



Office of ESOL Services
 Instructional Services Department
 8270 Willow Oaks Corporate Drive
 Fairfax, Virginia 22031

Student Name _____

Date _____

English Language Proficiency (ELP) Level _____

Dear Parent(s)/Guardian(s):

Based on results of the annual WIDA English language proficiency assessment, your child is receiving services for multilingual learners (MLs) aligned to their English language proficiency (ELP) level as part of the instructional program in Fairfax County Public Schools (FCPS). Services are provided to help students reach their fullest academic potential, obtain a meaningful educational experience and meet challenging state and local academic standards.

Identification of Multilingual Learners

Under Title VI of the *Civil Rights Act of 1964*, U.S. schools are required to identify students with a home language other than English and assess their English language proficiency level. To meet this requirement, parents or guardians complete the Home Language Survey (HLS) as part of the registration process. If a response to any of the three questions on the HLS is a language other than English, families are referred to any of the Student Registration Welcome Center sites for registration and English language proficiency assessment (in reading, writing, listening and speaking). Students are assigned one of the following ELP levels in the chart below. A description of each ELP level is provided as an attachment to this letter.

Kindergarten ML	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 6 Former ML
Eligible to Receive ESOL Services					Academic Performance Monitored for 2 years.

Annual English Language Proficiency Assessment Results

Each spring in Virginia, an annual ELP assessment, WIDA ACCESS for ELLs® is administered to MLs in grades K-12. Your school's English for Speakers of Other Languages (ESOL) teacher can review your child's reading, writing, listening and speaking proficiency scores with you, which will give you additional information about your child's English language development progress.

Language Instruction Educational Program

The goal of the language instruction educational program is to assist MLs in becoming proficient in English and meeting the same challenging state content standards as all other students are expected to meet. Students at ELP Levels 1-4 receive language assistance services. Students scoring 4.4 or above on the WIDA ACCESS for ELLs® are designated Former MLs and considered English proficient.

The FCPS LIEP Model's differentiated research-based design contains three core elements: Content, Language, & Literacy; English Language Development (ELD); and Systems of Support to provide all MLs, including those eligible for special education and/or advanced academic programs, access and opportunity to rigorous learning.

Content, Language, and Literacy

Classroom and content teachers proactively plan for student learning using both the Standards of Learning and WIDA standards to make the instructional match for K-12 MLs. Teachers provide sheltered instruction in the grade level/content classroom to ensure MLs' access to rigorous content standards regardless of the student's English language proficiency level to simultaneously develop English language proficiency, content understandings and Portrait of a Graduate attributes. Language is amplified to provide MLs integrated content and language instruction and ensure access to rigorous learning activities. Two-way Immersion programs support elementary and middle school MLs in certain schools. In this model MLs and non-MLs are placed in the same classroom to develop academic proficiency in both the primary language and English. Both the primary language and English serve as the language of instruction.

English Language Development

ESOL teachers use ML data to set goals and target students' ELD needs in the four domains (listening, speaking, reading, and writing) across three dimensions (word level, sentence level and discourse level) to promote English language growth. The intensity of ELD services is adjusted based on students' ELD needs. In general, the frequency and intensity of support decreases as the student's English proficiency increases. In addition, targeted Newcomer support for recently arrived MLs is provided to develop English for Social and Instructional purposes and support recently arrived MLs transition into the U.S. school system.

Systems of Support

Systems of Support include targeted interventions in addition to core English language instruction for identified MLs, including literacy and numeracy intervention for students with limited or interrupted formal education (SLIFE). If your child needs services in addition to ESOL, such as special education services or Section 504, a collaborative team, including the ESOL and special education teachers, develop a plan to meet the objectives of the student's individualized education program (IEP) or 504 plan. These services are provided in conjunction with ESOL services.

Exit Criteria

The results from the annual English language proficiency assessment, WIDA ACCESS for ELLs®, determine students' progress from proficiency level to level and ultimately determine if they no longer require ESOL services. A student is designated English proficient, ELP level 6 when they have a composite score of 4.4 and above on the WIDA ACCESS for ELLs® test. After reaching ELP Level 6, students are monitored for two full academic years to ensure that they are able to participate meaningfully in the regular educational program.

Expected Rate of Graduation

School divisions in Virginia expect all students, including MLs, to graduate within four years of entering the 9th grade. FCPS has proven success in providing appropriate instruction to help all students graduate, with a Virginia on-time graduation rate over 91%.

Parental Rights

Parents and guardians have the right to opt their children out or decline language assistance services. If you decide to decline these services, you must complete and sign the *Opt-Out form*, which is available at your child's school and filed in your child's cumulative folder. Even if services are declined, your child will continue to retain their status as an ML and will participate annually in the English language proficiency assessment, WIDA ACCESS for ELLs®, as required by federal legislation, until they reach ELP Level 6 and are considered English proficient. Parents and guardians have the right to resume services at any time during the school year.

If you would like further information about your child's progress or language assistance services, please contact his or her teachers at the school. **If you are in need of a language interpreter, school staff can facilitate this process for you.** Thank you for your ongoing support of your child's education. We look forward to working together with you to help your child reach his or her fullest academic potential.

Sincerely,

A handwritten signature in black ink, appearing to read "Rich Pollio". The signature is fluid and cursive, with the first name "Rich" and last name "Pollio" clearly distinguishable.

Rich Pollio
Director, Office of ESOL Services

RP/dlw
Attachment