English to Speakers of Other Languages	A state, national, and international organization of English language teachers
ESSA	Every Student Succeeds Act	The federal legislation reauthorized in 2015, previously known as No Child Left Behind (NCLB); specifically addresses language acquisition programs for English Learner (EL) students. This legislation is also commonly referred to as the Elementary and Secondary Education Act (ESEA).
MFEL	Monitored Former English Learner	The federal identification given to students who have exited EL status; Title III requires these students to be monitored for two to four years after their exit year.

Common Acronyms ESL Teachers Use (continued)

ELP Standards	English Language Proficiency Standards	The English Language Proficiency Standards published by the ELPA21 consortium were approved by the WV State Board of Education in 2014. There are 10 standards which are the foundation for the ELPA21 assessment system. https://www.elpa21.org/elp-standards/ . ELPA21 measures growth with assessments founded on English Language Proficiency standards that provide data to inform instruction and support students in their individual journeys toward English language proficiency.
ELPA21	English Language Proficiency Assessment for the 21st Century	ELPA21 is a member-supported project housed at the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at the University of California, Los Angeles. CRESST's mission is to deliver high-quality research, assessment development, and measurement innovation that informs teaching and learning. Our members are located across the country united in their goal of delivering the best assessment system for English learners in their states.
ELPA21 Screener	ELPA Placement Test	The initial State-mandated proficiency test for determining English Learner status. Must be administered within 30 calendar days of initial enrollment
ELPA21 Summative	English Language Proficiency Assessment	The annual State-mandated proficiency tests for all ELs, for determining English Learner status. Administered in February and March of each year.
BICS	Basic Interpersonal Communication Skills	The simple, social language that students learn first; research has typically said it takes 1-2 years to develop.
CALP	Cognitive Academic Language Proficiency	The more difficult academic language that students experience in school; research has typically said it takes 5-7 years to develop; some newer research says 5-10 years.

EL Registration and Initial Identification Process

All students must complete a HOME LANGUAGE SURVEY (see appendix) when enrolling in a school. If the HLS indicates that a student speaks another language at home, even if s/he appears to speak English fluently, a copy of the HLS must be sent to the ESL department immediately. The ESL staff will then schedule with the school to administer the ELPA21 Screener for determining English language proficiency. This assessment will determine whether these students are identified as EL students. Once the test is scored, copies of the results are given to the classroom teacher, sent home to the parents and filed in the student's ESL file. After evaluating the results of the ELPA21 Screener, the ESL Department will notify the family within 30 days of enrollment and work with the classroom teacher to determine the ESL service needs.

This test gauges a student's understanding of the English language in four domains: Listening, Reading, Writing and Speaking. The domains are graded on a scale from 1-5, with 1 being Negligible and 5 being Proficient. If the student scores 4s and 5s on all domains on the screener they are exited from the program upon entry. Any other combinations of scores make them eligible for services from one of the members of the ESL staff.

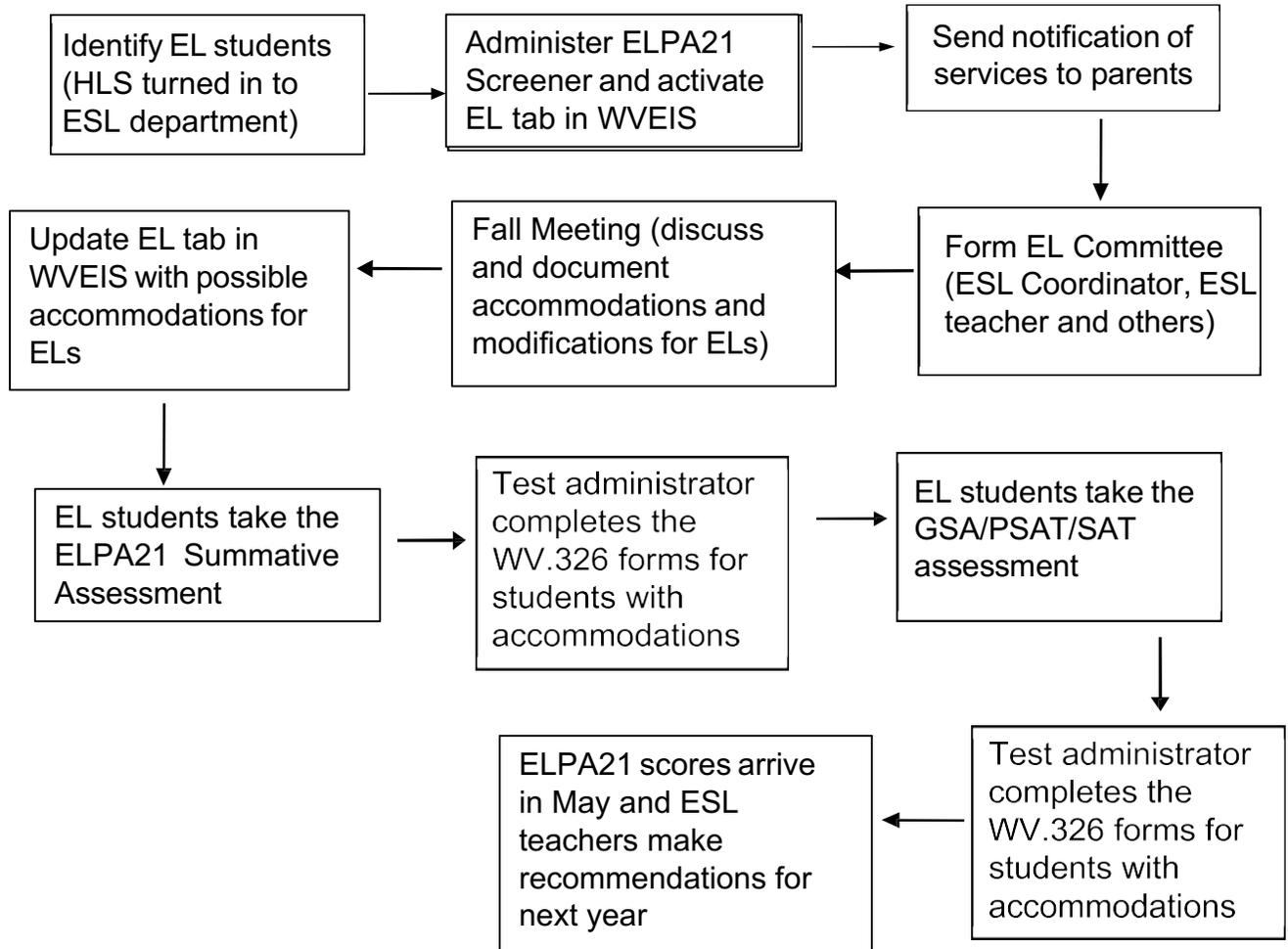
The current ELPA21 Screener criteria to identify students as EL is the following:

EL Student Initial Identification		
Grade	Students Qualifying for Services	Students Proficient upon Entry
Kindergarten 1 st Semester	A score of less than 3 in Writing or less than 4 in the other domains	A score of 3 in Writing and 4 or 5 in all the other domains deems the student English proficient
Kindergarten nd 2 nd Semester and all other grade bands	A score of less than 4 in at least one domain	A score of 4 or 5 in each domain deems the student English proficient

Eligibility Process

1. Identification of the student with the Home Language Survey (see appendix).
 - a. School principals will have the Home Language Survey completed during all students' enrollment. If a survey is answered "YES..."
 - i. that a student has a primary language other than English,
 - ii. or a first-exposed or first-learned language other than English,
 - iii. or if any major caretaker in the home has a first language other than English, (in which case, the child may not have the advantage of English exposure that their peers have)
 - b. then the school must send a copy of this positive survey to the Lead ESL Teacher, Naomi Wilson, at the Career Technology Center immediately, filing the original in the student's permanent record.
2. Evaluation of the student's skill level.
 - a. Students with a positive survey will then be administered an English language proficiency screening test by the ESL staff. If the students are proficient in English skills, they will not be offered services unless the teacher, parent, or school request it. If the student is less than fully proficient in English skills, then services will be offered
 - b. The ESL professional will screen the student's English language proficiency, but the teacher must determine content area proficiency.
3. Parents will be notified in writing of proposed ESL services
 - a. They are given the option to reject those services. If not vetoed by the parents, ESL students will either be provided with direct services geared to their needs or will be invigilated and given Level 4 support services to assure they are having success.
 - b. If the student does not test fully proficient in English, the ESL department will work with the classroom teacher/s and administration to develop a comprehensive plan, pinpoint needed accommodations in the classroom and during standardized testing, and execute all needed papers
4. A committee of teachers, ESL professional, and guidance or administrative personnel will develop an educational and cultural program to insure that the student makes adequate yearly progress in both language proficiency and content area proficiency.
5. The ESL Contract and Testing Accommodation Documentation forms will be completed by the committee.
6. All ESL students will take an English proficiency test called ELPA21 annually, in addition to the General Summative Assessment.
 - a. In February or March, the EL student will be administered the English Language Proficiency Test (ELPA21).
 - b. All students, including ELs, in grades 3-8 will take the General Summative Assessment (GSA), PSAT in 9th and 10th grade, and SAT in 11th grade.
7. Adjustments will be made in the ESL student's program from results of classroom performance as evaluated by classroom/content teachers, ELPA21 scores, GSA results, and recommendations by ESL staff.
8. When the ESL student has shown proficiency on ELPA21, the student will be exited from the program and monitored for two years.

Eligibility Process (continued)



EL Committee

Who: The EL committee is usually chaired by the Itinerant ESL Teacher at each school. The EL committee might also include administrators or mainstream teachers. (Note: This is not an IEP meeting and will not follow the IEP meeting format).

What: The EL Committee will meet to discuss and determine ongoing EL accommodations, classroom modifications and ESL service for EL students at the school.

When: At the very least, the EL committee should meet once during the Fall semester and once in the Spring semester prior to the General Summative Assessments. Committees may meet more often if necessary.

Where: The EL committee meets in a convenient location for its members.

Why: “According to a guidance document from the U. S. Department of Education (2007, p. 3), Under Title I of ESEA, states must include English learner students in their assessments of academic achievement in reading/ language arts and mathematics, and must provide English learner students with appropriate accommodations including, to the extent practicable, assessments in the language and form most likely to yield accurate data on what English learner students know and can do in the academic content areas until they have achieved English language proficiency. (Guidelines for Participation in West Virginia Assessments—Section V—Oct. 2018)

How: Since we have great diversity from school to school regarding our EL population, the ESL department/committee has the flexibility to decide how best to meet this requirement.



Determining and Providing Service Guidelines

Below are the Guidelines for Servicing ELs in WV based on Guidelines from the state department's ToolKit: Connecting ESL Best Practices and Limited English Proficient Students.

English Language Service Level 1 (Negligible)*

Students at Level 1 (Negligible) need the most English language support due to their inability to access the curriculum. This is particularly important because sheltering content instruction, provided by the classroom teacher, may not be as meaningful for students who have yet to attain basic communication skills.

Guidelines for ESL Instruction	
How Much?	A minimal range of 30 minutes to 1 hour
How Often?	3-5 times weekly

English Language Service Level 2 (Very Limited) *

LEP students at Level 2 (Very Limited) will benefit from regular English language development instruction as outlined below.

Guidelines for ESL Instruction	
How Much?	A minimal range of 30 minutes to 1 hour
How Often?	2-4 times weekly

English Language Service Level 3 (Limited)*

LEP students at Level 3 (Limited Level) have not yet developed academic proficiency in English and often have different levels of proficiency in speaking, listening, reading and writing. Level 3 students also require ESL instruction as outlined below.

Guidelines for ESL Instruction	
How Much?	A minimal range of 30 minutes to 1 hour
How Often?	1-3 times weekly

English Language Service Level 4 (Intermediate)*

Upper elementary, middle and high school content standards present a significant challenge for EL students, even those at Level 4. Level 4 is a broad category; therefore, students just entering Level 4 may still need English language instruction.

Guidelines for ESL Instruction	
How Much?	A minimal range of 30 minutes to 1 hour
How Often?	Once a week

*Based on multiple factors, including LEP committee, ELPA 21 scores, classroom observations, etc.

Determining and Providing Service Guidelines (continued)

What type of service models are available to implement content-based ESL?

Based on the student's ESL Service Level, one or more of the following should be provided:

- Individual/small group pull-out instruction with an ESL teacher
- ESL instruction in a separate ESL class
- ESL inclusion support (co-teaching/collaborative teaching with the ESL teacher) within a regular class
- Full mainstream participation with ESL monitoring

What Type of Facilities Are Needed for Servicing ESL Students?

At many schools, finding an appropriate location for the itinerant ESL teacher to provide ESL services is a challenge. However, the building principal should ensure that the quantity and quality of ESL services are not diminished due to inappropriate space.

Important factors to consider when identifying ESL teaching spaces are:

- Consistency - the same place at the same time on a regular basis
- Noise - the space should be quiet and private
- Facilities - adequate lighting, heating, cooling, and seating
- Teaching Materials - available chalkboard/whiteboard; storage space

Some options may include:

- Other specialists' classroom (Gifted, Title I, Speech/Hearing specialist)
- A separate room off the library
- The computer lab that has been blocked out for ESL classes
- A portable

Unacceptable teaching spaces:

- Teacher conference room
- School stage
- Hallway alcove
- School cafeteria
- Gym

ESL Services and LIEP

Cabell County Schools follow the Language Instruction Educational Plan (LIEP) found outlined at https://wvde.state.wv.us/federal-programs/documents/LIEP_Guidance.pdf for specifics on types and frequency of ESL services and for group sizes.

Essential obligations related to language assistance services include:

- Providing EL students with an effective language instruction educational program (LIEP);
- Monitoring and evaluating EL students in LIEPs to ensure their progress with respect to acquiring English proficiency; and
- Exiting EL students from LIEPs when they are proficient in English.

Very Important Note: It is important to understand that removing ESL services only means that the student will not receive ESL services. This does not mean that the student is not EL. EL students will continue to take the ELPA21 assessment yearly until they are no longer EL.



ELPA21 Testing Guidelines

ELPA21 Screener:

- ESL Department receives a Home Language Survey (see appendix)
- ESL staff member schedules a time with the school to use the computer lab
- New students must be in WVEIS for at least 24 hours before s/he will be in the TIDE system to allow for screening
- Students will be out of class 30 to 90 minutes depending on his/her grade and language level
- Scores will take up to 7 days to show up in TIDE. This makes it imperative that students are screened in a timely manner so parent notification (see appendix) can be sent during the federally mandated 30 days.

ELPA21 Summative Assessment:

- Title III Director and ESL teachers trained for ELPA21 Summative Assessment
- ESL teachers receive test security training from the Title III Director or other designated administrator
- ESL staff creates a testing schedule for all schools
- ESL teachers coordinate with their schools to reserve computer labs or other appropriate testing location
- Kindergarten and 1st grade writing material arrive at Central Office and must be stored in a secure location
- ESL staff sends out letters to the principals, teachers, and parents with testing information and dates
- On the testing days:
 - There can't be any announcements once testing begins
 - There can't be any interruptions in the testing room
 - Programmatic Executive Directors will monitor some of the testing sites each year
 - State Department will monitor some of the testing sites on a county rotation every three or four years
- Some schools require multiple days of testing and protocols must be followed each day
- After testing is completed:
 - Fill out the WV.326 Forms for any students with accommodations
 - Title III Director and Lead ESL teacher meet to enter the codes for students who didn't test
 - Send the monitoring forms to the State Department
 - Mail back all the K-1 writing materials
- The scores should be available in TIDE during May to be used for the End of Year Student Report (see appendix)

Requirements to Exit ESL Program

An EL student exits EL status when s/he receives an ELPA21 score of Proficient.

When a student exits EL status, the Exit Documentation form is filled out and remains in the student's EL records in the cumulative folder. These students will not receive direct ESL services, but will be monitored for two years after exiting.

Monitoring: A school's EL committee must monitor former EL students for at least two years after they exit EL status. At any time, if the EL committee believes there is a second language acquisition problem, the student may re-enter the ESL program and remain until s/he receives a new score of Proficient on the ELPA21 Summative Assessment. If the student needs to re-enter the ESL program, s/he will need to take the ELPA21 Screener Assessment and receive a score other than Proficient.

The EL committee needs to document the monitoring of former EL students. The ESL teachers print every monitored students' grades each grading period and if there are any grades that are questionable, the ESL teacher sends the Exited Student Progress Report (see appendix) to the classroom teacher to further investigate the concerns.



EL Student Grade Placement Guidelines

School: All EL students are eligible to receive EL support services. Schools may offer a variety of EL support services. These classroom supports will range from the use of various teaching techniques by the classroom/content teachers to direct language instruction from the ESL staff to promote the acquisition of academic English skills.

Grade: The student's grade-level placement is based on academic readiness and age. Regardless of prior schooling, the student must be placed no lower than one grade below his/her age-appropriate placement. If the student brings documentation that shows s/he was in school until leaving his/her home country (or from another district), the student will be placed accordingly in that grade assignment.



Instructional Focus

ESL teachers will utilize the ELPA21 standards to plan instruction to support the mainstream classroom and content areas, integrating social and instructional language, and the language of language arts, mathematics, science and social studies. ESL teachers will plan with classroom/content teachers, when possible, to front-load and support instruction, ensuring the success of students.

The ELPA Standards are the West Virginia English Language Development Standards (<https://www.elpa21.org/elp-standards>). ESL teachers help to raise the awareness of other school staff members on the ELPA21 standards as resources. ESL Teachers actively participate in the decision making process to make appropriate decisions on students' services, modifications, and testing accommodations. They assist classroom teachers in making appropriate classroom modifications and help to increase cultural understanding of EL students.



ELP Standards

English Language Proficiency (ELP) Standards (<https://elpa21.org/elp-standards/>) are distinct because they explicitly focus on the learning needs of the wide range of English Learner (EL) students from pre-kindergarten through twelfth grade who come from widely diverse cultural, linguistic, and educational backgrounds and are at different stages of English language acquisition. Unlike other content standards, they take into account the critical role of language learning in the achievement of content and specifically focus on the learning styles and instructional needs of EL students. ELP standards represent a bridge for EL students to gain access to content instruction in English. Please see the link for Policy 2417 at <http://wvde.state.wv.us/policies/>.

Organization of the Standards

For the purposes of clarity, the 10 ELP Standards are organized according to a schema that represents each standard’s importance to ELLs’ participation in the practices called for by college-and-career-ready ELA & Literacy, mathematics, and science standards (G. Bunch, personal communication, August 15, 2013; Bunch, Kibler, & Pimentel, 2013).

Table 1. Organization of the ELP Standards in Relation to Participation in Content-Area Practices

1	construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing	 <p>Standards 1 through 7 involve the language necessary for ELLs to engage in the central content-specific practices associated with ELA & Literacy, mathematics, and science. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p>
2	participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions	
3	speak and write about grade-appropriate complex literary and informational texts and topics	
4	construct grade-appropriate oral and written claims and support them with reasoning and evidence	
5	conduct research and evaluate and communicate findings to answer questions or solve problems	
6	analyze and critique the arguments of others orally and in writing	
7	adapt language choices to purpose, task, and audience when speaking and writing	
8	determine the meaning of words and phrases in oral presentations and literary and informational text	 <p>Standards 8 through 10 hone in on some of the more micro-level linguistic features that are undoubtedly important to focus on, but only in the service of the other seven standards.</p>
9	create clear and coherent grade-appropriate speech and text	
10	make accurate use of standard English to communicate in grade-appropriate speech and writing	

The ELP Standards are interrelated and can be used separately or in combination. (In particular, as shown above, Standards 8–10 support the other seven standards.) The standards do not include curriculum statements, nor do they privilege a single approach to the teaching of social and expressive communication or the teaching of grammar; instead, the standards and descriptors for each

Regular Education Classroom Grading Considerations

It is reasonable to maintain high academic standards for EL students; however, s/he student may not be able to perform or compete academically with his/her classmates in content area classes as long as he/she/is in the ESL program.

- EL students are to be assessed on their progress in meeting the State objectives and their progress in learning English.
 - Although these students may not be able to perform at grade level, it is important that EL students participate and be evaluated in terms of effort and progress. Most EL students work conscientiously and should not be penalized for their inability (temporary in most cases) to achieve academically because of their language limitations.
- The time needed to meet goals is greater for EL students.
 - More modeling, expansion and repetition are needed to facilitate learning concepts and skills. Therefore, students may need more time to complete assignments.
- Students should not receive failing grades due to language deficits.
 - Failure to perform at grade level or on par with regular students and/or failure to pass tests and quizzes designed for English proficient students does not constitute failure for the EL student. They cannot be evaluated with the same expectations of native English speakers.
 - However, an EL student could receive a failing grade when considering such factors as effort, participation and attendance. It is important to rule out language as the reason for poor academic performance in cases where failing grades are assigned and to document this carefully.
- Classroom assessment should consider the level of language proficiency.
- Grade more globally at first.
 - For example, look for the student to state/represent the main idea first, and later, when more competent in language, assess for greater detail or elaboration. Worry less about writing mechanics at first, and go for the message. With increased language skills, increase the accountability for specifics.
 - Most beginning to intermediate level EL students cannot process fast enough to take usable notes in class and should be provided with notes to look at while materials are being studied. These students will learn much better if given definitive study guides of the prioritized materials to study for tests.
 - Remember, if grades are being given for doing questions out of textbooks, the EL student may not be able to extract information in a reasonable amount of time and may be overwhelmed with this task. Find a student assistant to work together with the EL student or let the student come to the ESL staff for help with this so the material may be explained.

Regular Education Classroom Grading Considerations (Continued)

- Teach and assess using Gardner's Multiple Intelligences, Bloom's Revised Taxonomy and Webb's Depth of Knowledge to better meet students' needs.
 - This approach helps ESL students learn as content is presented through various mediums.
- Use multiple measures to determine progress such as: portfolios, rubrics, checklists, anecdotal records, dated samples of work over time, projects, demonstrations, visual representations of content, retellings, book talks, mapping of ideas/concepts visually representing more and less important information, journals, learning logs, conferencing, participation in collaborative activities, surveys, etc.
 - If an LEP/ESL student cannot perform on tests and quizzes, the teacher should try alternate methods of testing knowledge such as different types of test questions, not ever use negative questions (i.e. EXCEPT questions), have the student create posters to display knowledge, let the student do presentations to display knowledge. All these should be ONLY on prioritized content skills.
 - Keep in mind that the student has a much better chance of comprehending the bare bones, or essential understandings, than s/he does of learning plethora of minutia. Better to learn the most important things very well than to get overwhelmed by too much material and learn nothing.
- Collaborate with the ESL teacher in grading decisions and s/he can be called upon to give one-on-one tests, to simplify tests, or to give oral tests.
- It is crucial to communicate the fact that modifications are being made for the EL student to his/her parents.
 - Sometimes parents are unaware that teachers are adjusting the curriculum to meet their child's individual needs and to help that child experience success in his/her educational endeavors, even though he/she is not fully proficient in English. The parent may question why the child needs special English assistance if s/he is earning superior grades in the mainstream class.
 - It is important to communicate information regarding grading to the parents initially, to update them regarding their child's progress, and to use the comments section on the report card/progress report if appropriate.

NOTE: ESL teachers must be a part of discussions and decisions concerning the retention of any EL student.



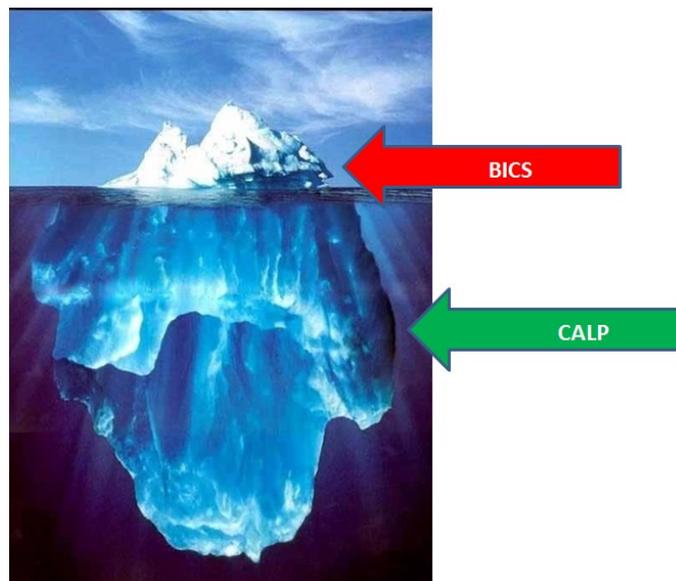
BICS and CALP

Jim Cummins is a professor in the Modern Language Centre of OISE/UT (Ontario Institute for the Studies in Education at the University of Toronto). His research has focused on the nature of language proficiency and the acquisition of a second language with particular emphasis on the social and educational barriers that limit academic success for culturally diverse students.

Cummins has advanced the idea that there are at least two different levels of language knowledge. He makes a distinction between these two types of knowledge. One type of language knowledge is a student's ability to carry on a conversation about normal, everyday situations. He refers to this type of knowledge as basic interpersonal communication skill (BICS). A student can understand basic words and phrases in a second language rapidly. A student can develop BIC fluency in 1 -3 years.

The second type of language knowledge refers to the more cognitively demanding knowledge necessary for success in school. He calls this knowledge cognitive academic language proficiency (CALP). This is the language knowledge a student needs to be successful in a classroom context when applying, evaluating, synthesizing and analyzing material. It may take a student 4 – 10 years to fully develop CALP fluency.

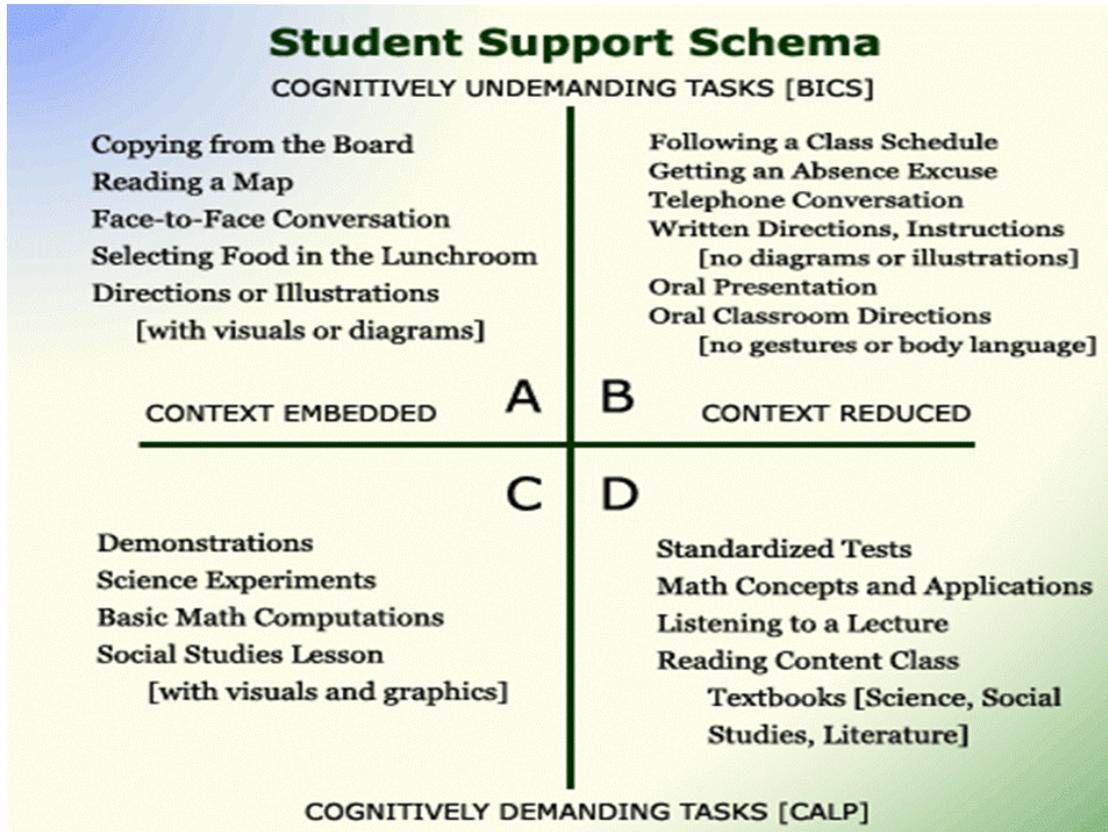
- BICS: “Whatcha doing?” “Did you see that movie last weekend?” “I’m hungry. C’mon, let’s get somethingto eat.” “What book are we reading?”
- CALP: “What is the main idea of the selection?”“The parabola is divided by the parallel lines on the outer plane.”



A Framework to Classify Language Activities

By Jim Cummins

The horizontal axis refers to tasks that are cognitively undemanding to cognitively demanding. The vertical axis refers to tasks that are high in context to low in context. This will help teachers assess the comprehensibility of the activities in their classrooms.



Factors That Will Affect Language Acquisition

Motivation: Integrative vs. Instrumental. People tend to learn what they want to learn quicker than they learn what they don't want to learn.

- **Integrative** – when students want to be part of the group and learn language for this reason. Students are motivated to join a language group because of social or community reasons.
- **Instrumental** – when students are learning English to achieve a goal such as getting a job or passing a test.

Age: The critical time to acquire and learn a language is from birth to puberty. You can still become fluent in a language after puberty, but you will not sound like a native speaker and may be more self-conscious about the way you use the language and perfecting your pronunciation. Also, at a young age, students acquiring English are not as self-conscious as they would be if they were older. This cuts down on the affective filter that can impede language acquisition.

Access to the Language: Opportunities to interact with the language via print and communicative opportunities with native speakers of the target language will accelerate language acquisition. This is also true for students learning a first language. Reading ability is closely tied to availability of materials. (For more information read The Power of Reading by Stephen Krashen.)

Personality: Extroverts may initially excel faster than introverts because they desire social interaction. However, over a period of time, there should be no difference between these two groups. Risk taking and making generalizations about the language will increase the acquisition process.

First Language Development: Researchers suggest that the level of first language development significantly influences second language development. Content knowledge is content knowledge. First language instruction makes second language instruction meaningful. Literacy skills will transfer from one language to another. (See Cummins' linguistic interdependence hypothesis.) LINGUISTIC INTERDEPENDENCE HYPOTHESIS: "This hypothesis, represented as a "dual-iceberg," posits that every language contains surface features; however, underlying those surface manifestations of language are proficiencies that are common across languages."

Cognitive Ability: General cognitive abilities and the cognitive processes necessary for second language acquisition are related: verbal memory, auditory perception, categorization, etc. This will influence the speed of language acquisition and the proficiency levels attained in the second language.

Chronology of EL Students' Rights

The United States Constitution

- Amendment 1, Adopted 1791 – “Congress shall make no law...abridging freedom of speech...” Under the 1st Amendment students and their families are protected and free to utilize their home language even if it does not coincide with the mainstream language of the classroom.
- Amendment 14, Adopted 1868 – “No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any state deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws.” The state cannot make any laws that punish or deprive students an equal learning environment that is appropriate for them.

Federal Laws

- Meyer v. Nebraska, United States Supreme Court, 1923 – the protections of the Constitution extend to all those who speak other languages as well as native English speakers.
- Title VI, Civil Rights Act, 1964 – “No person in the United States shall, on the grounds of race, color, or national origin, be excluded from the participation in, be denied the benefits, or be subjected to discrimination under any program or activity receiving Federal financial assistance.”
- *Lau v. Nichols, U.S. Supreme Court, 1974* – ruled “there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education. Basic English skills are at the very core of what these public schools teach. Imposition of a requirement that, before a child can effectively participate in the educational program, he must already have acquired those basic skills is to make a mockery of public education.”
- *Plyler v. Doe, 1982* - Under the Fourteenth Amendment of the U.S. Constitution, the state does not have the right to deny a free public education to undocumented immigrant children.

Chronology of EL Students' Rights (Continued)

Landmark Cases

- *Serna v. Portalex Municipal Schools, 1972* – a federal judge ordered native language instruction as part of a desegregation plan within the schools.
- *Castaneda v. Pickard, 1981* – class action complaint brought against the school district citing that the school district failed to implement adequate instruction to overcome linguistic barriers faced by Mexican-American students in Texas. Criteria that was outlined for second language programs are as followed: “1. Program is based on sound educational theory and is accepted by experts in the field. 2. Program provides adequate resources and personnel to effectively implement the educational theory. 3. Monitor the program to ensure effectiveness.”
- *Keyes v. School District #1, 1983* - A U.S. District Court found that a Denver public school district had failed to adequately implement a plan for language minority students, which is the second element of the "Castañeda Test."
- *Gomez v. Illinois, 1987* - The Seventh Circuit Court of Appeals ruled that State Education Agencies are also required under EEOA to ensure that language minority student's educational needs are met.



List of Available Professional Development

Title	Time	Intended Audience	Description
ESL Teaching Strategies for Mainstream Classrooms	1.5-2 hours	Classroom teachers	General strategies and ideas with handouts and hands-on activities for classroom teachers about how to help an EL student throughout the day when the ESL teacher is at other locations.
How to Modify for EL students	30-60 min	Classroom teachers	This is one specific ESL strategy that the ESL department has seen classroom teachers struggle with. This is grade level specific, so it is designed to be delivered during team planning or grade level meetings.
Classroom Assessments and Testing Guidelines for EL Students	30-60 min	Classroom teachers	This session is designed to help teachers create or modify tests to appropriately assess EL students' content knowledge.
Available ESL Resources for Collaboration	30-60 min	Classroom teachers	This session is best delivered grade specifically to be able to work with teachers to show what supplemental materials the ESL department can offer to support language development.
Newcomers: Culture Shock and Learning Challenges	1-1.5 hours	Any school staff	New students who arrive without any previous English language instruction can be an extra challenge. This session is designed to provide strategies and a better understanding of the needs of newcomers.
Trauma with Refugees	30-60 min	Any school staff	This focuses on general information regarding trauma and its effects on student's performance in the classroom. It also provides general information regarding refugees and the trauma they go through.

List of Available Professional Development (continued)

Title	Time	Intended Audience	Description
Working with EL Parents	30-60 min	Any school staff	Helping parents navigate the opportunities and responsibilities around the school can be more difficult with a language barrier. This session will provide strategies for communicating and reaching out to EL parents.
ESL Strategies for the Pre-K Classroom	30-60 min	Pre-K teachers	Strategies and ideas for Pre-K teachers about how to help an EL student since ESL teachers don't provide direct services.
Providing Administrative Support for EL Students	1.5-2 hours	Principals	Understanding the EL students in your school, the needs of your ESL staff, ELPA21 testing data and protocol, and PD available for your school staff.
EL Student Registration and Scheduling for Secretaries and Counselors	1-1.5 hours	Secretaries and/or counselors	This session goes over the protocol when a student registers and marks "Yes" on the HLS, as well as discusses unusual HLS results and how to move forward. It will also cover interactions with the parents/family. There are special considerations for classroom placement and scheduling.
EL Student Considerations on the Bus	30 min	Bus drivers	For some EL students, riding on a school bus is new and intimidating. This session is designed to cover some cultural and language concerns regarding bus safety for EL students.
EL Student Considerations in the Cafeteria	30 min	Cooks	This session is designed to discuss appropriate alternative meal choices for EL students who may have trouble expressing their religious, cultural, or health concerns regarding the menu.

Appendix Table of Contents

- A. **ESL Student Folder Checklist** – this form shows all the documents in each EL student’s file
- B. **Home Language Survey** – the mandatory form in all students’ files from enrollment that is sent to the ESL Department when a student is exposed to another language
- C. **Screening Letter** – this letter is sent to the family after the HLS is sent to the ESL Department to inform the family that the child will be screened
- D. **Principal Letter** – this letter notifies the principal of his/her responsibilities and expectations of ESL services at the beginning of the year
- E. **Teacher Letter for Notification of EL Student** – this letter is given to classroom teachers about the ESL Department and proficiency level of the student in their classrooms
- F. **Teacher Letter for Notification of Proficient Student** – this letter is given to classroom teachers about the ESL Department and that they have a proficient student who will need monitored throughout the year
- G. **Teacher Explanation of ELPA21 Results** – this form explains the ELPA21 score descriptors
- H. **Invigilated Student Monitoring Report** – this form is given to teachers of students who don’t receive direct services from the ESL Department to be able to check progress
- I. **Exited Student Progress Report** – this form is given to teachers of students who exited within the last two years to be able to check progress
- J. **Parent Letter for New Student** – this letter is sent to parents with the results of the ELPA21 Screener and outlines the services being offered for their student
- K. **Returning Parent Letter** – this letter is sent to parents with the results of the ELPA21 Summative Assessment from the previous spring and outlines the services being offered for their student
- L. **Request for Language Instruction Educational Program (LIEP) Withdrawal/Denial of Enrollment** – this letter is sent to the parents who don’t want services for their children
- M. **Parent Letter for Proficient Student** – this letter is sent to parents with the results of the ELPA21 Screener or Summative Assessment which explains that their child is proficient in English
- N. **Parent Contact Form** – this form is in the student’s ESL file and documents each time the ESL Department contacts the family through face-to-face meetings, phone calls, or letters
- O. **End of Year Student Report** – this form is in the student’s ESL file and documents each student’s scores, plan of study, and recommendations for the next year
- P. **Procedures for ELPA21 Summative Assessment Monitoring** – this is the instructions for the Title III Director for ELPA21 monitoring
- Q. **ELPA21 Test Administration Monitoring Checklist** – this is the checklist that will be sent back to the State Department after testing is completed

Student Folder Checklist

Student Name: _____ School: _____

Grade in School: _____ School Year: _____ Expected Graduation Date: _____

Classroom Teacher/Counselor: _____

ESL Teacher: _____

_____ Home Language Survey

_____ WVEIS Data

_____ Screener Score

_____ ELPA21 Scores

_____ State Summative Assessment Scores

_____ Copy of parent letter

_____ Copy of teacher letter

_____ LEP Testing Accommodations Participation Document

_____ ESL/Teacher Contract

_____ ESL Teacher Plan for Student Study

_____ Parent Contact Sheet

_____ IEP or 504 (If applicable- See student permanent record file for IEP or 504)

_____ Medical or Dietary Restrictions (If applicable)

_____ Other documentation

Cabell County, WV Schools Home Language Survey

Date: _____ School: _____ Grade: _____ Birth Date: _____ F _____ M _____

Student's Name:

First Name Middle Initial Last Name (Family name)

Parent or Guardian's Name:

First Name Middle Initial Last Name (Family name)

Address:

Street City State Zip Code

Phone Number:

Home Work Cell

1. Is the Student's ***first exposure to, first-learned, or home language*** anything ***other than American English***, or does ***anyone*** in the family speak a language ***other than American English*** in the home?

Yes _____ No _____

If YES, please answer the following questions: IF NO, STOP HERE AND GO TO THE SIGNATURE LINE

2. What is the student's country of origin: _____

3. What language did your son/daughter hear first? _____

4. What language did your son/daughter learn when he/she first began to talk? _____

5. What language does your son/daughter most often use at home? _____

6. What language do you most frequently speak to your son/daughter?
 Father _____ Mother _____

7. What is the language most frequently spoken at home? _____

8. Please describe the language understood by your child. (Check only one)
- A. ___ Understands only the home language and NO English
 - B. ___ Understands mostly the home language and some English
 - C. ___ Understands the home language and English equally
 - D. ___ Understands mostly English and some of the home language
 - E. ___ Understands only English

9. If you don't understand English at all, in what language do you need to receive communication from the school if available? _____

10. Who is your bilingual contact person/friend who helps you translate school correspondence? _____

Helper's Name _____

Helper's Phone _____

 Parent or Guardian's Signature

 Date

Parent Notification Prior to Screening

Cabell County Career Technology Center
1035 Norway Avenue
Huntington, WV 25705
304-528-5106 Ext. 212

Memo:

Date: _____

To: Parents or Guardians of students answering "Yes" to having a language other than American English in the home on the official Home Language Survey

From: The English as a Second Language Department – Naomi Wilson

Subject: ELPA 21 Dynamic Screener

Within the next week or two, your child will be assessed for English language proficiency based on information collected from the Home Language Survey. By Federal and State laws, all students who have a first-exposed or first-learned language other than American English in their homes must be tested for English language proficiency with the ELPA 21 Dynamic Screener. You will be notified of the results of this testing.

If your child scores proficient on the initial testing, then they are considered Fully Proficient and will not be entered in the English as a Second Language Program.

If your child tests less than total proficiency, he or she will be provided with appropriate ESL services. Your child will be tested in the spring with the ELPA 21 Language Proficiency Test due to Federal regulations to make sure that ALL children make adequate yearly progress.

If you have questions concerning our English as Second Language Program, please call your child's school or the Coordinator, Naomi Wilson.

Student(s): _____

Sincerely,

Naomi Wilson, Cabell Co. Lead ESL Teacher
nwilson@k12.wv.us
304-528-5106 Ext 212/ 304-881-5899

ESL Teacher: _____
Email: _____
Phone: _____

Principal Notification

To: Cabell County Principals

From: Cabell County ESL Program—Naomi Wilson, Lead ESL Teacher

Date: August 2021

Our ESL staff will be in touch with you to form your English Learner (EL) student roster for this year. Remember that EVERY student MUST (by law) have a *completed Home Language Survey* (HLS) in their permanent record and that a COPY of every survey answering “Yes” must be sent to the Lead ESL Teacher, Naomi Wilson, at the CCCTC upon receipt. Just to refresh what constitutes a “Yes” answer:

1. The child is speaking a language other than American English.
2. The child has a first exposed or first learned language other than American English.
3. One or more of parents or caretakers in the home speak something other than American English as their first language.

Any of these situations will demand that the ESL staff come in and test the child’s American English Language proficiency. If a student scores Proficient on the initial screening, then they will not be included in the EL roster for your school. However, if the student scores lower than Proficient, the student is either monitored or direct services are arranged with the classroom teacher(s).

Teachers of ELs will receive ELPA 21 results from the spring test. These should be filed in each student’s permanent record.

Please work with your ESL Staff Professional and find an appropriate place for the services to take place. An ideal location is a quiet place with a minimum of distractions. A hallway or gym are not acceptable places for services to take place (by law).

We will need to work with school staff to determine LEP (limited English proficiency) Testing Accommodations for Standardized testing, Contracts for classroom accommodations, and all appropriate services. Classroom teachers of ELs may be asked to complete a progress evaluation during each grading period. ESL staff will also need access to permanent records in order to be fully informed to plan appropriate EL services as mandated by Consolidated Monitoring. We would appreciate all input from school staff as to how we can best serve this population throughout the year. School administration and staff are valuable assets to the EL support team.

In the spring, we will contact you with information and arrangements about ELPA 21 testing. Please feel free to contact Naomi Wilson, Lead ESL Teacher, at the CCCTC at any time if you have any concerns about this unique population.

Sincerely,

Naomi Wilson, Cabell Co. Lead ESL Teacher

nwilson@k12.wv.us

304-528-5106 Ext 212/ 304-881-5899

ESL Teacher: _____

Email: _____

Phone: _____

Teacher Notification of EL Students

Date: _____
To: The teachers of _____
From: Naomi Wilson, Lead ESL Teacher for Cabell Co.



Subject: Second Language Students in your classes _____ is a second language student who is in your mainstream classroom. This student is _____ in English language proficiency with 1 being little to no English and 5 being fully proficient in English. This student may require accommodation and/or modifications of program of study so that the student may have full access to our educational services. If this is a returning student, last year's ELPA 21 scores will be included in this package, or from the Lead ESL Teacher, Naomi Wilson.

Enclosed are the ESL Student Contract and the LEP (Limited English Proficiency) Testing Accommodation Documentation. **For the ESL Student Contract, please check off the accommodations/modifications that you will provide this student in your classroom if he/she needs it. For the LEP Document please check off the accommodations this student might need when they take a standardized test.**

The ESL Dept. will be providing pull-out/monitoring or ESL class services depending on the student's level. We will be in contact with you to arrange a schedule and collect the Student Contract and LEP Document.

If you would like to learn more about ESL, receive graduate credit, salary up-grade, and/or certificate renewal, there will be a graduate level Web-CT ESL service class through MU each semester. The cost for the course is \$230 with the possibility of the cost being reimbursed upon successful completion of the class. Contact Naomi Wilson for more information on them, next class will start in mid-September.

We have a recently updated ESL Survival Guide with information on teaching ESL students, and is available upon request. Don't assume that an ESL student is proficient simply because his/her oral language sounds "fine." The student may be missing valuable background information and academic language. The survival guide will help you understand this area better. We also provide a Huntington Guide and Guide to Accessing the Local Culture to new families to our area. Please help us distribute this as well.

In the spring the student will be taking the English Language Proficiency Assessment 21 (ELPA21) to ascertain the student's English language proficiency level and AYP. This is a state mandated test and ESL students must be excused for that test day and may NOT be penalized in any way.

We very much appreciate your work with our students and hope we have a great year! Please feel free to contact us for any support or resources you might need.

Sincerely,

Naomi Wilson, Cabell Co. Lead ESL Teacher
nwilson@k12.wv.us
304-528-5106 Ext 212/ 304-881-5899

ESL Teacher: _____
Email: _____
Phone: _____

Teacher Notification for Proficient Students

Date: _____
To: The teachers of _____
From: Naomi Wilson, Lead ESL Teacher for
Cabell County Schools



Subject: Second Language Students in your classes
_____ is a second language student who is in your mainstream classroom. This student is proficient in English. This student's spring ELPA 21 scores are included with this letter, or can be requested from the Lead ESL Teacher, Naomi Wilson.

The ESL Department will be sending a monitoring form each grading period to check the progress of this student.

If you would like to learn more about ESL, receive graduate credit, salary up-grade, and/or certificate renewal, there will be a graduate level Web-CT ESL service class through MU each semester. The cost for the course is \$230. Contact Naomi Wilson for more information on them, next class will start in mid-September.

We have a recently updated ESL Survival Guide with information on teaching ESL students and it is always available upon request. Don't assume that an ESL student is proficient simply because his/her oral language sounds "fine." The student may be missing valuable background information and academic language. The survival guide will help you understand this area better. We also provide a Huntington Guide and Guide to Accessing the Local Culture to new families to our area. Please help us distribute this as well.

We very much appreciate your work with our students and hope we have a great year! Please feel free to contact us with any questions or concerns you may have.

Sincerely,

Naomi Wilson, Cabell Co. Lead ESL Teacher
nwilson@k12.wv.us
304-528-5106 Ext 212/ 304-881-5899

ESL Teacher: _____
Email: _____
Phone: _____

Teacher Notification of Score Descriptors

Teachers with students in the ESL program

The results of the English Language Proficiency Assessment taken in the spring of 2018 have come in. The test includes four sections, reading, listening, writing and speaking, with individual scores that indicate a level from 1 to 5. However, the composite score for the proficiency determination is listed as emerging, progressing or proficient and the descriptors are indicated below.

If you have any questions or concerns, please contact your ESL teacher.

ELP21 Proficiency Descriptors:

Emerging: Working below grade level language skills

Progressing: Working toward grade level language skills

Proficient: At or above grade level for language skills

Naomi Wilson, Cabell Co. Lead ESL Teacher

nwilson@k12.wv.us

304-528-5106 Ext 212/ 304-881-5899

ESL Teacher: _____

Email: _____

Phone: _____

ESL Monitoring Form

Student Name: _____ Grade: _____ Date: _____

School: _____ Teacher: _____

When students are invigilated, the ESL department monitors them and their success in school. Please complete this form and return it in one of the following ways: 1.) Place in the ESL mailbox at your school; 2.) Leave with the school secretary; 3.) Return to the ESL teacher directly.

Please indicate the grade the student received in the (circle one of each):

<i>1st/2nd/3rd/4th</i>	<i>mid-term/grading period</i>	
_____ Math	_____ Social Studies	_____ Science
_____ English Language Arts	_____ Other (please specify: _____)	

From your observations, the student is able to demonstrate:

	Low	Average	High
• Reading comprehension	1	2	3
• Oral comprehension	1	2	3
• Grade appropriate writing skills	1	2	3
• Working independently	1	2	3
• Asking for help when needed	1	2	3
• Successful completion of assignments	1	2	3
• Appropriate classroom behavior	1	2	3

Additional Comments/Concerns/Questions

Please Sign: _____

Thank you for your assistance in our students' academic progress.

Naomi Wilson, Cabell Co. Lead ESL Teacher	ESL Teacher: _____
nwilson@k12.wv.us	Email: _____
304-528-5106 Ext 212/ 304-881-5899	Phone: _____

Exited Monitoring Form

Student Name: _____ Grade: _____ Date: _____

School: _____ Teacher: _____

When students score proficient, the ESL department monitors them and their success in school. Please complete this form and return it in one of the following ways: 1.) Place in the ESL mailbox at your school; 2.) Leave with the school secretary; 3.) Return to the ESL teacher directly.

Please indicate the grade the student received in the (circle one of each):

<i>1st/2nd/3rd/4th</i>	<i>mid-term/grading period</i>	
_____ Math	_____ Social Studies	_____ Science
_____ English Language Arts	_____ Other (please specify: _____)	

From your observations, the student is able to demonstrate:

	Low	Average	High
• Reading comprehension	1	2	3
• Oral comprehension	1	2	3
• Grade appropriate writing skills	1	2	3
• Working independently	1	2	3
• Asking for help when needed	1	2	3
• Successful completion of assignments	1	2	3
• Appropriate classroom behavior	1	2	3

Additional Comments/Concerns/Questions

Please Sign: _____

Thank you for your assistance in our students' academic progress.

Naomi Wilson, Cabell Co. Lead ESL Teacher	ESL Teacher: _____
nwilson@k12.wv.us	Email: _____
304-528-5106 Ext 212/ 304-881-5899	Phone: _____

Parent Notification for New Students

Date: _____
Date student entered Cabell County School: _____
Cabell County Title III, English as a Second Language Program



Dear Parent:

Both federal and state guidelines require that all students, who have a primary home language or native language in the home other than English, be administered a screening of their English language proficiency.

The screening results indicate that your child, is performing at the following level:

- Emergent
- Progressing

Therefore, he/she is eligible to participate in the English learner (EL) language instruction educational program (LIEP) at _____ School. This is not a Special Education program. It is a program that helps students improve their English skills in speaking, listening, reading, and writing. This program will work with your child to improve English skills by working with their regular content class work in any subject necessary. Services may include in-school tutoring, assistance in the classroom, or individual instruction of English skills. This means that, in addition to the instruction provided by the classroom teacher, _____ will receive additional help, focusing on language development, from the EL specialist, _____.

The following support services will be available to enhance your child's educational program:

- EL Services (during the school day)
 - EL Pull-out..... _____ minutes per week
 - EL Push-in..... _____ minutes per week
- Progress Reviewing (EL teacher contacts classroom teacher) ... _____ time(s) per semester
- English Language Mainstream

The LIEP services are individualized to meet the educational strengths of your child and to meet the age-appropriate academic achievement standards for grade promotion and graduation.

You have the right to refuse this service or to remove your child from this program at any time. If you do not wish to have your child receive extra help, you need to write a letter stating this and give it to our ESL staff. However, if you choose to allow your child to participate in the ESL program, you do not need to do anything.

If your child scores at a level below Proficient with this initial screening, your child will receive ESL services and testing until he/she scores Proficient on the ELPA 21, a test of English language proficiency in reading, writing, speaking, and listening. You will be kept informed of your child's performance on the ELPA 21 at the beginning of the next school year. You will be notified when your child scores of Proficient, which qualifies him/her for exiting the program. Your child's expected high school graduation date will be: _____.

If you have any questions, please feel free to contact your school's principal, the Lead ESL Teacher, or the ESL Teacher for your school.

Sincerely,

Naomi Wilson, Cabell Co. Lead ESL Teacher
nwilson@k12.wv.us
304-528-5106 Ext 212/ 304-881-5899

ESL Teacher: _____
Email: _____
Phone: _____

Parent Notification for Returning Students

Date: _____

Dear Parent:



Enclosed are the results from the English Language Proficiency Assessment (ELPA21) your child took in the spring of 2018. Both federal and state guidelines require that all students, who have been formally identified as an English learner (EL), be administered an annual assessment of their English language proficiency. The West Virginia English Language Proficiency Assessment (ELPA21), given at the end of the last school year, indicates your child has a language status of _____. Your child's expected graduation date will be _____.

Therefore, he/she is eligible to continue participation in the English learner (EL) language instruction educational program (LIEP) at _____ School. This is not a Special Education program. It is a program that helps students improve their English skills in speaking, listening, reading, and writing. This means that, in addition to the instruction provided by the classroom teacher, _____ will receive additional help, focusing on language development, from the EL specialist, _____.

The following support services will be available to enhance your child's educational program:

- EL Services (during the school day)
 - EL Pull-out _____ minutes per week
 - EL Push-in _____ minutes per week
- Progress Reviewing (with classroom teacher) _____ time(s) per semester
- English Language Mainstream

The LIEP services are individualized to meet the educational strengths of your child and to meet the age-appropriate academic achievement standards for grade promotion and graduation.

You have the right to refuse this service or to remove your child from this program at any time. If you do not wish to have your child receive extra help, you need to contact the us and then fill out the service rejection form. However, if you choose to allow your child to participate in the ESL program, you do not need to do anything. You will be kept informed of your child's progress during the school year and his/her success in addition to the level at which he/she is performing at the end of the school year.

When your child meets the criteria of proficient on ELPA 21, he/she will be exited from the program.

NOTE: Even if you remove your child from ESL services, the child will still have to take the ELPA 21 until the child gets scores proficient on the ELPA 21. We will be back in touch with more information on your child's ESL services.

Sincerely,

Naomi Wilson, Cabell Co. Lead ESL Teacher
nwilson@k12.wv.us
304-528-5106 Ext 212/ 304-881-5899

ESL Teacher: _____
Email: _____
Phone: _____

Request for Language Instruction Educational Program (LIEP) Withdrawal/Denial of Enrollment

Date: _____

Dear Parents:

When your child first entered school in Cabell County, we learned that he/she used a home language other than English, heard a native language in the home other than English, or had a first exposed language other than English. Your child was tested and the results indicated that the child was eligible for ESL services. You have indicated that you do not want your child enrolled in a Language Instruction Educational Program (LIEP).

We must receive, **in writing every year**, your request, to remove your child from direct services by the ESL Department. Enclosed is a check off, signature sheet and an envelope that you may use to accomplish this. Please keep in mind that Federal and State Laws require that even parent removed students must continue to be given the ELPA 21 English Language Proficiency Assessment each year until the student achieves a score of Proficient. After achieving this, the student will no longer have to take the ELPA 21.

As parents, you have the right to request that ESL services be restored if you believe your child needs to be monitored or tutored to be successful in school. If you later wish that services be restored, please contact us in writing.

Please complete and sign the following page and send it to the ESL Department using the enclosed envelope. Thank you.

**Request for Language Instruction Educational Program (LIEP)
Withdrawal/Denial of Enrollment (continued)**

I, _____, (parent/guardian) of _____ (student)

have been informed of my right to decline to have my child enrolled in the Language Instruction Educational Program (LIEP) offered by the school or district.

Check each of the following lines to indicate your request and understanding:

I want my child removed from the Title III English as a Second Language program.

I understand that, as a parent, I have the right to request that ESL services be restored if I believe my child needs to be monitored or tutored to be successful in school.

I also understand that unless the ESL Department hears from me in writing, ESL services will stop.

I understand that withdrawal/denial of enrollment does not exclude my child from the yearly West Virginia English Language Proficiency (ELP) Assessment until they meet English Proficiency.

Signature of Parent/Guardian

Date

Parent Notification for Proficient Students

English as a Second Language Program, Cabell County, WV Schools
Naomi Wilson, Lead ESL Teacher

Date: _____

Dear Parent:



Congratulations! Your child has tested Proficient for on the annual ELPA21 ESL Proficiency Assessment. Since your child meets the criteria for ELPA 21 Proficient, he/she will be exited from the program.

Each year your child's language proficiency has been evaluated with the ELPA 21 Language Proficiency Progress Test as well as WV GSA on all their content area knowledge. Your child's expected graduation date will be _____. Students who have been served by the Cabell County ESL Program so far have had almost a 100% graduation rate from high school.

Your child's educational program will include support from the ESL staff for 2 years to ensure progress (ESL teachers contact classroom teachers and grades are checked).

Your child will no longer receive direct ESL service unless requested by you or your child's teachers.

Sincerely,

Naomi Wilson, Cabell Co. Lead ESL Teacher
nwilson@k12.wv.us
304-528-5106 Ext 212/ 304-881-5899

ESL Teacher: _____
Email: _____
Phone: _____

Parent Contact Form

COMPLETED	DATE OF COMPLETION	DESCRIPTION
		First of year parent letter with results of initial screening results
		First of year parent letter with ELPA21 Scores
		State of West Virginia letter to accompany ELPA21 Scores
<u>B</u> <u>M</u> <u>E</u>	<u>B</u> <u>M</u> <u>E</u>	ESL Department Newsletters (Beginning of school, Midterm, End of Year)
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		Meeting with parent(s) Face to Face Telephone Conference Written Note or Letter
		<i>Huntington Guide</i> given to new ESL families or upon request
		<i>Accessing the Local Culture</i> to new ESL families or upon request

End of 2018-2019 School Year ESL Student Progress Report

Student Name: _____ Grade: _____ School: _____

Teacher(s)/Counselor: _____

Previous Level: ELPA21

L	S	R	W	
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Current Level: ELPA21

L	S	R	W	
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Course of ESL study 2018-2019:

Recommendations for 2019-2020:

ESL Teacher: _____

ELPA 21 Summative Assessment

Purpose of ELPA21 Summative Assessment

All English Learners (EL) enrolled in schools served by the State must be assessed annually using the State's English language proficiency assessment (ESEA Section 1111(b)(2)(G)). English language proficiency assessments measure student proficiency levels and progress in the four domains of language: speaking, listening, reading, and writing.

The purpose of the ELPA21 Summative Assessment Monitoring is to ensure that all LEAs administer the ELP assessment to all EL students following all security procedures.

Test Administration Monitoring Checklist

The following guidelines must be completed for the ELPA21 Test Administration Monitoring Checklist:

- The Checklist must be completed by the Title III Director every year
- All test administrators need to be monitored every year
- Each programmatic level must be monitored every year
- Each domain must be monitored every year

The completed Test Administration Monitoring Checklist must be scanned and emailed to Elizabeth McCoy at eamccoy@k12.wv.us by the Title III Director within 5 business days of the end of the testing window.

ELPA 21 Summative Assessment

Onsite Monitoring

Onsite monitoring will be conducted by the WVDE Title III coordinator in at least three counties per year during the testing window. The onsite monitoring schedule will include the counties that fall into the following criteria:

- Counties with 40 or more EL students,
- Counties with new Title III directors, or
- Counties with other risk factors that would warrant monitoring.

The WVDE Title III Coordinator will work with LEA Title III Directors to set up the monitoring visits. The Monitoring Checklist used by the WVDE Title III Coordinator will be similar to the LEA Monitoring Checklist. The following schedule is for counties that have more than 40 EL students (2018 EL count).

2019	2020	2021	2022
<ul style="list-style-type: none">❖ Berkeley❖ Hardy❖ Jefferson	<ul style="list-style-type: none">❖ Harrison❖ Marion❖ Monongalia	<ul style="list-style-type: none">❖ Cabell❖ Kanawha❖ Putnam❖ Wood	<ul style="list-style-type: none">❖ Greenbrier❖ Mercer❖ Raleigh

Other counties that fall within the other criteria for onsite monitoring may be added into this schedule.

Security Incident Log

A Security Incident Log will need to be completed for any irregularity or breach that takes place during test administration; an example of an irregularity would be a fire alarm, power outage anything that would disrupt the testing environment. This form needs to be completed by the Title III Director and sent to WVDE Title III Coordinator. The components of the form are as follows:

- Incident Type
 - There are two options to choose from within this box
 - Irregularity
 - Breach
- Date of Incident
- District Name

Onsite Monitoring (Continued)

- District ID
- School Name
- District – School ID
- SSID (WVEIS)
- Grade Enrolled
 - Drop down box to include all grade levels
- Domain Area/Test
 - There are four options to choose from within this box
 - Listening
 - Reading
 - Writing
 - Speaking
 - **You can only select one domain area / test at a time so if more than one needs to be reported you must fill out another line on the Log.*
- Description of Incident
 - Describe the incident here – how it happened, when it happened, etc.
- District / School Action
 - Describe how the issue was dealt with at the school level.
- DA/DC Requested Action in Tide
 - There are four options to choose from within this box
 - Invalidate
 - Reset
 - Reopen
 - Restore
- WVDE Resolution in TIDE
 - There are four options to choose from within this box
 - Invalidate
 - Reset
 - Reopen
 - Restore
- Please refer to Policy 2340 for information regarding the guidelines for security breach.

ELPA 21 Summative Assessment Monitoring Tool

District/School _____ Observer _____

Domain Monitored _____ Date _____

Items	Yes	No	Comments
Test is administered during the testing window.			
ELPA21 Test Administrators and all who have access have been trained on Policy 2340 Test Administration as indicated by the Verification of Training Form.			
All who have access to secure materials have signed the appropriate security agreements.			
The Examiner’s Testing Kit contains all required materials:			
• Test Administration Manual			
• List of Students to be tested by Test Administrators			
• “Do Not Disturb” sign			
• Pencils with erasers			
• Scratch paper			
• ELPA21 Summative - Test Security Incident Log			
• All Test Administrators meet eligibility criteria			
Procedures are in place to assure that all accommodations are provided:			
• Test Administrators (if needed) have received the appropriate WVS.326 forms			
• Test Administrators (if needed) have received accommodations information for students with 504/IEP plans			
Secure materials are stored in a secure, locked location when not used in testing. Access is limited to Test Administrators.			
Test Administrators have adequate time to study the Test Administration Manual.			

**ELPA 21 Summative Assessment Monitoring
Tool (Continued)**

District/School _____ Observer _____

Domain Monitored _____ Date _____

Items	Yes	No	Comments
Students receive breaks as needed.			
Activities are available for students who finish early.			
The Principal has a procedure to:			
• Assure testing rooms have adequate lighting/ventilation.			
• Assure testing rooms are free of materials relevant to the test content.			
• Assure testing materials are kept secure during breaks.			
• Provide additional testing time for students who need it.			
• Test students who arrive late.			
• Collect testing materials of students who are absent (K-1).			