ESOL

HANDBOOK

2009-2010
# TABLE OF CONTENTS

## I. INTRODUCTION
A. Purpose 4
B. Definition of ELL (LEP) Student

## II. ENGLISH LANGUAGE LEARNERS AND THE LAW
A. Historical Background 7
B. Supreme Court Decision: Lau vs. Nichols 7
C. Consent Decree 7
D. Equal Educational Opportunities 8
E. Remediation and Retention 8
F. Gifted Programs and Exceptional Education 9
G. Drop Out Prevention 11
H. Language Enriched Pupils and Graduation Requirements 12

## III. PROGRAMMATIC ASSESSMENT
A. Identification of Potential English Language Learners 14
B. Appropriate Grade Level Placement 14
C. Previous School Records 14
D. Individual Course Credits 14
E. Language Proficiency Testing for Potential ELL Program Placement 15

## IV. PLACEMENT PROCESS
A. Initiating the Process 18
B. ELL Plan 20
C. Required Documentation Summary 22

## V. ELL COMMITTEE
A. Yearly ELL Meeting for All “LY” Students 24
B. Guidelines 25
C. Responsibilities of ELL Committee 26
D. Documentation of ELL Committee Meetings 26

## VI. EXTENSION OF INSTRUCTION AND EXIT CRITERIA PROCEDURES
A. Extension of Instruction Meetings 28
B. Exit 29
C. Exit Eligibility and Requirements 29
D. Steps to follow when Exiting a Student 30

## VII. MONITORING/RECLASSIFICATION PROCEDURES
A. Monitoring the LF Exited Student 34
B. Instructions for Completing ELL monitoring Section of ELL Plan 35
C. Monitoring Chart 36

## VIII. CURRICULUM AND INSTRUCTION
A. Staff Responsibilities 38
B. Equal Access to Appropriate Programming 39
C. Comprehensible Instruction 40
D. Strategies for Comprehensible instruction 41
E. Categorical and other Programs 44

## IX. TRAINING REQUIREMENTS
A. Certification 47
B. Timelines 50
C. Training Requirements 51
D. FTE Scenarios 52

## X. PARENT LEADERSHIP COUNCIL AND SCHOOL HOME COMMUNICATIONS
A. Parent Leadership Council 54
B. Home School Communications 54
I. INTRODUCTION
INTRODUCTION

A. Purpose

The purpose of the 2009-2010 ESOL Handbook is to present information concerning services provided to English Language Learners. The program is based upon the 2000 federal law "No Child Left Behind" and the 1990 Florida META Consent Decree.

The No Child Left Behind (NCLB) Act focuses on comprehensive, integrated educational systems for English Language Learners (ELLs) based on aligned standards, curricula, instructional strategies, assessments, and scientifically based research. NCLB requires annual measuring of the English proficiency of limited English proficient students in order to evaluate the progress of students attaining English proficiency, including a child's level of comprehension, speaking, listening, reading, and writing skills in English.

The Consent Decree specifies the requirements of identification, language proficiency assessment, appropriate teacher certification, in-service training of administrators, teachers and paraprofessionals, comprehensive home-school communication, parental involvement in school councils and program models that are based on sound research practices.

B. Definitions of ELL (LEP)

1. Consent Decree defines ELL (LEP) student as:
   - Individuals who were not born in the United States and whose native language is a language other than English; or
   - Individuals who come from home environments where a language other than English is spoken in the home; or
   - Individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and
   - Individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English.

2. Consent decree defines home and native language as:
   - The terms home or native language, when used with reference to an individual of limited English proficiency, mean the language normally used by such individual, or in the case of a student, the language normally used by the parents of the student.

3. No Child Left Behind defines ELL (LEP) students as:

Limited English Proficient. The term limited “English proficient”, when used with respect to an individual, means an individual:
   - Who is age 3 through 21;
   - Who is enrolled or preparing to enroll in an elementary school or secondary school;
   - Who was not born in the United States or whose native language is a language other than English;
• Who is a Native American or Alaskan Native, or a native resident of the outlying areas; and
• Who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
• Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
• Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
  o The ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  o The ability to successfully achieve in classrooms where the language of instruction is English; or
  o The opportunity to participate fully in society.
II. ENGLISH LANGUAGE LEARNERS AND THE LAW
ENGLISH LANGUAGE LEARNERS AND THE LAW

A. Historical Background

At the beginning of 1961, due to the great influx of children from Cuba, Miami-Dade County Public Schools became one of the first districts in the nation to implement a bilingual education program. By 1968, the Bilingual Education Act (later to become Title VII of the Elementary and Secondary Education Act) was passed to provide funding for school districts to implement programs, which would assist non-native speakers of English with the necessary skills to participate in school activities. In 1974, the Elementary and Secondary Education Act was revised to create a wider range of programs.

B. U. S. Supreme Court Decision of Lau V. Nichols (1974)

A class action suit was filed in 1969 on behalf of the Chinese community in San Francisco against the San Francisco School System. The plaintiffs claimed that their children were denied "equal educational opportunity" since they were compelled to attend schools in which instruction was provided in a language they did not understand. The case reached the Supreme Court of the United States, and, in 1974, it was decided in favor of the plaintiffs. Although the Court did not specify what educational action would be satisfactory, it listed a number of requirements to be fulfilled by sound educational programs.

In 1975, the Office of Education of the Department of Health, Education and Welfare convened a panel of experts to establish guidelines that could be used by local educational agencies in serving language minority students and that also could be used by the Office for Civil Rights in monitoring compliance with the Court's ruling in Lau v. Nichols. The "Lau Remedies" were thus developed to serve as guidelines for states to meet the educational needs of language minority students.

The "Lau Remedies" encourage "mainstreaming" ELLs into all English classes as quickly as possible. In the meantime, students are placed in English as a Second Language instruction and academic instruction is provide either through the student's home language or by using ESOL strategies until students can receive all instruction in a conventional English-speaking environment.

As per Lau v. Nichols, Supreme Court, 1974, a student may not be denied equal access to basic subject instruction or to any program offered by the educational entity because of that student's limited English proficiency. There is not a threshold of English competency that a student must reach before such a student is given access to curricular and extracurricular offerings for which such a student is qualified, regardless of English proficiency.

C. The League of United Latin America Citizens (LULAC) et al v. the State Board of Education (SBE) et al. Consent Decree

The Consent Decree was entered in the United States District Court, Southern District on August 14, 1990 by agreement between the plaintiffs and the defendants. The Consent Decree provides the legal framework or blueprint for the provision of educational services and equal access for ELLs.

The Consent Decree's crucial requirement is to ensure that ELLs have equal access to comprehensible instruction, taught by qualified personnel.
D. Equal Educational Opportunities

Each ELL is entitled to equal access to appropriate instructional programs regardless of his/her level of English proficiency, academic achievement and special needs. Any such instructional program is to address each child's English language proficiency and academic potential. It should also provide positive reinforcement of the self-image and esteem of each participating pupil, promote cross-cultural understanding, and provide equal educational opportunities. Equal access to appropriate programming includes both access to Language Arts instruction through the use of ESOL strategies, and instruction in the basic subject matter areas of mathematics, science, social studies, and computer literacy. This instruction must be:

- Understandable to the ELL, given his/her level of English language proficiency, and
- Equal and comparable in amount, scope, sequence and quality to that provided to English-proficient students.

ELLs are entitled to equal access to any other appropriate programs, such as early childhood, vocational, and adult education, as well as, dropout prevention and other supportive services, whether provided, funded or endowed by federal laws, state laws or through local funding. Those students who have special needs (such as compensatory, remedial, or exceptionality) and who are at greater risk for under-achievement and/or dropping out, and in need of additional services to be provided with services that are equal and comparable to those provided to English-proficient students. ELLs must receive those services on a timely basis, delivered as appropriate to their level of English proficiency. Regardless of class size, ELLs may not be placed on a waiting list.

ELLs cannot be restricted access to an instructional program or service by imposing a criterion or method of administration (i.e. a pre-set time limit for program eligibility that is related to their limited English proficiency or a minimum prerequisite level of English proficiency prior to being served) that delays or denies them the access to those services. Florida Statues and federal guidelines prohibit the clustering or grouping of students in public schools based on race, creed, sex, ethnicity, and national origin.

In addition, eligible ELLs should have access to extended day programs (i.e. before and after school programs), regardless of the funding sources of these programs.

E. Remediation and Retention

English Language Learners (ELL) must meet proficiency levels. Student's ability to read and write, regardless of whether that ability is shown in English or the student's home language, determines proficiency. In other words, a student may be retained if he or she is unable to read at the appropriate grade and developmental level, but not simply because the student is unable to read in English. In cases of ELLs who have been in English-language programs for less than two years and do not meet district expectations on the state assessments in reading at grade 3, the district may choose to exempt such students for good cause from the mandatory retention. These exemptions may only occur on an individual basis, and as a result of a decision made by the school's ELL Committee.

ELLs must not be failed if instructional strategies, materials and assessment have not been modified to meet their needs. Documentation shall be provided to show how comprehensible instruction and second language acquisition strategies were part of the curriculum provided to the student. An ELL student cannot be retained just based on lack of his/her language proficiency in English.
If an ELL student is in danger of retention, the student must be provided remediation. The parents must be notified of the student's failure to progress in a timely manner. An improvement plan to assist the ELL student must be developed by the official ELL Committee at the school. The ELL improvement plan must be completed and placed in the green folder. A copy must be provided to the parents in their native language, when feasible.

**Retention Issues:**

- Retention meetings for ELL students must include the ELL Committee and the parent
- Instructional strategies for ELLs must be implemented according to each student's individual needs and best practices
- At retention meetings, schools shall demonstrate that ELLs have been provided opportunity to attain expected benchmarks through comprehensible instruction and ESOL strategies
- Methodology used to establish attainment of such benchmarks shall be congruent with comprehensible instruction

**Good Cause Exemptions:**

Section 1008.25(6)(b), Florida Statutes, public school student progression, lists the good cause exemptions from retention for third grade students who score at achievement Level 1 on the reading portion of the FCAT. These exemptions include:

- English Language Learners (ELL) students with less than two years in an English for Speakers of Other Language (ESOL) Program.
- The ELL Committee can override reading and writing test scores based on student's previous academic experience, teacher input, norm and criterion referenced test in English and/or the heritage language.
- ELL students cannot be retained just based on their English language proficiency. This is a civil rights and constitutional issue which protects the rights of ELL students with regard to retention, promotion and equal access to all educational programs.

**F. Gifted Programs and Exceptional Education**

Districts are monitored to ensure that ELLs who are also exceptional students have equal opportunities to participate in programs designed for challenged or gifted students. ELLs who qualify for ESE services must receive those services under the same provisions and programs as non-ELLs.

**Gifted**

Schools districts need to identify evaluate and properly place those ELL's who qualify for gifted services, as provided by law. Since ELLs have been traditionally underrepresented in
gifted programs, and because conventional methods of identification and referral to such programs are too dependent on English proficiency, alternative mechanisms of identification and referral need to be implemented.

The laws of the United States and Florida require all English language learners (ELL) students to receive appropriate and comprehensible instruction in all subjects and equal access to all academic and scholastic opportunities. Florida law also requires all exceptional education students to receive a Free and Appropriate Public Education (FAPE).

The following steps must take place in the identification of students as gifted:

Characteristics of giftedness observed or noted in the student, in the student's home history, or in his or her academic history: Gifted characteristics are usually noted first by family or by teachers. However, other individuals who know the student well may provide observations about the child's apparent accelerated growth patterns.

Screening is optional for students who are being referred for gifted program consideration. However, many districts include screening procedures to further identify students who may be in need of more in-depth evaluation. A referral for evaluation must be completed, including parent consent and notification of due process rights, before any formal evaluation procedures can be conducted with the student.

State Board of Education Rules define the evaluation procedure that must take place and who performs the assessment for gifted program eligibility determination. An eligibility team consisting of the parent, the student when appropriate, the teacher, a school system representative, and an evaluation specialist determine eligibility for the program.

ELLs, like non-ELL students, should be considered potential candidates for gifted programs and services from the beginning of their school attendance, regardless of their English proficiency. It is not appropriate to wait until the student has mastered or even begun to master English before considering him or her as a possible gifted student. English-language acquisition or proficiency may not be deemed a prerequisite to consideration of gifted programming. Each ELL is assessed to determine appropriate academic proficiency and programming needs. Information from the home setting obtained through an interview enables the school to have a developmental history of the student that is likely to demonstrate his or her accelerated cognitive growth, creativity, social competence, and so on. The academic history and parent interviews are recorded on an academic assessment form. It is necessary to take into account the information obtained during the parent/guardian interview and the academic assessment to identify the strengths of the child. School personnel, then, are better able to meet the student's unique needs, including needs for accelerated learning opportunities.

Teachers must be knowledgeable about and look for characteristics in ELLs so that when one or more of these characteristics are evident to a significant degree, the student will be referred for screening and possible evaluation. The following characteristics often are seen among students in English-dominant settings who have not mastered the English language yet are intellectually advanced:

- Successful history in previous school settings in the United States or another country or in the school setting in which instruction was conducted in the student's heritage (otherwise referred to as native or home dominant) language. Advanced development history based on information provided through parent interview.

- Rapidity of learning
• Ability to solve problems that are not dependent on English (e.g. putting complex pieces together to make a whole, matching or sorting according to complex attributes, doing mathematical calculations, acquiring nonverbal social cues in the heritage and other cultures to guide behaviors).

• High academic performance in tasks using heritage language

• Successful history in environments where heritage language is required

The school district will also provide for any modified assessment administrations to be monitored by ESOL District Coordinators or other qualified personnel to verify that appropriate testing conditions are maintained.

**ESE**

In some specific ESE cases the ELL Committee makes the final decision on the student's placement following the Consent Decree guidelines. Section III, pages 15 and 16, letter C. These guidelines state that the ELL committee may determine a student to be ELL or non-ELL according to consideration of at least two of the criteria listed below in addition to the results in the assessment of listening/speaking.

• Extent and nature of prior educational and social experiences; and student interviews

• Written recommendations and observation by current and previous instructional and supportive services staff

• Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards

• Grades from the current or previous years

• Test results other than those from the assessment of listening/speaking, including but not limited, to assessment of reading/writing

The ELL Committee shall review recommendations, when necessary, and document all decisions in writing. No single person can decide to place a student that is not eligible for services. No single person can decide not to place a student that is eligible for services. These decisions shall be made by the legal ELL Committee representing the student. The final determination of ELL Committee status is the responsibility of the educational professionals of the ELL Committee. The majority of the ELL members must be in agreement with decision made.

The needs of the ELL who are also exceptional education students shall be addressed simultaneously.

**6. Dropout Prevention**

School districts are also monitored to verify that ELLs are provided equal access to state-funded dropout prevention programs and services. School districts are required to provide the same dropout and prevention services to ELLs as to non-ELL students.
H. Language Enriched Pupils and Graduation Requirements

Each high school credit in Basic ESOL fulfills an English high school graduation requirement. Therefore, students who successfully complete Basic ESOL courses should "receive equivalent credit when applying for entry into state universities". (See Roberts to Charles Reed, 1991) Course descriptions have been developed for grade levels 6-12 to ensure that English through ESOL courses meet the language arts requirements and benchmarks for that grade level (See Chapter 5). A school district may choose to offer additional elective ESOL courses such as Listening, Speaking, Reading and Writing as electives to increase instructional opportunities for ELLs.

This ESOL-English equivalency demands instructional delivery programs that utilize ESOL strategies to teach the language arts curriculum, assuring that what is taught in Basic ESOL is equal and comparable in content, scope and quality to the language arts curriculum for non-ELL students. (For assessment requirements, see Chapter 6).

Additionally, in its July, 1997 meeting, the Council of Academic Vice President for the State University System of Florida agreed to accept that English through ESOL I through IV courses meet the Language Arts requirements for Florida college admissions. Therefore, as of spring, 1998, these courses count towards the unit requirements in English for all ELLs graduating from Florida schools that enroll into a State University System institution. (David S. Spence to Robert L. Bedford, 1997).

- The language arts teacher for the student is required to complete the 300 ESOL endorsement requirements
- The ESOL/Language Arts delivery mode includes instruction in second language acquisition skills for listening, speaking, reading and writing and comprehension in English
- The classroom teacher must accommodate the student based on the language used on the Sunshine State Standards.
- Students should be appropriately enrolled in the required Language Arts classes, according to course code

The main objective is for the ELL to develop proficiency in English skills so that he/she may be successful in the English-only classroom.
III. PROGRAMMATIC ASSESSMENT
A. IDENTIFICATION OF POTENTIAL ENGLISH LANGUAGE LEARNERS

The Consent Decree requires that a programmatic assessment be conducted for any student who answered "Yes" on the Home Language Survey to ensure appropriate academic placement and compliance with equal access requirements granted to the ELL student. This programmatic assessment must be completed prior to the placement of this student in the ELL program in Lake County.

This evaluation may be conducted by trained school instructional personnel such as the ELL Counselor, ELL Contact, or ELL Staffing Specialist. The evaluator must document the results of this programmatic assessment on the Programmatic Assessment and Grade Placement for English Language Learners Form independent of whether or not the student with a "Yes" on the Home Language Survey qualifies for ELL services. This form is kept in the student's file.

B. APPROPRIATE GRADE LEVEL PLACEMENT

To comply with the META Consent Decree, students must be placed in the appropriate grade level based upon the promotion/retention recommendations of the previous school and not based upon the student's level of English Language Proficiency.

If the student with a "Yes" on the Home language Survey enters Lake County Schools at the beginning of the school year, the recommended grade level placement for the current school year made by the previous home country school must be taken into consideration.

C. PREVIOUS SCHOOL RECORDS

As stated in the Consent Decree, each school shall seek to document the prior schooling experiences of new students who answered "Yes" on the Home Language Survey by means of school records, transcripts, and other evidence of educational experiences and take such experiences into account in planning and providing appropriate instruction and grade level placement to such students.

Once all of the student's previous school records and transcripts are collected they are kept in the student's cumulative folder as documentation of the student's previous academic experience. It is not enough to document just the previous school year's experience.

If the student enrolls in Lake County Schools after the school year begins, the student's grades for the current school year must be obtained to be averaged in with the grades the student achieves in Lake County before evaluating the student's overall academic performance at the end of the current school year. This ensures that the student is not retained based on failing and/or incomplete grades received in Lake County, if the student was passing in the previous school.

D. INDIVIDUAL COURSE CREDITS

When a student enrolls in Lake County with middle school and high school credits from schools outside of the United States, the following clarification from the Department of Education on awarding credits must be implemented to provide equal access to all students with a "Yes" on the Home Language Survey:

"The principal difference in awarding credits to foreign-born students who come to Florida with transcripts from high schools abroad and those students coming to Florida from another US high school is in the awarding of English and foreign language credits. In examining a transcript from a student who comes from another country, steps would be taken so as not to confuse the "literal" interpretation of courses".
“In the majority of cases when a transcript list “English” for students from another country, this should be accepted as their foreign language transfer credit, as that is how this course would have been considered in the originating country”.

“Conversely, when another language course, such as “Spanish”, or “Spanish Literature”, or a similar “language course is listed on the transcript, credit should be awarded as English Language Arts, as this would have the course where students learn to read, write, analyze literature, etc. in their native language, which is the same or equivalent to the Language Arts or English credit for students enrolled in US (English-only-speaking) high schools”.

These procedures will ensure that students do not fall behind on earning English or other credits, simply because they come from a high school in another country and studied in a language other than English.

E. LANGUAGE PROFICIENCY TESTING FOR POTENTIAL ELL PROGRAM PLACEMENT

All aural/oral language proficiency testing for students with a “Yes” on the home language survey must be completed within 20 days of the Home Language Survey Date. Students who need to be tested for reading/writing language proficiency must be tested within 20 days of the aural/oral language proficiency test date. The tests must be kept in the student’s file as documentation of testing. An Eligibility Determination Form must be filled out as proof of testing. Please read Identification of Potential English Language Learners for more detailed information.

1. For a Student Entering Lake County Public Schools from Outside of the United States:

Regardless of whether the student speaks English or not, the student must be tested. If the student qualifies for ELL services after the appropriate language assessments have been administered to the student, the student should be entered into the school’s database as an initial placement into the ELL program and a parent letter of notification of services should be sent home.

2. For a Student Entering Lake County Public Schools from Another State within the United States:

If the student was in a bilingual or ELL program in the previous state, the student’s bilingual/ELL records must be requested and considered during the programmatic assessment process. A copy of these records should be kept in the student’s green folder if he or she qualifies for ELL services.

Since the Meta Consent Decree binds only Florida, regardless of whether or not the student came from or completed a bilingual or ELL program in another state, we must retest the student’s English Language Proficiency upon entry into Lake County. If the student qualifies for services the student is entered into the school’s database as placement into Florida’s ELL program and a parent notification of services has to be sent.

3. For a Student Entering Lake County Public Schools from Another Florida School District:

When a student transfers to Lake County from another Florida school district, do not retest the student without first contacting the previous school to find out if the student was previously tested.

If the student was previously tested and did not qualify, we must obtain a copy of the tests and documentation that proves the student was tested and did not qualify. If this information is obtained, we file it in the student’s cumulative folder. The Lake County Parent Notification Form Letter, which states the student did not qualify for services, is sent to
the parent and a copy of this form is attached to the previous school's information before filing.

Absent documentation, which proves the student did not qualify for services, retest the student and precede according to the test results.

If the student was receiving services in another Florida school district, do not enroll them as a new entry. We must transfer all the ELL dates reported to DOE by the last Florida school district to our database and we must receive copies of all of the ELL documentation/testing completed by the last Florida school. Contact the previous school to receive a copy of the student's entry date, ELL Plan, ELL Testing, ELL status (level and years in the program), and other ELL documentation to create a S706 screen and a green folder. Update the ELL Plan to reflect Lake County's ELL services and continue providing the student with ELL services. If the student was on monitor status, continue to monitor the student as per Lake County guidelines. Invite the parent to an ELL committee meeting to advise them of a continuation of services and discuss your school's ELL program. Complete any ELL forms not provided by the previous school yet necessary for the current year of services according to Lake County's District Plan. Use the ELL green folder checklist as a guide. If the previous school does not forward the ELL documentation, please document two attempts to contact the previous school. Please contact the County Office Title Services Department before re-testing the student.

4. For a Student Transferring from one Lake County School to another Lake County School:

Please contact the other Lake County School before proceeding:

If the student did not qualify for services, the previous school should have filed the test in the student's cum folder along with other pertinent documentation. If no test is filed in the cum folder, contact the previous school to ascertain whether the student was tested and proceed according to the information received.

If the student did qualify for services, the previous school should have kept a copy of the green folder and sent your school the original file. The S706 screen should automatically transfer from their school database to your school database. Update the ELL Plan to reflect your school's ESOL services, the student's schedule at your school, and the name of the student's new teacher. Invite the parent to an ELL committee meeting to advise them of a continuation of services and discuss your school's ESOL program. Complete any ELL forms not provided by the previous school yet necessary for the student's current year of services. Use the ELL green folder checklist as a guide.
IV. PLACEMENT PROCESS
PLACEMENT PROCESS

A. Initiating the Process

All students entering Lake County Schools are registered at their neighborhood school. The parents complete the student registration form, which includes the three main questions of the Home Language Survey questions on a separate sheet attached to the registration form. Assistance in the home language survey shall be provided to parents in their native language when feasible.

The identification process begins when the school office staff notifies the ELL contact when a “Yes” is answered on the Home Language Survey.

Note: for Lake County transfer students or students transferring from another state, please read the previous section Programmatic Assessment for more detailed information on placing transfer students.

The student’s age and previous school records must be used to determine the student’s proper academic placement. If the student enters late into the current school year, the student’s current grades and credits from the previous school must be taken into consideration in determining the student’s mastery of the current grade level expectations and the student’s placement for the next academic year.

The IPT Test will be administered to the student by the ELL contact within 20 days of the home language survey date. If a student in 3rd - 12th grade scores proficient on the IPT, the LRW Reading/Writing Test must also be administered to the student within 20 days of the IPT Test.

The ELL Committee must make a determination whether the student should be placed in an ELL program if the reading/writing assessment does not take place within 20 school days of the completion of the aural/oral.

If a student is placed in the regular program and the student is not successful due to the language, the ELL committee can meet to identify the student as ELL. An "L" will be placed in the basis of entry field on S706. Follow the procedures listed below for students who do not score English proficient to complete the implementation of ELL services.

Copies of all required ELL forms are filed in the Green folder. The ELL contact at the school is responsible for ensuring that all potential LEP students are properly assessed and placed.

If a K-2nd grade student scores English proficient on the IPT or a 3rd - 12th grade scores English proficient on both the IPT and the LRW:

1. Parent letter notification that student does not qualify for services, and Eligibility Determination Form is sent home.

2. File test, HLS, and copies of the Parent letter notification that student does not qualify, and the Eligibility Determination Form together into the cumulative folder.
If a student does not score English Proficient on the IPT and/or the LRW, the student is identified as ELL:

1. Send parent:
   - Notification of Services
   - ELL Eligibility Determination
   - Parent Invitation to the ELL Committee Meeting

2. Convene an ELL Committee to
   - Write ELL Plan, create a green folder, and record the data for the data clerk to create an S706 screen
   - Document strategies on the LEP Review Form that will be used by the teacher to assist the ELL student
   - Explain services to the parents (the ELL Committee must convene even if the parent does not attend. If the parent does not attend please document two attempts to invite the parent)

To Create a Green Folder for an Initial Placement include:

- A copy of Home Language Survey
- ELL Plan
- ELL Review Form (minutes to the minutes)
- A copy of Parent Invitation
- A copy of Notification Services Letter sent to the parent
- A copy of Eligibility Determination
- Programmatic Assessment Form
- A copy of S706 Screen
- LY Annual Placement Form (completed at the end of the school year)
- IPT (all grades)
- LRW Test (grades 3 - 12)
- Copy of student schedule

If the parent does not attend the meeting, please send them all forms (in the home language when feasible).

The Data Clerk Should Create the S706 Screen, advise them of:

- Primary Language
- Home Language
- Home Language Survey date
- Referral date - usually HLS date (PK students will be referred 1 year after HLS date in K).
- Classification date - date student was tested and identified NES/LES
- Entry date - date student began receiving services (never changes)
- Plan date - date ELL Plan created by ELL Committee (updated each time the plan is updated). Plan must be updated before October FTE.
- Basis of entry - A for Oral/Aural test, L for Committee
- “LY” code for NES/LES students
- Test information: name, type of score, date (IPT and LRW if applicable)
Testing Results

When reporting IPT scores, keep in mind even though A=001, B=002, C=003, D=004, E=005 and F=006:

- 001 always means NES
- LES must be interpreted in accordance with the table at the back of the IPT test booklet by grade level. See below:
  - K 002 = LES
  - K repeater 003 = LES
  - 1st grade 003/004 = LES
  - 2nd - 6th grade 004/005 = LES
- 006 always means FES
- The IPT test is test code 18

When reporting LRW Reading and Writing scores (Grades 3-12), keep in mind:

- The LRW test is test code 05
- 001 means NES
- 002 means LES
- 003 means FES

Placement decisions shall be made by the ELL Committee at the school. Data to document these decisions must be provided and must be placed in the green folder.

Note: Parents must be considered to determine the best educational placement for the student. Parents may not refuse remediation for their child. The school is held accountable for the student’s success and section 1003.02 (1)(a), Florida Statutes, places the authority and responsibility for assignment of students with the school district.

B. ELL Plan

An ELL Plan is created for each student upon initial entry into the ESOL program. The services provided to the ELL student by each school must be documented on the ELL Plan. An ELL Plan should be updated every time a change is made to the student’s academic schedule/instruction and ELL services/strategies. The ELL Plan should be updated yearly in August when the student’s grade level, teacher, and schedule changes. An ELL plan expires a year from the date made.

The ELL Plan for “LY” students includes:

- Services which include: instruction from an ESOL endorsed teacher, paraprofessional assistance when necessary, and accommodations during FCAT testing: flexible setting, translation dictionary, and extended time.
- ELL code
- Student name, grade, school, and identification number
- Primary and home language of the student
- Type of instructional program (ESE, drop out prevention, self contained, block scheduling, etc).
- Student schedule
- Classification date
- Date of entry
- Entry assessment data
- Bases of entry
• ELL Plan date (the date the plan was updated)
• Additional services such as IEP Plan, 504 Plan, tutoring reading remediation, honors classes, etc.
• Extension of instruction assessment data, if applicable
• Extension year of service, if applicable
• Re-evaluation date, if applicable
• Re-classification date, if applicable
• Re-classification assessment data, if applicable
• Re-entry date, if applicable

The ELL Plan for "LF" students (do not create a new plan. Please make all documentation on last active "LY" ELL Plan):

• Exit date
• Assessments used for exit
• Basis of exit
• Monitoring dates (4 dates)
• Monitoring status
• Re-exit date, if applicable

ATTACHMENTS (all services provided to the ELL become part of the ELL Plan):

• PMP PLAN
• IEP PLAN
• 504 Plan
• List of ESOL strategies, accommodations and modifications used by classroom teachers

The ESOL Contact should be a part of all of the ESE and IEP meetings in order to incorporate any PMP or ESE strategies into the students ELL Plan.
REQUIRED DOCUMENTATION SUMMARY
Copies shall be filed in the ELL Green Folder and appropriate screens shall be updated
Documents Audited by the Department of Education

“Yes”
Answer to any question on the Home Language Survey

Notify ESOL Contact

Administer IPT Oral (K-12) and/or Reading and Writing (3-12) tests within 20 calendar days

Fluent English Speaker
FES

Send home letter: Did Not Qualify Eligibility Form

CODE: “ZZ”
Test and letters go into student’s cum folder

Limited English Speaker
LES

LEP Committee meets for placement into program
Send home parent invitation (2 attempts)

Non-English Speaker
NES

LEP STAR FORMS:
- LEP Plan
- LEP Review Form
- Parent Invitation
- Notification of Services
- Eligibility Determination
- Program Assessment
- Student Schedule
- Copy of 706

706 Screen:
- HLS Date
- Referral Date
- LEP Code “LY”
- Classification Date
- Test Date
- Basis of entry: A or L
- Test Score
- Instructional Strategy
IV. ELL COMMITTEE
ELL COMMITTEE

The composition of the ELL Committee is an administrator or designee, ESOL teacher and/or ESOL contact, guidance counselor, parent, and other personnel, as appropriate.

A. Yearly ELL Committee Meetings for all “LY” Students

The ELL Committee should be a part of all of the ESE/IEP and PMP meetings in order to incorporate any PMP or ESE/IEP strategies into the student’s ELL Plan. If the parent does not attend any meeting concerning their ELL student, send a copy of all forms to the parent in the home language when feasible.

ELL Plan Update Meetings (Usually held in August, but before October FTE)

After the initial placement year, the ELL Committee convenes at the beginning of each academic year when the student enters the school in order to update the ELL Plan. Updating the plan includes documenting the student’s new academic schedule, the ELL strategies that will be used by the student’s new teacher, any changes in the student’s PMP, IEP, or 504 plan that work together with the ELL Plan, and documenting any new services which will be provided to the ELL students such as tutoring, reading enrichments classes, honors, etc. An ELL Plan update is also held throughout the school year if needed to update a schedule change, PMP change, and/or any other changes in the services offered to the ELL student.

For ELL Plan forms needed in green folder for documentation:

- A copy of the parent invitation
- Updated ELL Plan
- ELL Committee review which records the minutes to the meetings (at least three signatures needed for the meeting)
- Copy of S706 changes for the current school year
- Copy of schedule

For the data clerk to update S706 provide:

- Plan Date = the plan date is the date the ELL Plan is updated yearly and the new ESOL services began
- “Y” for extension of services over three years
- Nothing else changes on the S706 during a regular ELL Plan update meeting

LY Annual Review Meetings (Usually held near or at the end of the school year)

The LEP Committee shall convene to discuss the ELL student’s academic progress, motivation, effort, and language proficiency progress for the current school year. The ELL Committee should recommend the ELL student placement, promotion, or retention during this “LY” Annual Review Meeting for the next school year. These meetings should be combined with IEP or PMP yearly reviews, promotion, or retention meetings held at your school site.
Retention meetings concerning any ELL student must not be held without inviting the ELL Committee. Since parents are a part of the ELL Committee, parents must be invited to attend retention/promotion meetings held for their ELL student.

For ELL Plan update document in green folder:

- A copy of the parent invitation
- A copy of the "LY" Annual review form
- ELL Committee Review Form which records the minutes to the meetings

For the data clerk to update S706 provide:

- Nothing changes on the S706 screen during an "LY" Annual Review meeting

B. Guidelines for ESOL Staffing Specialist

Parents shall be invited to attend all ELL committee meetings. The invitation shall be written in a language that the parents understand, unless clearly not feasible. If parents cannot attend, the committee still meets. The ELL Committee may not convene if the administrator or designee is not present. The administrator designee is empowered to represent the administrator in decisions made by the majority of the committee members. Every time the ELL committee convenes the ELL Committee Review Form documents minutes of the meeting.

An ELL Committee shall be operational at every school. This committee advocates for the best educational placement for the students. Before an ELL Committee meeting is scheduled, the ELL contact shall gather all pertinent data for the student to be discussed during the meeting.

The ELL committee shall convene at the following times:

- Initial placement in program
- Yearly ELL Plan updates
- Concerns expressed from parent
- Concerns expressed from teacher
- Administrative request
- Extension of instruction
- Evaluate criteria for students who are being considered for exit
- Unsatisfactory progress during monitoring after exit
- Annual review of student's progress
- Reclassification of former ELL students
- ESE/PMP meetings for ELL students
- Determine interventions for students with failing grades
• Behavioral and discipline concerns
• Retention meetings for ELL students

C. Responsibilities of ELL Committee:

• Determine ELL most appropriate placement for academic success
• Conduct ongoing programmatic assessment
• Create and revise ELL Plan
• Review documentation of linguistic and academic performance in English before considering student for exit
• Determine student's exit from program.
• Monitor student's progress after exit
• Determine student's reclassification
• Document results of meetings on the ELL Committee Review Form. A minimum of three signatures is required: 1) the administrator or administrator designee, 2) the ESOL teacher, 3) the guidance counselor.
• Provide copies to parents of all program forms
• File copies of program forms in student's green folder
• Document exemption to statewide testing
• Evaluate ELL who is being considered for retention. Parents must have active involvement in the process
• Discuss behavioral and discipline problems that affect academic achievement
• Serve on all ESE and PMP meetings concerning ELL students

D. Documentation of ELL Committee Meetings:

• All determinations and recommendations made by the ELL Committee shall be documented in writing using the ELL Review Form. A copy of all forms shall be provided to parents in the native language, if feasible. All forms must be filed in the green folder. Any change must be updated by the school on Screen S706.

• Members must be in agreement before a decision can be made. It is illegal for only one person to act as an ELL Committee.
VI. EXTENSION OF INSTRUCTION AND EXIT CRITERIA PROCEDURES
A. Extension of Instruction Meetings (end of 3rd year, and each year thereafter until exit)

Extension of time in the ESOL program for ELLs shall be determined by applying the multiple criteria for entry and the ELL Committee procedure. This extension of instruction shall be provided to all ELLs not satisfying the standards and to all ELLs whose academic achievement is not on grade level due to lack of English language proficiency, including listening, speaking, reading, and writing in English. All ELL Committee considering the extension of programming for such students shall refer the students as necessary, for appropriate remedial, compensatory, special and supportive services evaluations, and programs.

All students must be post-tested using the IPT and LRW Language Proficiency tests, before the ELL Committee convenes to discuss the student's progress.

For all LY students who have three or more years of ELL services the ELL Committee will meet every year to discuss the student's academic and language proficiency progress and decide if the student needs an extension of instruction or an exit.

Below are additional criteria for the ELL Committee to review when considering an extension of instruction:

- Language Proficiency Test scores in the areas of reading, writing, speaking, and comprehension (CELLA)
- FCAT Reading scores
- SAT 9 or SAT 10 scores
- Classroom progress and classroom assessments (SRI, STAR, DIBELS)
- IEP or 504 plans if applicable, and student success based on accommodations

If the ELL Committee determines that the student is eligible for an extension of services include the following forms in the green folder:

- A copy of the parent invitation
- New tests if applicable (IPT/LRW/Language Proficiency/FCAT)
- A ELL Review Form (document all criteria used for Extension of Instruction of this form)
- A LY annual placement form
- An Extension of Instruction form
- A copy of the S706 screen

If the parent does not attend the ELL Committee meeting, a copy of the ELL Review and the Extension of Instruction form must be sent to the parent. Send forms to parents in the home language when feasible.
For an Extension of Instruction advise the data entry clerk of:

- Test information on IPT and LRW
- The date of the meeting is recorded under the LST REEVE on the S706 screen
- A "Y" shall be entered in the extension of instruction field (item 15) of screen S706
- If the student is receiving a 7th year of service, advise the data entry clerk that they no longer receive weighted FTE funding (remove the code 130)
- Only "LY" through the sixth year in the program generate weighted FTE

B. Exit

Students are eligible for exit only after they have been determined to be fully English proficient. The standards for determining whether the ELL’s have attained sufficient English proficiency to exit the ESOL program shall be based on multiple measures (6A-6.0903). All exits must be supported by concrete data, which proves the student is proficient in speaking, listening, reading, writing, and comprehending the English language and have been reviewed by the ELL committee.

C. Exit Eligibility and Requirements

A student classified as an ELL shall be determined English proficient based on at least two (2) of the following standards:

- CELLA may be used as one (1) of the measures. The composite scores in the following table shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level:
  - K-2: 2050 and greater
  - 3-5: 2150 and greater
  - 6-8: 2200 and greater
  - 9-12: 2250 and greater
  
  Exit Code: B

- A score at or above demonstrated English proficiency on the IPT and LRW. Exit Code: C

- A score at or above the 33rd percentile on the reading/writing and on the listening/speaking or oral/aural assessment. Exit Code: D

- A FCAT achievement level of three (3) or greater or equivalent developmental scale score on the Reading test of the Sunshine State Standards pursuant to Rule 6A-1.09422, FAC. The second measure shall be the IPT. Exit Code: E

- A FCAT achievement level of three (3) or greater on the Writing. The second measure shall be the IPT. Exit Code: F

- English Language Learners (ELL) Committee. Exit Code: L

D. Steps to Follow When Exiting a Student
1. The ELL Committee must convene to consider and review data to determine if the student is ready to exit from the program. Parents must be invited and involved in the exiting process. If parents are unable to attend, the ELL Committee may conduct the meeting without the parents. Parents are provided with documentation of the meeting in the native language, when feasible. An administrator or designee must be present for the committee to convene. If this is not feasible, the meeting must be rescheduled.

2. If it is determined, after reviewing data presented to the committee, that the student may exit the program, the ELL Committee Review Form must be completed and signed by the ELL committee members present at the time of the meeting. A decision cannot be made unless the majority of the members are in agreement with the decision.

3. A copy of the Exit Criteria Form and ELL Completion Letter must be given to the parents in the native language, when feasible.

If the ELL Committee determines that the student is eligible for an exit the following forms should be in the green folder:

- A copy of the parent invitation
- Complete the bottom of the last ELL Plan (completed by ESOL contact during 2 year monitor period)
- A ELL Review form (document reasons for exit)
- Copy of schedule change
- ELL Completion Letter
- ESOL Exit Criteria form
- S706 changing "LY" to "LF"
- Documenting each monitor (screen S706)
- Final S706 changing "LF" to "LZ" after 2 years of monitoring are complete
- Dismissal Letter (if needed) Screen S706 must be updated by the data entry clerk, advise them of:
  - The ELL code changes from "LY" to "LF"
  - The exit date
  - Basis of exit (item 14) must be entered as "L" for ELL Committee
  - FTE must be changed to basic (delete FTE Line 130)
  - After each monitor review advise them of the review dates (over 2 year span)
  - After the 2 years monitoring is satisfactory and complete, advise them of the "LF" change to "LZ"

LF students shall be monitored for two years. All monitoring dates must be recorded on the last ELL Plan. Academic progress must be reviewed and
documented on the ELL Committee Review form. If the progress in the mainstream classroom is not satisfactory, the ELL Committee must call a meeting to discuss and implement intervention strategies. These strategies must be documented on an ELL Committee Review Form. The ELL Committee Review Form must be filed in the ELL Green Folder. A copy must be given to the parents in their native language, when feasible.
VII. MONITORING AND RECLASSIFICATION PROCEDURES
A. Monitoring the "LF" Exited Students

The ESOL contact is responsible for conducting the required two-year monitoring follow-up of former students once they have exited the ESOL program.

- The first review date occurs at the first full report card after exiting
- The second review date occurs at the end of the first semester (January or June) after exit
- The third review date occurs at the end of the second semester (January or June) after exit
- The fourth review date two years after exit date

A monitoring review consists of:

- Reviewing the current report card
- Documenting classroom performance or teacher comments
- Reviewing any new test scores (such as FCAT, SRI, Star, and/or other standardized tests) that were not reviewed during the last ELL Committee meeting.

If the monitor review is satisfactory update the green folder:

- Fill in review date on last active ELL Plan (do not create a new ELL Plan)
- Attach dated copies of all documents reviewed to the ELL Plan
- Advise the data entry clerk to update the S706 screen to include the review date
- File a copy of the S706 screen, which documents the review date

If the monitor review is not satisfactory:

When the performance of a former ELL student is unsatisfactory the ELL Committee will convene. The committee will review any consistent pattern of under-achievement as shown by report card grades, alternative assessments, and/or achievement test performance. The committee will discuss viable solutions/options, including the necessity of re-entering the ESOL program.

- Convene the ELL Committee
- Invite parent to meeting
- Fill in review date on ELL Plan
- Attach dated copies of all documents reviewed to the ELL Plan where you documented the review
- On the ELL review form document the reasons for the unsatisfactory review and interventions that will be used to assist the student or if the student will be reclassified "LY" (see reclassification)
- Complete unsatisfactory progress for "LF" students form
For an unsatisfactory monitor review, update the green folder:

- Copy of S706 with review date
- Copy of "Unsatisfactory Progress" letter
- Fill in the review date on the last ELL Plan (attach documents)
- File the ELL review form
- Copy of parent invitation to the ELL meeting

If parent does not attend the meeting, send the parent a copy of the ELL review form and the unsatisfactory progress form.

At the end of the two year monitoring process, if all the reviews are satisfactory:

- The ELL Plan shall be completed and filed in the green folder
- Advise the data entry clerk to change the students ELL code from "LF" to "LZ"
- In the green folder, include a copy of the updated S706 changing the "LF" code to "LZ"
- Green folder will remain in students cum folder.

B. Instructions for completing ELL monitoring section of ELL Plan

The monitoring section of the last ELL Plan shall be completed on the date that the former Language Enriched Pupil’s performance has been monitored.

- The last developed ELL Plan shall be completed with monitoring dates and maintained for each former ELL
- The ELL Plan shall be completed by the school’s ESOL designee as determined by the school principal (ESOL Contact, Guidance Counselor or CRT) or the Staffing Specialist.
- Monitoring field on screen S706 must be updated to reflect the monitoring dates recorded on the last ELL Plan.

An ELL Committee may convene to reclassify a student who has exited from the program if they are showing unsatisfactory progress due to lack of language proficiency. Parents must be invited to attend all ELL Committee meetings.

"LF" and "LZ" students can only be reclassified as "LY". "LZ" students are never reclassified "LF".

Forms used and filed in green folder:

- Notification of unsatisfactory monitor
- Copy of parent invitation to file
- New ELL Plan created
• ELL Review form documenting services

• If student will be receiving services for the fourth year or more, an Extension of Instruction form will be written

• A new schedule will be created and a copy will be filed

• Copy of new S706

_S706 screen should be updated by the data entry clerk:_

• ELL code will be reclassified as "LY"

• The reclassification date

• Update the ELL Plan date

• If reclassified in the 4th year or more of service, enter a "Y" for an Extension of Instruction and enter the LST REEV date

• The review dates and the exit date are not removed

_Students reclassified as "LY" will follow exit criteria upon subsequent exit. The new exit date will be recorded under re-exit on the S706. The students shall be monitored again for the full two years. New monitoring dates will replace the previous monitoring fields on the S706. The students will be monitored using "LF" monitoring procedures._
All "LF" students shall be monitored for two years. After two years of successful monitoring, the students are coded "LZ". Students cannot be coded "LF" for more than two years as the district can lose basic funding.

**Monitor 1**
1st full report card after exit
Update 706 and LEP plan

**Monitor 2**
1st full semester after exit
Update 706 and LEP plan

**Monitor 3**
2nd semester after exit
Update 706 and LEP plan

**Monitor 4**
2 years after exit
Update 706 and LEP plan to "LZ"

---

**Unsuccessful Monitoring**

**Parent Letter**
Unsatisfactory Progress

ELL Committee meets
ELL Committee Review Form

---

For students that are reclassified to "LY" as determined by the ELL Committee do the following:
- Create new plan
- Update 706 screen
- Update green folder
- Update 130 code, if applicable
- Notify parents

For students that are **NOT** reclassified to "LY" as determined by the ELL Committee do the following:
- Document strategies and interventions on the Committee Review Form
- Follow student's progress
VIII. CURRICULUM AND INSTRUCTION
CURRICULUM AND INSTRUCTION

A. Staff Responsibilities:

The ESOL Contact:

- Acts as a designee for the principal in matters that concern the ELL student and compliance.
- Directs the paraprofessionals in assisting ELL students.
- Gathers documentation for ELL records and convenes the ELL Committee to meet.
- Advises teachers of ELL students in their classrooms that instruction must be comprehensible which requires instruction using ELL strategies and accommodations that are documented in their lesson plans.
- Invites parents to all ELL Committee meetings and provides parents with copies of all ELL documents created at the ELL Committee meetings. Parent copies should be provided to the parent in the parent's home language when feasible.

Classroom Teacher Responsibilities when Instructing ELL Students

- It is the responsibility of the ESOL classroom teacher to teach the ELL students the grade level SSS standards using instruction, which incorporates the appropriate ELL strategies and accommodations. These strategies shall be documented in teacher's lesson plan book.
- The primary goal of the classroom teacher is to help the ELL student continue to build their cognitive ability as they develop English proficiency.
- The ELL student should not be considered for retention by the classroom teacher on the basis of the student's lack of English proficiency.
- The classroom teacher attends ELL Committee meetings concerning their ELL students when feasible.
- The classroom teacher should discuss all suggestions for placement, extension, or exit of ELL students with the ESOL Contact before advising the parent. The ESOL Contact must ensure the suggestions can be properly documented before recommendations can be made to the ELL Committee. Only the ELL Committee can decide to place, exit or extend services to an ELL student from ESOL services.

NOTE: ESOL assistants are not licensed to teach in the state of Florida and they are not ESOL endorsed. It is not the responsibility of the ELL assistant to teach the ELL student. The ELL paraprofessional assists the ELL student in their classroom.
ESOL Paraprofessionals

- Assist the ELL students in the content area classrooms: Math, Social Studies, Computer Literacy, and Science but not in Language Arts. It is the responsibility of the ESOL endorsed classroom teacher to provide the ELL student with instruction using ELL strategies and accommodations in Language Arts.

- Assist in providing the ELL student with accommodations during FCAT and FCAT Writes tests.

- Under teacher supervision and direction, assist in working with ELL students in small groups or individually in reviewing lessons or completing assignments previously presented by the classroom teacher in math, science, social studies, and computer literacy.

- Under teacher supervision and direction, assist the ELL student during class participation and translation in the regular classroom setting.

B. Equal Access to Appropriate Programming

Programs and procedures shall be established and implemented to provide eligible ELL with English instruction and instruction in basic subject matter in areas of math, science, social studies, computer literacy which is understandable to the ELL and is provided on grade level at their English language proficiency, equal in amount, scope, sequence and quality provided to native speakers of English and aligned with the Florida Sunshine State Standards, course descriptions and district curriculum frameworks.

The Florida Consent Decree stipulates that:

"A district’s LEP plan shall rely upon and incorporate home language instruction in basic subject areas and/or ESOL instruction in basic subject areas in addition to basic ESOL instruction. All such programming shall provide each LEP student with the opportunity to learn the academic English subject matter vocabulary necessary for academic success.” (Section II, B 1, part d).

English Language Learners (ELL) arrive at our schools with a range of abilities in their primary home language, all stages of second language development in English and may also have exceptionalities or special needs.

To address the unique instructional challenges of ELL and to ensure comprehensible instruction, the district provides different delivery models: (1) Language Arts/ESOL instruction, (2) content area classes with ESOL strategies.

- ELL students shall be classified according to their levels of English language proficiency, academic achievement, and special needs and placed in programming appropriate for these levels. Basic ESOL instruction may be provided in heterogeneous classroom setting (e.g., with multiple language groups).

- Basic ESOL services shall seek to prepare students for reclassification as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry/exit standards.

- A student’s ESOL teacher, parent or parent’s designee, or other school personnel may request the convening of an ELL Committee to identify any special problems which may be hindering a student’s progress in ESOL at any time after the end of the student’s first semester in the
program. An ELL Committee shall make appropriate recommendations as necessary for the modification of the ELL student plan. The nature and basis of such modification, if any, shall be documented in each student's ELL student plan.

The Language Arts teacher must implement the strategies provided in the DOE Reading and Language Arts through ESOL Handbook available online at DOE through Academic Achievement Through Language Acquisition Department. The guide is supplementary in nature. It must be used with the required Florida Sunshine State Standards for Language Arts.

When the ELL Committee convenes for initial placement, parents are advised of the ESOL program offered.

A paraprofessional or teacher assistant who speaks the language of the ELL is provided to assist in making instruction of content area classes understandable. This basic subject area support service is provided in schools where there are at least 15 students who speak the same language as required by the Florida Consent Decree.

Basic subject areas mean instruction in computer literacy, mathematics, science and social studies.

ELL students in ESOL basic subject area classrooms shall have access to an individual proficient in their languages in addition to a trained ESOL subject area teacher pursuant to Section IV of this agreement. Schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction.

C. Comprehensible Instruction

The teaching of basic subject area curriculum is made comprehensible using ESOL strategies. Language Arts utilizes ESOL strategies to accelerate the learning of English by students of limited English proficiency as well as their academic progress.

- Each such course has been in conformity with ESOL strategy for teaching limited English proficient students basic subject matter;
- Each course is taught by qualified personnel and appropriate materials are available to such personnel;
- Students are learning and progressing towards completion of the district’s pupil progression plan.

The focus of instruction shall be substantive subject matter knowledge, parallel and comparable to that provided to non ELL students in basic subject-areas, consistent with state-required curriculum frameworks and student performance standards.
D. Strategies for Comprehensible Instruction

Some strategies, which may be used to assist in making instruction comprehensible, are:

1. Differentiated instruction
2. Multiple learning styles
3. Alternative assessments
4. Technology used for translations
5. Base all learning on actual wording of SSS standards instead of completion of state adopted texts
6. Teach questioning for clarification
7. Promote cooperation (Small Groups)
8. Encourage self-talk (Positive Thinking)
9. Link lesson topic to student’s prior knowledge
10. Teach technical vocabulary supporting key concepts
11. Continually monitor student’s comprehension
12. Show students how to use graphic organizers like semantic mapping and imaging
13. Use direct instruction: Modeling, explaining scaffolding, name the strategy, describe the strategy and show how to use it
14. Teach note taking strategies: T-List, timelines, etc.
15. Teach think, pair and share strategies in cooperative groups
16. Place language in meaningful context
17. Teach to two objectives, language and content
18. Use preview/review activities
19. Simplify your speech by making it slower and redundant
20. Reinforce the key ideas you present again and again
21. Integrate speaking, listening, reading and writing activities
22. Provide contextual support through audio visuals, models, demonstrations, realia (real materials), body language, and facial expressions
23. Use commands and directions that involve overt student actions as in Total Physical Response (TPR)
24. Establish predictable classroom routines through the use of an outline on the chalkboard or bulletin board

25. List the most important words and phrases you use or plan to use in a presentation on a transparency or on the chalkboard

26. Record your lectures, presentations, or stories on audio tape, especially for new students who have very limited exposure to English

27. Give enough wait time for ELL students to respond to questions

28. Structure advance organizers consisting of new terminology that learners will encounter in the new lesson vocabulary to be reviewed

29. Incorporate the culture and the language of ELL students in the curriculum

30. Incorporate second language acquisition strategies on the curriculum

31. Maintain a library of supplementary books and workbooks written in simple English which offer additional illustrations for problems

32. Highlight written materials for readability by enlarging the size of print, by organizing chapters meaningfully, and by writing headings that show introductions or transition from one idea to another

33. Provide biographies of significant men and women from different cultures

34. Offer a variety of reference materials at the student's instructional level for independent use

35. Encourage the use of diagrams and drawings as aids to identifying concepts and seeing relationships

36. Write instructions and problems using shorter and less complex sentences

37. Use student pairs for team learning, especially for reports, experiments and projects

38. Limit the number of problems that must be worked according to levels of proficiency in English

39. De-emphasize speed and emphasize accuracy of work

40. Limit the number of variables in laboratory experiments

41. Ask numerous questions which require higher level thinking responses

42. Use language experience techniques in discussing concepts and ideas

43. Assign short readings for homework

44. Have students prepare collections of science objects
45. Have students prepare individual card files of subject area specific vocabulary

46. Have students compile notebooks of their hypotheses, materials, procedures, data, conclusions of experiments, and field experiences

47. Have students use a timeline to arrange and sequence important facts

48. Have students underline or highlight key words or important facts in written assignments

49. Focus on thinking skills; predict, categorize, classify, observe and report (oral-written-pictorial) sequence, summarize

50. Use Venn diagrams to contrast and compare activities

51. Use discovery learning activities (hands-on activities)

52. Use information gap activities (sharing pieces of information to solve problems)

53. Use group assignments, portfolios, learning journals and non-print options as alternative assessment

54. Give students pre-lexicon assignments when introducing new topics

55. For content comprehension implement:
   - Story strip
   - Drama and role play
   - Reading logs
   - Writing headlines
   - Illustrations
   - Story summary
   - Cloze exercises
   - Experiments

For additional effective strategies for ELL, all teachers are referred to the DOE Reading and Language Arts through ESOL.
E. **Categorical and Other Programs**

All ELL students shall be entitled to the appropriate level of ESOL programming as determined by testing, ELL Committee decision, and parental request. Alternative programming for ELL students shall be determined by the same criteria used for non-ELL students and shall be documented on the individual student’s ELL Plan. Each ELL student shall have an ELL Plan and shall be closely monitored by the ESOL teacher or classroom teacher and the school-based ELL Committee. ELL student’s educational programming shall be on a case-by-case basis and individualized.

**Title I Programs**

Title I Programs, (Part A of PL 103-382 of the Improving America’s Schools Act); provide funds to districts in order to assist schools with the highest levels of economically disadvantaged students to:

- Improve student achievement for all participating children
- Improve staff development
- Improve parental and community involvement

**Migrant Programs,** (Part C of PL 103-382 of the Improving America’s Schools Act), provide funds to districts to assist migrant children in schools with significant populations. Funds are to be used for:

- Advocacy and outreach activities for migratory children and their families including informing such children and families of, or helping such children and families gain access to other education, health, nutrition and social services
- Professional development programs, including mentoring, for teachers and other program personnel
- Family literacy programs, including such programs that use models developed under Reading First and Literacy First.
- The integration of information technology into educational and related programs
- Programs to facilitate the transition of secondary school students to post secondary education or employment

**Adult Education**

Adult and Vocational: Adult and Vocational courses include English Second Language classes taught by qualified personnel. ELL adults receive the ESOL training first and then enter the GED program. Vocational programs are also taught by qualified teachers trained in ESOL strategies as required by the Consent Decree.
Exceptional Student Education/Gifted Education

Each English Language Learner (ELL), enrolled in Lake County Schools, is entitled to equal access to Exceptional Student Education (ESE) programs. This includes students with disabilities as well as gifted students. ELL students must meet ESE eligibility criteria, as described in the district’s Special Programs and Procedures for Exceptional Students document.

As specified in this plan, any student whose Home Language Survey indicates a home language other than English will be referred for ESOL consideration first. Any student who meets ESOL eligibility will receive ESOL programming first, unless the school-based ELL Committee recommends otherwise. Recommendations regarding assessment for educational programming other than, or in addition to ESOL, are to be made at a formal LEP Committee meeting. The student’s parent(s) must be invited to the ELL Committee meeting. Regardless of the parent(s) attendance, the parent(s) is/are an integral part of, and must be involved in the decision making process.

Eligibility: (6A-6.03411(2) (f), FCA)

All evaluative data, which includes, but is not limited to, intellectual, academic, behavioral and social, will be done for all ELL students as well as with non-ELL students. This data is reviewed to determine the eligibility, or dismissal from an exceptional student education program.

Dropout Prevention Program

Supplemental Academic Instruction Program - In Lake County, Alternative Education programs represent one facet of the overall Supplemental Academic Instruction Program in place for at risk students. All facets of the Supplemental Academic Instruction Program specifically address the issue of ELL student access to these services. English Language Learners (ELL) who meet program eligibility criteria shall have equal access to the program. When an ELL student is served in the program, the curriculum and related services will be designed to appropriately address the needs of ELL students in order to ensure that the instruction is understandable.

Pre-Kindergarten

Pre-Kindergarten: Any student with a “Yes” response on the HLS is automatically considered to be ELL. Teachers of ELL Pre-K students are required to have the 18-hour ESOL training. Pre-K students who were served in PK as ELL (LY), and when tested in K scored as full English proficient, should be reported as LF. Additional Pre-K programs, which exist in Lake County, include a VPK (voluntary pre-k). If any ELL students should qualify for these programs, the teacher of these programs will begin the required training courses.

Emergency Immigrant Education Program (EIEP)

Eligible ELL students will be afforded the opportunity to participate in any programs supported by the Emergency Immigrant Education Program (EIEP). This program provides services for students born outside the United States, and who have been in Lake County less than three years. Such services may include:

- Immunizations made available at no cost to the parents
- 30 day exemption to attend school (S232.032,FS)
IX. TRAINING REQUIREMENTS
A. Certification

The employment of well-trained teachers is essential to the maintenance of high quality programs. Every effort is made to employ teachers who are experienced in teaching ELL students, sensitive to the special needs of their students, and able to recognize and deal with linguistic and cultural differences. All personnel are required to implement instructional ESOL strategies (section 233.058, F.S., section IV, 1990 LULAC et, al. vs. State Board of Education Consent Decree; Rules 6A-6.0907, 6A-4.0242-6A-4.0245 and 6A-1.0503, F.A.C.).

1. ESOL teachers must be certified as follows:

   Elementary Teachers
   
   • Elementary Education w/ESOL endorsement OR
   • Primary Education w/ESOL endorsement OR
   • ESOL (coverage) OR
   • Appropriate foreign language w/ESOL endorsement

   Middle School
   
   • Middle Grades English w/ESOL endorsement OR
   • Junior High English w/ESOL endorsement OR
   • Secondary English w/Middle Grades Endorsement and the ESOL endorsement OR
   • ESOL (coverage) OR
   • Appropriate foreign language w/ESOL endorsement

   High School Teachers
   
   • Secondary English w/ESOL endorsement OR
   • Middle Grades English w/ESOL endorsement OR
   • ESOL (coverage) OR
   • Appropriate foreign language w/ESOL endorsement

2. Out-of-Field - School Administrators, with the help of the Human Resource Department will keep track of all teachers who are in need of training in the content area and ESOL endorsement. It is responsibility of the administrator to list teachers as out-of-field who do not meet the certification requirements. A letter must be sent to the parents in their native language, when feasible. The administrator will notify the teacher(s) who are in need of training or additional in-services in order to be classified in-field, and qualifies them to claim weighted FTE.

3. DOE Performance standards for teachers of English for Speakers of Other Languages

   The ESOL teacher is able to:
   
   • Conduct ESOL programs within the parameters, goals, and stipulations of the Florida Consent Decree
   • Recognize the major differences and similarities among the different cultural groups in the United States
   • Identify, expose, and re-examine cultural stereotypes relating to ELL and non-ELL students
• Use knowledge of the cultural characteristics of Florida’s ELL population to enhance instruction

• Determine and use appropriate instructional methods and strategies for individuals and groups, using knowledge of first and second-language acquisition processes

• Apply current and effective teaching methodologies in planning and delivering instruction to ELL students

• Locate and acquire relevant resources in ESOL methodologies

• Select and develop appropriate ESOL content according to student levels of proficiency in listening, speaking, reading, and writing, taking into account: Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) as these apply to ESOL curriculum

• Develop experiential and interactive literacy activities for ELL students, using current information on linguistic and cognitive processes

• Analyze student language and determine appropriate instructional strategies, using knowledge of phonology, morphology, syntax, semantics, and discourse

• Apply essential strategies for developing and integrating the four language skills of listening composition, oral communication, reading, and writing

• Apply content-based ESOL approaches to instruction

• Evaluate, design and employ instructional methods and techniques appropriate to learners’ socialization and communication needs, based on knowledge of language as a social phenomenon

• Plan and evaluate instructional outcomes, recognizing the effects of race, gender, ethnicity, socioeconomic status, and religion on the results

• Design and implement effective unit plans and daily lesson plans, which meet the needs of ESOL students within the context of the regular classroom

• Evaluate, adapt and employ appropriate instructional materials, media, and technology for ESOL in the content areas at elementary, middle and high school levels

• Create a positive classroom environment to accommodate the various learning styles and cultural backgrounds of students

• Consider current trends and issues related to the testing of linguistic and culturally diverse students when using testing instruments and techniques

• Administer tests and interpret test results, applying basic measurement concepts

• Use formal and alternative methods of assessment/evaluation of ELL students, including measurement of language, literacy and academic content metacognition
• Develop and implement strategies for using school, neighborhood, and home resources in the ESOL curriculum

• Identify major attitudes of local target groups toward school, teachers, discipline, and education in general that may lead to misinterpretation by school personnel; reduce cross-cultural barriers students, parents, and the school setting

• Develop, implement, and evaluate instructional programs in ESOL, based on current trends in research and practice

• Recognize indicators of learning disabilities, especially hearing and language impairment, and limited English proficiency
B. Timelines for Completion of the ESOL Training Requirements

<table>
<thead>
<tr>
<th>CATEGORY I</th>
<th>CATEGORY II</th>
<th>CATEGORY III</th>
<th>CATEGORY IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading</td>
<td>Social Studies, Mathematics, Science and Computer Literacy</td>
<td>All other subjects not included in Categories I or II</td>
<td>School Administrators &amp; Guidance Counselors</td>
</tr>
</tbody>
</table>

**REQUIREMENTS**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ESOL Endorsement: 15 semester hours or 300 inservice credit points</td>
<td>3 semester hours or 60 inservice credit points</td>
<td>3 semester credit hours or 18 inservice credit points</td>
<td>3 semester hours or 60 inservice credit points</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-12 ESOL Coverage: Passing score on ESOL subject area test; Basic Subject Area Coverage, and 120 hours/points in ESOL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TIMELINES**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test</td>
<td>1 year to complete</td>
<td>1 year to complete</td>
<td>3 years to complete from September 5, 2003</td>
</tr>
<tr>
<td>Beginning Teacher</td>
<td>Beginning Teacher</td>
<td>Beginning Teacher</td>
<td>Hires After September 5, 2003</td>
</tr>
<tr>
<td>Same as above for experienced teachers</td>
<td>2 year to complete</td>
<td>2 year to complete</td>
<td>3 years to complete from date hired as school administrator or guidance counselor</td>
</tr>
</tbody>
</table>

Lake County Schools requires teachers upon employment to have the necessary ESOL endorsement by the end of their third year of employment for re-hiring.

In addition to completing the course work, a teacher must also submit the certification application to the district’s certification office following the procedures as directed in Florida State Board of Education Administrative Rule #6A-4.0012.
Note: For ESOL Endorsement only 3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of an ELL student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of an ELL student, until a total 15 semester hours or 300 in-service credit points have been earned.

ESOL In-Service or Coursework must include all of the following Areas:

- Methods of Teaching English to Speakers of Other Languages (ESOL)
- ESOL Curriculum and Materials Development
- Cross-Cultural Communication and Understanding
- Testing and Evaluation of ESOL
- Applied Linguistics

Recertification Flexibilities:

- ESOL in-service credit points and/or ESOL College credits count as in-field for recertification of any coverage

Banking of ESOL Points

- Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods

Note: All other administrators (district level) are required to receive training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of in-service points or hours is required.

C. TRAINING REQUIREMENTS

The school district according to the Consent Decree is required to provide appropriate trained personnel to provide comprehensible instruction of ELLs through the use of ESOL strategies.

1. The primary Language Arts, English, Developmental Language Arts, Intensive Reading and Reading teacher who is responsible for assigning the Language Arts grade for an ELL student must add the ESOL Endorsement earned through 15 semester hours or 300 in-service hours unless he/she has an ESOL coverage on their Florida Certificate.

2. The basic subject area elementary and secondary teacher must complete 60 hours of training concentrated in the five areas of linguistics, culture, curriculum, methods, and testing unless he/she already has ESOL on his/her certificate. An experienced teacher identified in later surveys as teacher of ELL has one year from the initial instructional assignment of the ELL to complete the 60 hours of training.
3. The teacher of ELLs in other areas such as physical education, art, music, foreign languages, and electives are required to complete 18 hours of training.

4. A guidance counselor must complete the 60 hours training.

5. A school administrator is required to complete a minimum of 60 hours of training.

D. FTE Scenarios:

   - Collect weighted funding for language arts (only) for 2 years. (Must show evidence that he/she has completed 60 hours at the end of two years).

2. Beginning teacher with prior experience: Completes Empowering (60 hours) collects weighted funding for language arts, math, science and social studies.

3. Teacher is taking a class in October or February, collect weighted funding for language arts.

4. Teacher is not taking a class in October or February do not collect weighted funding.

5. Teacher is not taking a class in February, but has completed "Empowering" - collect weighted funding for math, science and social studies.

*Language Arts instructors are reported out-of-field for ESOL, not math, social studies, and science.

Weighted FTE for ESOL Program 130 = 1.302

1. Language Arts Instructor:
   - ESOL Endorsement on Certificate - in training during FTE week
   - Beginning teachers - you may claim weighted FTE for language arts, 2 years, the length of time that the individual is given to complete the training

2. Math, Science, Social Studies, Computer Literacy
   - Teacher must have completed the 60 hour "Empowering Content-Area" Component.
X. PARENT LEADERSHIP COUNCIL AND SCHOOL HOME COMMUNICATIONS
**PARENT LEADERSHIP COUNCIL**

Procedures shall be implemented to ensure that parents/guardians of ELL receive, whenever feasible, all communications in the primary language and are represented on various district and school committees that require parent’s participation.

Parents of ELL students shall be informed of the opportunities to be represented on existing school and district advisory committees. **Furthermore, parents must be involved on revisions and implementation to the district’s ELL plan.**

Parent Leadership Council (PLC) has been formed in our community. The council consists of, but is not limited to, representatives from the prevalent cultural/heritage groups in our schools. The council meets on a regular basis and is kept abreast of all district and school-related ESOL/ELL issues. They meet twice a year with parents to give an overview of the district’s educational program and services available to all ELL students in collaboration with other programs (i.e. Title One, Migrant Services, Early Intervention, Pre-Kindergarten, etc.).

The Parent Leadership Council was presented with the District ELL Plan and had an opportunity to monitor and make changes. These meetings include a review and approval of the current plan. The District ELL Plan will be available at the Title Services South Office.

**School-Home Communication**

“The Florida Department of Education shall monitor regularly to ensure that all communications (written and oral) between school district boards and personnel and parents of current or former language enriched pupils are undertaken in the parent’s primary language or other mode of communication commonly used by the parents unless clearly not feasible.” (Section 233.058, F.S., Rules 6A-6.0902, 6A-6.0904, 6A-6.0906, 6A-6.0908, F.A.C. and section I-IV, 1990 LULAC et.al.vs. State Board of Education Consent Decree).

1. Procedures need to be established and made available at every school to ensure that Code of Student Conduct, bus rules, disciplinary forms, suspension letters, registration procedures, ELL committee meetings, IEP meetings, and other such documents/procedures are available in the native languages of the students served and that staff member(s) are available to provide translation services.

2. Requirements under the Florida 1990 Consent Decree specify that school-home “communications to parent of current (LY) or former (LF) ELL must be in the primary language or mode used by parents unless clearly not feasible.” (Technical Paper 010-ESOL-92).

On June 2, 1992, the Department of Education legal counsel stated: “The district is required to establish, communicate and monitor procedures to make sure that home-school communication is carried out at the school level in a language that the parent can understand…”

School principals shall maintain a file of all school-home communications which have been translated. These files will be monitored periodically to make sure that school-home communication is being carried out at the school level in a language that the parents can understand.

3. Resources for assistance with school-home communication include foreign language teachers, ESOL, and/or bilingual teachers and parents of ELLs.
4. School staff should not ask students to serve as translators. The responsibility for ensuring home-school communication rests with school employees. Students may not be used to fulfill this requirement. All translation efforts shall be coordinated by the school first. The use of TransAct.com has many forms that assist with communication between non-English speaking parents.

5. ELL in basic subject area classrooms shall have access to an individual proficient in their languages in addition to a trained ESOL teacher pursuant to Section IV of the Florida Consent Decree agreement. Schools with at least 15 students speaking the same native language shall provide at least one aide or teacher proficient in the language of the students and trained to assist in ESOL basic subject area instruction to make instruction comprehensible. The district has purchased the TransAct Translations license. Every school in Lake County has access to the TransAct Translation Library. The library has forms translated in over 20 languages. Lake County Schools utilizes methods to inform school personnel, students and parents about Rule 6A-6.0908. This rule states that ELL or other national origin minority students are not subject to any disciplinary action because of their use of a language other than English. This rule is emphasized in the District ELL Plan, in the district administrator's training on the Florida Consent Decree, in ESOL strategies training for teachers, in the Code of Student Conduct orientation for new students and in newsletters.
XI. STANDARDIZED TESTING/FCAT
Districts are required to offer accommodations to ELL students who are currently receiving services in a program operated in accordance with an approved District ELL Plan. Permissible modifications for these ELL students are listed below. The test may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of the ELL student.

It is recommended that accommodations offered during standardized testing be the same as those actually used by the student on a daily basis for classroom instruction and assessment.

A. ELL Accommodations in State Standardized Testing:

1. **Flexible Setting:** ELL may be offered the opportunity to be tested in a separate room with the ESOL or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age.

2. **Flexible Scheduling:** ELL may take the test during several brief sessions within one school day.

3. **Flexible Timing:** ELL may be provided additional time beyond the time limits; however, all testing must be completed within one school day.

4. **Assistance in the Heritage Language:** The ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language, but the teacher is prohibited from answering questions about the writing prompt and prohibited from reading the prompt to the student.

5. **Dictionary:** ELL may have access to an English-to-heritage language dictionary or a heritage language-to-English dictionary, such as those available to ELL in an instructional setting. However, a dictionary exclusively in the heritage language or in English may not provided.

6. ELLs who are classified as exceptional education or handicapped shall be afforded the additional test accommodations specified in Rule 6A-1.0943, FAC.

B. Accommodations for ELL Taking the FCAT/FCAT Writes+

All high school students, including English Language Learners (ELL), must take the high school state required test(s) in English. No versions of the test(s) exist in other languages. Provisions under Florida Statute 229.57 allow for test adaptations and modifications of procedures as necessary for students in ESE programs who have limited English proficiency.

1. The ELL may be given extra time to complete each of the sections of the test. The entire test may be administered over one or more days. However, he/she cannot continue working on the same section of the test from one day to the next day. The FCAT Writes+ must be completed in one day.

2. The ELL may utilize a heritage (native) language translation dictionary which provides him/her with the word in his/her native language but not with a definition.

3. The ELL may take the test in a separate room with the ESOL or home language teacher administering the test. If the student is not of legal age, the parents of said student shall be informed of this particular accommodation and shall be given the opportunity to select the preferred method of test administration.
4. During the math section, the ESOL or home language teacher may provide “limited” assistance in translating the directions of the test or clarifying a word or phrase, which is confusing to the student because of limited English proficiency. The teacher may NOT provide any assistance to the student in solving the mathematics questions or which will unmistakably lead the student to infer the correct answer.

5. The same specifications for assistance during the math section apply to the communications section. Again, test administrators are cautioned not to provide translations of words or phrases, which may lead the student to infer the correct answer. The student may utilize the heritage language dictionary, but the student must read the passages, question stems, and answer alternatives in English.

6. The school districts must provide training for those ESOL and home language teachers who will be administering the FCAT to ELL students on the procedures outlined above. The ESOL coordinators or other qualified personnel will monitor modified test(s) administrations to ensure that appropriate testing procedures are being followed.

Sample test items shall be used by the ESOL/Language Arts and mathematics teachers to determine the ELL student’s level of mastery of the skills evaluated in the different statewide tests. Teachers shall also use classroom and academic performance to determine level of competency. Special care is exercised to ensure that a student’s limitation in ability to communicate in English is not a factor in determining level of competency. Principals are responsible for ensuring that the exemption guidelines are implemented correctly and that the teachers of ELL students use alternative assessment strategies to determine level of competency.
XII. ESOL DEFINITIONS
ESOL DEFINITIONS

LIMITED ENGLISH PROFICIENCY-
A student who:

- Was not born in the US and whose native language is other than English; or
- Was born in the US but who comes from a home in which a language other than English is most relied upon for communication; or
- Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and
- Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

HOME OR NATIVE LANGUAGE-
When used with reference to an individual of limited English proficiency, the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.

LEP/ELL COMMITTEE-
A committee composed of the ESOL teacher, administrator or designee plus guidance counselors, social workers, and other educators as appropriate for the situation. Parents are also invited to attend any committee meetings.

LEP/ELL STUDENT PLAN-
A written document which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of LEP identification, assessment data used to classify or reclassify the student as LEP, date of exit and assessment data used to exit the student as English proficient.

BASIC SUBJECT AREAS-
Computer literacy, mathematics, science and social studies.

BASIC ESOL-
Instruction in English

OTHER SUBJECT AREAS-
Any courses other than Basic ESOL or Basic Subject Areas.

BASIS OF ENTRY/EXIT-
Basis of entry and exit out of the ESOL program, IPT IDEA Oral/Aural Test- "A"; LRW/Reading and writing Test- "LRW"; ELL/LEP Committee- "L".
CLASSIFICATION DATE-
Initial date a student is determined eligible or not eligible based on assessment for an ESOL program. (Date of IPT/LRW).

ENTRY DATE-
Initial date a student entered an ESOL program.

EXIT DATE-
Date a student exits the ESOL program.

EXTENTION OF INSTRUCTION-
Student is receiving services beyond the base three (3) years of eligible ESOL FTE funding. (NOTE: One (1) year of ESOL FTE funding equals a total of four (4) FTE survey periods).

HOME LANGUAGE SURVEY DATE-
Date the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC. *NOTE: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.

MONITORING DATES-
After exit, each date that a former LEP/ELL student’s performance has been reviewed to ensure parity of participation. These reviews shall take place automatically at the student’s first full report card after exit, first full semester after exit, the second semester after exit and at the end of the second year.

REENTRY DATE-
Initial date a FORMER LEP/ELL student is reclassified as LY.

ANNUAL REEVALUATION DATE (Beyond the Three (3) Years)-
Most recent date the student was reevaluated in order to determine whether the student should continue in with an extension or exit the ESOL program.

STUDENT PLAN DATE-
Date of the initial development or most recent review of the ELL Plan.

NATIONAL ORIGIN-
Student’s country of birth.
XIII. ESOL FREQUENTLY ASKED QUESTIONS
1. **What tests are used to identify students for ESOL services?**
   
   The Idea Oral Proficiency (IPT) Test is administered to all students, K-12, to determine the level of fluency in listening and speaking in English. Furthermore, students who test fluent speakers of English in grades 3-12 will be further assessed for reading and writing with the LRW.

2. **What is the LEP Committee?**
   
   This is the school-based committee which deals with all matters pertaining to LEP/ELL students. It is composed of ESOL teachers, administrator or designee, guidance counselor, other educators, and the parents.

3. **Can an ELL be disciplined for using a language other than English?**
   
   No. Rule 6A-6.0908 specifies the prohibition of disciplinary action based on usage of a language other than English.

4. **Is there anything I can do before the 3 years are up to prepare for extending ESOL services for an ELL student?**
   
   It is okay to test students prior to the extension cutoff, provided that you note for the record that the administration is the three-year-exit test.

5. **Am I allowed to use spring proficiency testing data for kids whose extension date comes up in April – August?**
   
   Yes. You can test these students as early as mid-March for purposes of extension. You do not have to re-test them in the fall for the extension on the new school year’s plan.

6. **What kind of dictionary is allowed for FCAT?**
   
   Bilingual dictionaries (word-to-word, no definitions) with the heritage language and English are appropriate. You may not use picture dictionaries, monolingual dictionaries, or computerized dictionaries. We do not recommend a specific vendor.

7. **What do I do if the student came from another county in FL and they don’t use the IPT? How is it entered in the S706?**
   
   There are many tests used in the state of Florida. For information on entering data for a specific test other than the IPT check with your district ESOL contact or copy the information found on their data ESOL screen.

8. **Is it possible to start the Oral/Aural test later in the book if the student appears pretty fluent?**
   
   As the IPT guidelines state, you can do this just to ascertain proficiency, but it helps to have data from the entire test to show growth.

9. **If no original tests come to my school, and we need to re-enter a student, what do we put in the test fields on the S706?**
   
   Retest the student and re-enter the student by “I” for ELL Committee. If you have a copy their ESOL screen, enter the initial entry test date.
10. **Who initially refers students for ESOL testing?**
   A student is most often referred to the ESOL Contact by the registrar who reads the student's home language survey. If there is a "yes" answer, the ESOL contact administers the IPT test.

11. **What criteria is used to exit a student?**
   Beginning with the 2008-2009 school year, exit criteria has been updated. Please refer to page 29 of the handbook for a more detailed description. You may use the IPT/LRW, CELLA, FCAT Reading, FCAT Writes, and ELL Committee.

12. **What order do the referral, classification and entry dates go?**
   These ELL related dates should come in this order chronologically: 1) Referral 2) test date 3) classification 4) entry 5) exit 6) re-entry 7) re-exit. The S706 panel will not accept dates in another order.

13. **What do I do if the S706 looks empty?**
   Try hitting F7 or F8. If nothing fills in, then that student's record is not complete and you need to fill out a data entry form and submit it to your data clerk.

14. **Can the district claim weighted funding during time a student is with a bilingual aide only?**
   No. The district can only claim weighted funding on students with qualified teachers.

15. **Can you extend a student in order to get FCAT accommodations?**
   You should only extend students who are still lacking in one or more areas of academic English proficiency (reading, writing, speaking, or listening), as shown by proficiency test scores, classroom grades, teacher feedback, and other measures of academic skills. You should NEVER extend a proficient student in order to give them an advantage in standardized testing.

16. **Do I have to print out a student's schedule every time it changes?**
   YES. Scheduling personnel or anyone who is able to make a schedule change, should print out a S614 or S615 for the green folder.

17. **Are there any special considerations when scheduling an ESOL student?**
   YES. Every time an ELL student's schedule changes, the ESOL contact must create a new ELL plan. Please carefully consider a student's course needs with input from the ESOL contact before making changes.

18. **Does a student need a certain level of language proficiency to be scheduled for special course offerings like honors, advanced placement, or gifted programs?**
   No. According to Lau v. Nichols (Supreme Court 1974), there is not a threshold of English competency that a student must reach before being given access to curricular and extra curricular offerings for which a student is qualified, regardless of English proficiency.
19. What ESOL courses for middle and high schools have no limit on the times you are allowed to use them?
   In middle school: Developmental Language Arts through ESOL
   In high school: Developmental Language Arts through ESOL and Intensive Reading

20. I have a typically developing first grade ESOL student who has not been attending school regularly the entire year. Should we complete a Progress Monitoring Plan (PMP) on them?
   If the student needs and can get extra help through a PMP, then you can do it. This is up to your discretion for students in K-2. Having a PMP and the extra help can build a case for "good cause" exemptions down the road if the student does not pass the FCAT in grade three.

21. I have a fairly new ESOL student who scored a level 1 on FCAT. Do they need a PMP?
   Any student who receives a level 1 should have a PMP regardless of their entry date into ESOL. This is a school based decision.

22. Are there “good cause” exemptions for mandatory retention in 3rd grade?
   ELL students who have had intensive remediation, or who have been in the program less than 2 years may be exempted from retention.

23. I have a student who graduated midyear as an “LY”. Do I change them to an LF since they are gone and no longer receiving services?
   No. Only change the ELL status to LF when you exit students. It won’t mess up the FTE, because they are not enrolled in any spring courses.

24. Do we send the original IPT tests to the next school a student attends?
   Yes. All student materials should go to the student’s new school. The ESOL folder in the cum (green), and a separate folder with all the original tests should be sent. Please keep copies for a reasonable time as a back up if something is lost in transit or the student returns.

25. Do the Home Language Survey date and the Referral date have to be the same date?
   Yes, the HLS date and the Referral date should match. It is important that students get tested with the IPT within 20 school days of referral. The only time they may not match is if the student attend a pre-K program.

26. What do I do if a student comes from another Florida county with no HLS?
   Contact the previous school to try to obtain the original, and re-administer the HLS.

27. What is the classification date for K-12?
   The classification date for K-12 is the date the student is identified as an ELL due to not passing an English language proficiency test.
28. What do I do when the child enters from another state and was in ESOL there too?
   For our purposes, treat them as you would any completely new student. If they answer Yes on the HLS, test them and do the entry process as usual.

29. I have a student who passed the IPT initially, but is really struggling in classes. Can I retest to try to enter them into ESOL?
   Yes, you can retest them with the IPT, or use other criteria as poor academic grades. Use the ELL committee as the basis of entry.

30. What happens if a student leaves Lake County for an extended period of time and returns?
   If the student has continued to be in ESOL in Florida schools, you need to record this and keep track of their time in a Florida ESOL program. Enter the student as usual and administer the proficiency test to get current proficiency level data on them. Maintain the original HLS date. Be sure to keep an enrollment history in their ELL file so you know when they have reached the 3 year and 6 year marks.

31. What happens if a student leaves the state or country for an extended period of time and returns?
   You need to keep track of their time in a Florida ESOL program. When they return from out of state or the country, that period of time does not count for ESOL in the state of Florida. Be sure to keep an enrollment history in their file.

32. After the final review, do I need to hold an ELL meeting to make an “LF” student “LZ”?
   No. Only hold an ELL meeting for a child under review if that student is experiencing difficulties.