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I. INTRODUCTION

A. Purpose

The purpose of the 2015-2016 ELL 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

1. The Consent Decree defines an ELL 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. The 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 students as:

English Language Learner 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
  - The ability to meet the State’s proficient level of achievement on State assessments described in section 1111(b)(3);
  - The ability to successfully achieve in classrooms where the language of instruction is English; or
  - The opportunity to participate fully in society.
II. 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 provided 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.

All ELL students 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. Compliance Issues
The ELL Program is governed by federal, state, and local regulations. Some of the compliance issues are outlined below.

Non-discrimination Policy
- The Florida Educational Equity Act (1984) prohibits discrimination on the basis of race, national origin, sex, handicapping condition, or marital status against any student or employee, in the state system of public education. The State Board of Education Rules mandated by the Act further prohibit unnecessary restrictions on admissions to programs based solely on the lack of English language proficiency. (META Consent Decree Section II, A)
- There will be no disciplinary action for use of a language other than English (FSBEAR 6A-6.908, (3)). Students may not be punished for using their native language for academic purposes, or in socially appropriate situations such as hallway, cafeteria, or bus conversations.

F. 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 FSA. These exemptions include:

- English Language Learner (ELL) students with less than two years in an English for Speakers of Other Language (ESOL) Program can be exempted from mandatory retention. This includes 3rd grade students.
- To determine whether an English language learner is eligible for this exemption the initial date a student entered the ESOL program
(DEUSS-ELL Entry Date) is compared to the last day of the school year (or, if applicable, the accompanying summer session) for the student. If this time period is more than two school years, the student does not qualify for the good cause exemption stated above. The ELL Committee convenes and makes recommendations based on:

1. number of years the student has been enrolled in an ELL program
2. academic performance and progress of a student based on formal and or alternate assessments in English which means annual assessments
3. the student's English language proficiency
4. progress, attendance and retention reports

Parents are notified in writing and when feasible in a language they can understand whenever a student is failing or recommended for retention.

- **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.

**G. 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 ELL School Specialist or other qualified personnel to verify that appropriate testing conditions are maintained.

H. Exceptional Student Education (ESE) Services

Procedures for ELL Assessment and Placement of Students Receiving Exceptional Student Education (ESE) Services

After receiving the Home Language Survey form with any “yes” answer, the student will be assessed for language proficiency. For those students whose exceptionality is so severe that there is no functional spoken/written language (such as profoundly mentally handicapped students, severely language impaired students, low functioning autistic students, or students who are nonverbal) the examiner may need to report attempt to assess. After language assessment is completed, the student’s placement will be based on test scores. However, an IEP/ELL committee can be convened at any time to determine ELL entry/exit status and a decision by the majority of stakeholders can “override” assessment results if necessary pursuant to Florida Board of Education Rule 6A-6.0903(1)(c) which allows exit from ELL if all of the student’s needs are being met by another instructional program or combination thereof. The specific language reads as follows:

*The ELL (LEP) Committee shall be convened to review the assessment information and make further determinations for placement and additional services for any student in grades K-12 with inconsistent assessment information or discrepancies between*
scores for each language domain of listening, speaking, reading, and writing.

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.

I. 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 Florida 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.

Date Entered United States School (DEUSS) was first collected in 2011-2012 as a web-based application and became a new data element effective school year 2012-2013. It is required to be collected for all students and entered in the district’s data system. For all students, this information will be kept locally. The DEUSS date is the first time the student entered a US school (Not Pre-K, unless Pre-K attendance was mandatory in the sending state). DEUSS is self-reported by the parents. Every effort must be made by school personnel in the district to get previous schooling information from a US school.

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 prior school years’ 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 school days** of the Home Language Survey Date. Students who need to be tested for reading/writing language proficiency must be tested within 20 school 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 (Out-of-State Transfer):**

   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, Florida. If the student qualifies for services the student is entered into the schools database as placement into Florida’s ELL program and a parent notification of services has to be sent. This placement begins year one in Florida of the six funded years allowed for ELL funding.

3. **For a Student Entering Lake County Public Schools from Another Florida School District (Out-of-County Transfer):**

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 Skyward 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, document two attempts to contact the previous school. Contact the County Title III or ESOL Program Specialist for assistance before re-testing the student.

4. **For a Student Transferring from one Lake County School to another Lake County School (In-County Transfer):**

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 Skyward Special Programs 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 for appropriate forms and documentation of the ELL Committee meeting.
IV. PLACEMENT PROCESS

A. Initiating the Process

All students entering Lake County Schools are registered at their zone 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, refer to Resource section page 74. (When entering the HLS date into Skyward, enter the first day of school that the student will attend. Example, during Kindergarten Round-up or summer enrollment, HLS date would be 8/24/2015. After the first day of school, the HLS date is the date that the HLS is completed.)

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 online IPT Test will be administered to the student by the ELL contact within 20 school days of the home language survey date. If a student in 3rd – 12th grade scores proficient on the IPT, the Reading/Writing Test (IRW) must also be administered to the student within 10 school days of the IPT Oral 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.

When there is a delay in testing, create a “Delay in Testing” letter and mail to the parent in their home language, when available. The letter explains to the parents why the testing has not been completed within 20 school days and also informs the parents when the assessment will be completed.
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 re-classify the student as ELL. *Every possible strategy and intervention must be used in the MTSS/RtI process to determine that language proficiency is the reason and the ELL Committee must document what strategies and interventions will be used to assure the ELL students success.*

An “L” will be placed in the basis of entry field on Skyward. 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 ELL 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 IRW:**

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 IRW, the student is identified as ELL. ELL Contact will schedule ELL Committee Meeting within 10 days after student is identified as ELL based on the results of the IPT. Bear in mind the entire process from the HLS (first day of school) to the **ELL Committee Meeting must be within 40 days.**

1. Send parent:
   - Notification of Services
   - ELL Eligibility Determination
   - Parent Invitation to the ELL Committee Meeting *(This is the only required ELL Committee Meeting for parents to attend. All other ELL Committee Meetings parent invitation optional by school choice.)*

2. Convene an ELL Committee to:
   - Write ELL Plan, create a green folder, and record the data for the data clerk to create an Skyward Special Programs screen
   - Document strategies on the ELL 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)
B. Creating a Green Folder

See Resource section, pages 84-95.
To create a Green Folder for an Initial Placement include:

- A copy Home Language Survey
- Green Folder checklist (stapled to inside cover)
- Initial Placement Test (IPT Oral)
- IPT RW Test (if applicable)
- ELL Parent Notification (Form #3)
- ELL Committee Referral and Plan (Form #1)
- ELL Committee Review Minutes (Form #4)
- Parental Input and Meetings (Form #7)
- Skyward Special Programs & Profile tab
- Student Schedule (use ELL Filter)
- Copy of CELLA Scores and other data
- ELL Re-evaluation Exit/Extension (Form #5)
- ELL Committee Exit, Monitor or Dismissal (Form #6)

After making every effort to include the parent and they cannot attend please send them all forms (in the home language when feasible).

The ELL forms to be used are located on Skyward and on the Intranet under Departments>Teaching & Learning> ESOL/ELL Support>II. ELL Committee Forms:

II. ELL Committee Forms

1 ELL Committee Referral Plan (Access this form through SKYWARD Custom Forms ELL CRP)
2 ELL DNQ locked
3 Parent Notification Letter
4 Committee Minutes
5 ELL Reevaluation-Exit (Access this form through SKYWARD Custom Forms ELL REEVAL)
6 Exit, Monitor, Dismissal Letter
C. Skyward Special Programs/ELL Screen

When transferring information from the Home Language Survey (Revised 10/29/2014), use the following:

- **Question # 1 on the HLS** = Language at Home
- **Question # 2 on the HLS** = Native Language
- **Question # 3 on the HLS** = Language
- **Question # 7 on the HLS** = Contact Language

The Data Clerk should create the Skyward Special Programs/ELL Screen and advise them of:

1. **Lang Srvy** = HLS Enter date of Home Language Survey.
2. **Lang Quest** = HLS Enter number for question answered “Yes”.
3. **Entered US** = DEUSS Enter the date that student started school in the United States. For KDG, first day of school. However it may be a date when student first enrolled in a US school.

Begin Sths = Enter student data after textbox appears

1. **Start Date** = Enter date that the ELL Meeting was held.
2. **Start School Year** = The current school year.
3. **End Date** = Exit program date.
4. **End School Year** = Fills with default date.
In the “Program Details” box:

1. Check this box if the information being entered involves a student’s re-entering through Reclassification.
2. Check this box if the information being entered involves a student entering their 4th year or more of services for Extension of Instruction.
3. Referral Date=Entry Date, unless student has been pre-enrolled (Pre-K, summer enrollment), then it will be the first day of school.
4. Reevaluation Date= Date of IPT for Re-designation OR CELLA score for Extension of Services
5. Classification Date= IPT Testing Date
6. Student Plan Date= ELL Plan Date (ELL Committee Meeting)
7. Program Participation=K-12 "E"= Eligible for ELL services
8. PK-12=Program Codes. **LF** ( 2 yr. monitor after exit) **LP** ( Not used) **LY** (The student is classified as Limited English Proficient) **LZ** (Monitor completed and student is exited completely from program) **ZZ** (Not applicable)
9. Fund Source= **E**- Eligible (1st 6 years) **Z**-Not Eligible (7+years)
10. Basis of Entry= **A**- Oral/Aural
    **R** -Reading /Writing
11. Basis of Exit 1= **H**-K-2 CELLA **I**-3-12 CELLA and Level 3 Reading FCAT
    **J**- IEP meets LA needs **L**-Committee Decision
12. Basis of Exit 2= Use a reason other than one used in Basis of Exit 1

D. Testing Results

IPT Test Form Grades K-6: Form G
IPT Test Form Grades 7-12: Form E

When reporting IPT I (Speaking & Listening) Aural/Oral cut scores, K Initial = 3; IPT I Grades 1-2 = 4; IPT I Grades 3-5 = 5; IPT I Grade 6 = 4; IPT II Grades 7-12 = 5
If basis of entry for ELL is:
A=Aural the test information then we must report 2 test scores:
IPT for both subject contents of 14 (Listening) and 17 (Speaking)
R=Reading/Writing then we must report all 4 test scores:
IPT for both subject contents of 14 (Listening) and 17 (Speaking) **AND**
IRW for both subject contents of 10 (Reading) and 36 (Writing)
When reporting IRW scores keep in mind, the cut score is 32 percentile & must be administered within 10 school days of the IPT Oral.

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. All LEP Committee meetings must be held prior to October 1st of each school year.

Note: Parents must be considered to determine the best educational placement for the student. Parents may refuse Supplemental Services in the ELL program, however, remediation for their child with an ESOL certified teacher in a general classroom will continue. Nothing herein shall alter the duty of the district to provide highly qualified, duly certified or endorsed ESOL instructors in accordance with Rule 6A-1.09441, FAC, and the Course Code Directory and Instructional Personnel Assignments that are incorporated by reference therein.

Must have ELL Plan, Certified Teacher, and take CELLA. Parents can refuse – tutoring, pull-out, Rosetta Stone and other supplemental services (Title III).
ESOL Test Definitions

Test Definitions given in Lake County

<table>
<thead>
<tr>
<th>Test ID</th>
<th>Subject Content</th>
<th>SC</th>
<th>Type of Score</th>
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<tbody>
<tr>
<td>IPT</td>
<td>Listening</td>
<td>14</td>
<td>RS (Raw Score)</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>17</td>
<td>RS</td>
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<td>IRW</td>
<td>Reading</td>
<td>10</td>
<td>RS</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>36</td>
<td>RS</td>
</tr>
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</table>

IPT=Idea Oral Language Proficiency Test L, S (Listening/Speaking)
IRW=IPT:  Reading and Writing Test R, W (Reading & Writing)

Codes for IPT Oral Test Levels on Student Report

Raw Score (RS) is provided on the Student Report as a letter A-F. Please post corresponding code in Skyward (same as AS400):

- A = 001
- B = 002
- C = 003
- D = 004
- E = 005
- F = 006

ELL Eligibility: Kindergarten=A-C; Grades 1-2=A-D; Grades 3-5=A-E; Grade 6=A-D; Grades 7-12=A-E

IPT-IRW Grades 3-12 Cut Score =Average of Reading & Writing 32%

(Students scoring 33% or more are ineligible)

Test Definitions for outside Lake County

<table>
<thead>
<tr>
<th>Test ID</th>
<th>Subject Content</th>
<th>SC</th>
<th>Type of Score</th>
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<tr>
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<td>Listening</td>
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<td>RS (Raw Score)</td>
</tr>
<tr>
<td></td>
<td>Speaking</td>
<td>17</td>
<td>RS</td>
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<td>Writing</td>
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<td>RS</td>
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<td>RS</td>
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<tr>
<td></td>
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<td>RS</td>
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<td>Writing</td>
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<td>RS</td>
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<td>RS</td>
</tr>
<tr>
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<tr>
<td></td>
<td>Reading</td>
<td>10</td>
<td>SS</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>36</td>
<td>SS</td>
</tr>
</tbody>
</table>

LAB = Language Assessment Bank L, S, R, W
LAS = Language Assessment Scales L, S
WM = Woodcock Munoz – Language Survey L, S, R, W
WMU = Woodcock Munoz – Normative Update R, W
OLE = Oral Language Evaluation L, S
BVA = Bilingual Verbal Ability Test L, S
CAT = California Achievement Test R, W
DLD = Dade County Oral Language Proficiency Scale
CEL = CELLA L, S, R, W
E. 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 from August to October 1st when the student’s grade level, teacher, and schedule changes. An ELL plan expires a year from the date made (at the beginning of school year until Oct. 1).

The ELL Plan for “LY” students includes:
- Services which include: instruction from an ESOL endorsed teacher, paraprofessional assistance, and accommodations during 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, block scheduling, etc)
- Student schedule
- Classification date
- Date of entry
- Entry assessment data (IPT Oral /IRW)
- Basis 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 (Extension = 3 years + # of additional years)
- 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, however, please make all documentation on last active “LY” ELL Plan):
- Exit date
- Assessments used for exit
- Basis of exit
- Change Program Participation Code from “E” to “Z”
- Do not change Funding Code from “E”
- Monitoring dates (4 dates)
- Monitoring status
- Re-exit date, if applicable

ATTACHMENTS (all services provided to the ELL become part of the ELL Plan):
- MTSS/RtI PLAN
- IEP PLAN
- 504 Plan
- List of ESOL strategies, accommodations and modifications used by classroom teachers

The ELL Contact and ESE Specialist should be a part of all of the ESE and IEP meetings in order to incorporate any RTI or ESE strategies into the student’s ELL Plan.
**“YES”**
Answer to any question on the Home Language Survey (HLS) TransAct

**Notify ELL Contact of HLS Outcome**

Administer IPT I Aural/Oral Cut scores (K = C*) (IPT I Grade 1-2 =D) (IPT I Grade 3-5=E)
IPT I(Grade 6= D) IPT II Cut scores (Grade 7-12 =E) Within 20 School Days
If Needed, Administer IPT Reading & Writing (IRW) (3-12) Cut Score= 32 percentile
IRW MUST Be Administered Within 10 School Days of Administering the IPT

**ELL Committee meets for placement into program**
Send “Parent Letter of Invitation” (2 attempts)
Schedule within 10 days of IPT result

**ELL DOCUMENTS:**
(Skyward)
- English Language Learner Committee Referral and Plan (Form #1)
- ELL Re-evaluation/Exit Criteria Form (Form #5)

**Skyward**
Special Programs/English Language Learners: ELL Green Folder Process
For Test Definitions and Codes see attached ESOL Test Definitions

**Copies in Green Folder:**
(Scanned)
1. Home Language Survey
2. Initial Placement Test (IPT Oral)
3. IPT RW Test (if applicable)
4. ELL Parent Notification (Form #3)
5. ELL Committee Referral and Plan (Form #1)
6. ELL Committee Review Minutes (Form #4)
7. Parental Input and Meetings
8. Skyward Special Programs & Profile tab
9. Student Schedule
10. Copy of CELLA Scores and other data
11. ELL Re-evaluation Exit/Extension (Form #5)
12. ELL Committee Exit, Monitor or Dismissal (Form #6)

**ELL DOCUMENTS:**
(ESOL/ELL Support)
- Student Does Not Qualify For Services (Form #2)
- ELL Parent Notification (Form #3)
- ELL Committee Review Form Minutes (Form #4)
- ELL Committee Exit, Monitor or Dismissal (Form #6)
- Document Relating to Parental Input and Meetings

**Note:** The process of a potential ELL student from the enrollment date to ELL Committee meeting date shall not be longer than 40 days to be in compliance with state mandates and audits.
V. **ELL COMMITTEE**

An ELL Committee must be operational at every school. Additionally, the committee is to be made up of at least 3 adults. The ELL Committee should consist of:
- An administrator (or designee/ELL Contact)
- Guidance counselor
- ESOL Certified Classroom teacher(s)
- Parent(s)/Guardian(s)
- Other personnel who have information concerning the ELL student.

The primary function of the committee is to make academic and programmatic decisions that are in the best interest of the student. The ELL committee may not convene if the administrator or designee/ELL Contact is not present. *(META Consent Decree Section 1)*

The following are reasons for convening an ELL Committee:
- To discuss eligibility and placement for ESOL services
- To discuss grade retention
- To discuss unsatisfactory progress in language development and/or academic skills
- To exit a student from ESOL services
- To discuss unsatisfactory progress during the 2-year monitoring process
- To recommend the “ESOL Exemption for Promotion”
- Parent or stakeholder request
- File documentation in the green folder
- Any other Academic/Programmatic decisions

The process for conducting an ELL Committee meeting is as follows:

1. **Send Parent Invitations.** The invitations should be sent out in a timely manner, giving respect to the time needs of the families and their working and/or transportation situations. Two (2) attempts to contact the parent are to be made, allowing the parent between 5 and 7 days to respond. Document all attempts made to contact the parent. The Parent Letter of Invitation and/or notes made and kept in the student’s green folder will satisfy this requirement.

2. **Collect Educational Data.** Examples of educational data include but are not limited to:
   - Current IPT, IRW, CELLA and FSA scores
   - Current report card/GPA
   - Portfolio of student work
   - Reading inventory
   - Writing samples
   - Performance data from content classes
   - Teachers’ written comments of student performance (Include language-specific information)
   - ESE/Target data
Additional requirements include:

- Parents must be invited in the home language to the extent practical, with the date recorded on the ELL form, and documentation of the invitation placed in the green folder. Translated documents may be accessed through www.transact.com.
- Majority of the committee members must be in agreement with the decision.
- Exit recommendations for ESE students must follow required ESE procedures.
- A committee by definition must consist of more than one person. *A single individual cannot make decisions regarding program placement for an ELL student.*
- If interpreters are needed for the meeting, school-based paraprofessionals (where available) may be used, or the ELL Team in the Teaching & Learning department will provide assistance.

A. **ESE/ESOL**

Students may be served in both ESE and ESOL programs. Participation in ESE or testing for ESE cannot be denied due to insufficient language proficiency. Conversely, participation in ESE does not replace the need for ELL services.

If the student is identified as ESE, the ESE/ELL committee must meet to determine the need for assessment and/or placement in the ESOL Program. An ESE/ELL Committee may be convened to:

- To discuss and decide on assessment, eligibility and placement for ELL services for a student in ESE for whom testing results are unreliable.
- To exit from ELL any ESE student who is communicating in a language other than English and whose exceptionality has and will continue to prevent him/her from obtaining the test scores necessary to exit ELL and who will no longer benefit from ELL services.
- To exit a student who was placed into the ESOL Program by a previous ESE/ELL Committee action.
- To exit an ELL student who is served within an ESE program, the ESE teacher/specialist must be included in the committee meeting. If the ELL Committee determines that the student’s language acquisition needs are being met through their IEP, the student may be dismissed from ELL documenting that the IEP address the language needs.
The process for conducting an ESE/ELL committee meeting is as follows:

- Invite parents in their home language, when feasible. (Document by placing the invitation in the student’s cumulative folder.)
- Collect and examine educational data which may include the following: Current IPT Oral and/or IRW and Florida standards Assessment (FSA); Current report card and GPA; Teacher’s written comments of student performance (Include language specific information.)
- Discuss educational implications/options.
- Make recommendations.
- Decide on student’s ELL placement and how his/her needs will be met within the appropriate placement.
- Parents shall be notified in writing in their home language, when feasible, of student’s placement into the ELL Program. (Document by placing the information in the student’s green folder.)
- Place the appropriate ESE/ELL Committee form and supporting documentation in the student’s ELL green folder.

**B. Yearly ELL Committee Meetings for all “LY” Students**

The ELL Committee should be a part of all of the ESE/IEP and MTSS/RTI meetings in order to incorporate any MTSS/RTI or ESE/IEP strategies into the student’s ELL Plan.

*ELL Plan Update Meetings (Usually held in August-September, 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 MTSS/RTI, 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 to update a schedule change, MTSS/RTI change, and/or any other changes in the services offered to the ELL student. For the data clerk to update Skyward Special Populations/ELL provide:
Plan Date = the plan date is the date the new ESOL services began and/or the date that the ELL Plan is updated yearly

- “Y” for extension of services when the ELL student is over three years in the ELL Program
- Nothing else changes on the Skyward Special Populations/ELL during a regular ELL Plan update meeting

C. Guidelines for School-based ESOL/ELL Contact

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/MTSS/RTI meetings for ELL students
- Determine interventions for students with failing grades
- Behavioral and discipline concerns
- Retention meetings for ELL students

D. 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 including parent are required: 1) the Administrator/administrator designee (ELL Contact), 2) the ESOL certified classroom teacher or Language Arts or Intensive Reading teacher.
E. 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 Skyward Special Populations/ELL.

- Members must be in agreement before a decision can be made. It is illegal for only one person to act as an ELL Committee.
Checklist of Required Documentation for ELL Committee

Prior to the ELL Committee Meeting the following data may be gathered to provide the committee with needed information to make the best educational decision for the student in furtherance of student attaining proficiency in English and meeting required academic standards.

- Portfolio with student work
- Green Folder with ELL Committee Form documentation
- Current IPT Oral (Speaking & Listening) scores
- IPT IRW Test scores
- Academic performance data (test scores in social studies, science, math, reading, language arts)
- Reading Inventory
- Writing samples
- State assessment scores such as FSA and CELLA
- Performance on standardized tests
- Performance in the mainstream classroom
- RTI information
- Teachers’ written comments on student performance
- Documentation of parent invitation to attend the meeting
- Pre-referral for testing of ESE students (if applicable)
- Report cards
- Other

- The ELL Committee may not convene if the performance data has not been gathered prior to the meeting.
- The ELL Committee should not convene if the administrator or designee is not present.
- It is illegal for only one person to make any exit decisions for English proficient students. **You cannot have a committee of one, auditors require a minimum of 3 signatures.**
- Every effort to include the parent must be documented. The majority of the committee members must be in agreement with the decisions made.
- Exit recommendations for ESE students must follow required ESE student procedures.
- Documentation must be provided to parents in their native language, if feasible.
- Parent may NOT refuse placement in the ELL program, however, **Title III [supplemental services] may be denied by parent.** Administrator/ESOL Contact must explain to parent that this includes addition services provided by an ELL TA and use of the Rosetta Stone Language Learning Software.
VI. EXTENSION OF INSTRUCTION AND EXIT CRITERIA PROCEDURES

A. Annual Assessment of Students
- ELL students must be re-evaluated annually to determine program options. Based on test scores and other educational data, a determination must be made for each child concerning program continuation or exit. At each school, the person designated by the school principal to complete the Student ELL Plan, will document the results in that student’s plan.
- Reminder: You must submit Survey 7 for CELLA Pre-Id labels.

B. Extension of Instructional Meetings
(End of 3rd year, and each year thereafter until exit)
- Must have an ELL Committee meeting to extend services
- This meeting must be convened no earlier than 30 school days prior to the third anniversary of the student’s DEUSS Date (Date Entered United States School) (not ELL: Entry Date) Cannot be after the anniversary date.
The ELL committee shall review the student’s academic history and consider the assessment results from the assessment administered to determine whether or not the student is English language proficient through:
   a. Student interview, social and academic experiences
   b. A written recommendation and observation by current and previous instructional and support staff
   c. Student has exhibited a level of mastery of basic competencies or skills in English
   d. Current and previous grades
   e. Assessment results from writing & reading assessments other than the CELLA and FCAT reading. May be required to administer IPT re-designation within 30 days prior to anniversary date. Example: Entry dates between October 2nd and May 1st will require an additional meeting for extension and an additional assessment other than CELLA using IPT to qualify for an extension of services.
f. If the majority of the ELL committee determines that the student is English proficient in all domains, the student shall be exited from the ELL program. The parent’s vote shall be considered as one vote in the ELL Committee decision. If the ELL committee extends services, the committee shall refer the student as necessary for appropriate remedial, compensatory, special, and supportive services programs or evaluations (MTSS/RtI, ESE, etc.)
For all LY students who have three or more years of ELL services the ELL Committee will meet annually to discuss the student’s academic and language proficiency progress and to 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:

- Re-designation of IPT scores in the areas of reading, writing, speaking, and comprehension
- FSA ELA scores
- Classroom progress and classroom assessments (end of course exams, STAR, FAIR)
- IEP or 504 plans if applicable, and student success based on accommodations which are documented in teacher lesson plans

**If the ELL Committee determines that the student is eligible for an extension of services (end of 3rd year, and each year thereafter until exit) please include the following forms in the green folder:**

- A copy of the parent invitation if applicable
- New tests if applicable (IPT Oral/IRW/Language Proficiency/FSA)
- An 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 Skyward Special Programs/ELL screen

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 necessary and feasible.

**For an Extension of Instruction (beginning of the 4th year) advise the data entry clerk of:**

- ELL Committee Meeting must be held within 30 days of anniversary date of 3rd year entering ELL program.
- Test information on re-designation of IPT Oral and IRW, if applicable
- The date of the meeting as recorded on the ELL Committee Meeting Form
- Notification that if the student is receiving a 7th year of service, the data entry clerk will remove the Code 130. (the student no longer receives weighted FTE funding)
- Only “LY” ELL Students through the sixth year in the program generate weighted FTE
C. Exit Criteria

ELL students may exit only as a result of proficiency in all 4 areas of the CELLA test and FSA/ELA scores of 50% or higher, or by ELL Committee action with district involvement.

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.

1. CELLA and FSA
   - Grade cluster requirements:
     - K-2 ⇒ CELLA only
     - 3-9 ⇒ CELLA and FSA/ELA scores of 50% or higher
     - 10-12 ⇒ CELLA 10th grade FSA/ELA of 50% or higher sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to 1008.22, FS
   - Must pass all four domains of CELLA (L, S, R, W)

2. ELL Committee makes a decision to exit ONLY with district involvement of ELL School Specialists or District ESOL Program Specialists.

D. Exit Eligibility and Requirements

A student classified as an ELL shall be determined English proficient based on the following standards: CELLA and FSA/ELA must be used as measures. The ELL student must be proficient in ALL areas of the CELLA assessment, and have scored 50% or better on the FSA/ELA State Test. The chart below indicates the proficiency scores for each grade cluster in English language proficiency levels for Listening, Speaking, Writing, and Reading Skills by grade cluster.
Scale scores are shown by English Language Proficiency Level:

### Listening & Speaking Skills

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>495-632</td>
<td>650-672</td>
<td>673-755</td>
</tr>
<tr>
<td>3-5</td>
<td>560-675</td>
<td>698-719</td>
<td>720-805</td>
</tr>
<tr>
<td>6-8</td>
<td>565-680</td>
<td>713-732</td>
<td>733-830</td>
</tr>
<tr>
<td>9-12</td>
<td>580-681</td>
<td>714-738</td>
<td>739-835</td>
</tr>
</tbody>
</table>

### Writing

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>515-636</td>
<td>658-689</td>
<td>690-775</td>
</tr>
<tr>
<td>3-5</td>
<td>575-674</td>
<td>703-726</td>
<td>727-825</td>
</tr>
<tr>
<td>6-8</td>
<td>580-687</td>
<td>720-745</td>
<td>746-845</td>
</tr>
<tr>
<td>9-12</td>
<td>600-689</td>
<td>721-745</td>
<td>746-850</td>
</tr>
</tbody>
</table>

### Reading

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>345-545</td>
<td>629-689</td>
<td>690-800</td>
</tr>
<tr>
<td>3-5</td>
<td>590-689</td>
<td>715-733</td>
<td>734-810</td>
</tr>
<tr>
<td>6-8</td>
<td>600-713</td>
<td>742-758</td>
<td>759-815</td>
</tr>
<tr>
<td>9-12</td>
<td>605-743</td>
<td>762-777</td>
<td>778-820</td>
</tr>
</tbody>
</table>

- English Language Learners (ELL) Committee. **Exit Code: L**
- For grades K-2 scores of proficient in *all four domains* of CELLA. **Exit Code: H**
- For grades 3-9 scores of proficient in *all four domains* of CELLA and a score of 50% or higher on FSA/ELA. **Exit Code: I**
- For grades 10-12 scores of proficient in *all four domains* of CELLA and score on the 10th Grade FSA/ELA of 50% or higher or sufficient to meet graduation requirements or equivalent concordant score. **Exit Code: J**

### E. Steps to Follow When Exiting a Student

1. Before exiting a student, the ELL Committee must convene to consider and review data to determine if the student is ready to exit from the program. Parents should be invited and may be involved in the exiting process, however it is not required. Parents are to be provided with documentation of the meeting and sent in the home language when necessary and feasible. An administrator or designee/ESOL Contact must
be present for the committee to convene. If this is not viable, 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. A copy of the Exit Criteria Form and ELL Completion Letter must be given to the parents in the native language, when feasible.

- **Note:** ELL students who are also served by ESE should be re-evaluated at the time of the IEP Meeting to determine if they still need to be served by both programs.

- **Note:** Upon receipt of CELLA and FSA scores, schools should exit students no later than the last school day of the school year by the ELL committee. If CELLA or FSA Reading scores are received after the end of the school year, schools may exit students within two weeks after the beginning of the following school year and shall use the last day of the school year in which the FSA/ELA assessment was administered as the exit date. Copies of all the forms required for the exit ELL Committee meeting must be provided to the parents. Individual Score Reports for CELLA must be filed in student green folder.

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

- A copy of the parent invitation, if applicable
- The Monitoring Sections of the ELL Plan must be completed by the ESOL contact throughout the 2 year monitor period
- An ELL Review form (documenting reasons for exit)
- Copy of schedule change
- ELL Completion Letter
- ELL Exit Criteria form
- Skyward Special Populations/ELL Screen changing “LY” to “LF”
- Documentation of each monitor period
- Final Skyward Special Populations/ELL changing “LF” to “LZ” after 2 years of monitoring are complete
- Dismissal Letter
**IMPORTANT:** Skyward Special Populations/ELL must be updated by the data entry clerk:

- The ELL code changes from “LY” to “LF”
- The exit date
- Basis of exit:
  - Grades K-2 must exit with codes (H) or (L)
  - Grades 3-12 must exit with codes (I or J), or (L)
- 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 data entry clerk to change “LF” 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

The META Consent Decree requires that schools monitor students for two years after they have exited the ESOL program. (META Consent Decree Section I, F and FSBEAR 6A-6.0903) This ensures that the student is making adequate academic progress without the support of ESOL. Teacher conferences, review of test scores, and report card analysis are the tools used to determine if a student is progressing. The ESOL Contact has the responsibility to ensure that monitoring occurs. Special emphasis is placed on the area of language achievement. If a student is making adequate progress, no intervention is prescribed.

A. Monitoring the “LF” Exited Students

The ELL contact is responsible for conducting the required two-year monitoring follow-up of former students once they have exited the ELL program. Refer to Resource section, page 87.

◆ The **first review** date occurs at the first full report card after exiting
◆ The **second review** date occurs at the second report card after exiting
◆ The **third review** date occurs at the end of the first full year after exit (1st anniversary date)
◆ The **fourth review** date two years after exit date (2nd anniversary date)

A monitoring review consists of:

◆ Reviewing the current report card
◆ Documenting classroom performance or teacher comments
◆ Reviewing any new test scores (such as FSA, SRI, Star, FCAT, FAIR 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 Skyward screen to include the review date
◆ File a copy of the Skyward 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. (META consent Decree Section I, F) 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 Skyward 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 Skyward 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 ELL Contact designee as determined by the school principal
- Monitoring field on screen Skyward 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.

Recategorization will ONLY occur when the ELL Committee agrees that additional strategies and support of language acquisition are required and the student has been reviewed in the MTSS/RtI process.

“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
- A new schedule will be created and a copy will be filed
- Copy of new Skyward screen

**Note:** Remember: once a student is re-entered by ELL committee, an ELL Committee must be reconvened annually to review the student’s progress. These students may only be re-exited through ELL Committee action.

*Skyward 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 Skyward. The students shall be monitored again for the full two years. New monitoring dates will replace the previous monitoring fields on Skyward. The students will be monitored using “LF” monitoring procedures. See Monitoring Flow Chart in Resources.
VIII. CURRICULUM AND INSTRUCTION

A. Staff Responsibilities:

The ELL 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 and ELL Plan.
- 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 standards using instruction, which incorporates the appropriate ELL strategies and accommodations that match the ELL Plan. 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 ELL Contact before advising the parent. The ELL 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 ELL services based on criteria.
**ESOL/ELL Paraprofessionals (ESOL/ELL teacher assistants)**

- Assist the ELL students in the content area classrooms: Math, Social Studies, Computer Literacy, Science, and Reading 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 FSA test based on state guidelines.

- 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, computer literacy and ELA.

- Under teacher supervision and direction, assist the ELL student during class participation 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 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 ELL student with the opportunity to learn the academic English subject matter vocabulary necessary for academic success.” (Section II, B 1, part d). In Lake County the LEP Plan is referred to as the ELL Plan.

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.

- Newly enrolled 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 exit as soon as the student has attained a sufficient level of English language proficiency and academic achievement according to the entry/exit standards (LY to LF).

- 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.

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

A paraprofessional or teacher assistant is provided to assist in making instruction of content area classes understandable by providing ESOL strategies under direction of ESOL certified classroom teacher. 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 ESOL certified 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 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 toward 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.

LCS has developed comprehensive guidelines for grading located in the Resources section of this handbook. See pages 75-76 for ELL Grading Guidelines.

Documentation of Strategies

The META Consent Decree requires that teachers document comprehensible instruction. Lesson plans should include the documentation of the use of ESOL strategies and methodologies. (META Consent Decree Section II, F) Comprehensible Instruction includes:

- Making material understandable to the student, given his/her individual level of English proficiency
- Providing curriculum which is parallel and comparable in scope and sequence and aligned with standards.
- Using simplified language, not simplifying content
- Employing ESOL strategies.

D. Strategies for Comprehensible Instruction

Refer to:

a. Resource section for Basic Strategies Form page 77-78.

b. eStrats online, available on the intranet portal with live links on the Teaching & Learning ESOL/ELL Support page.
Some strategies, which may be used to assist in making instruction comprehensible, are:

1. Make use of contextual clues—gestures, expression, body language, props and 5 senses.
2. Individualized assistance and instruction.
3. Adjust or shortening assignments.
4. Define content area language or terms for students.
5. Adapt written text and materials to facilitate comprehension.
6. Seat the student close to the front of the room.
7. Provide alternative instruction by reducing oral and written directions and information to easy-to-understand steps or parts.
8. Allow ample time to complete assignments.
9. Speak clearly, and simplify the vocabulary (it is not necessary to speak louder).
10. Adjust and modify to measure ELL progress by observation, demonstration, product evaluation, portfolio assessment.
11. Use multiple media, give verbal information and explanations along with a visual presentation, hands-on experiences, and use role playing.
12. Use linguistic modifications: repetitions, slow speech, and restating, controlled sentence length.
13. Use written and pictorial forms to teach: maps, graphs, charts, pictures, audiovisual aids, lists, semantic maps and webs, flow charts, outlines, thinking maps.
14. Small group instruction, peer tutoring, cooperative learning groups, arranges small discussion and talking activities that permit students to practice verbal skills. Utilize learning centers as supplemental instruction to provide sufficient reinforcement of content material. Provide individual and group activities to develop listening and speaking skills through learning centers.
15. Incorporate experiences, the oral language and interests of the student to develop literacy skills.
18. Labeling Classroom with words and pictures of items in room.
E. **Categorical and Other Programs**

All ELL students shall be entitled to the appropriate level of ELL programming as determined by testing, ELL Committee decision. 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 postsecondary education or employment.
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 ELL consideration first. Any student who meets ELL eligibility will receive ELL programming for the first year, 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 ELL 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.

Pre-Kindergarten

Pre-Kindergarten: Any student with a “Yes” response on the HLS is automatically considered to be ELL. 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. Pre-K programs, which exist in Lake County, include a VPK (voluntary Pre-K), Title I, and ESE Pre-K. If any ELL students should qualify for these programs, the teacher of these programs will begin the required training courses. As of 2013-14, teachers of ELL Pre-K students are required to have 60 hours ESOL training.

1) FTE is not collected on Pre-K but they are entered as LY= Active.

2) If when they are IPT tested for Kindergarten, they are found to be proficient, they are enter as LF and monitored for 2 years. IPT Testing may begin no sooner than May 1st of the preceding year to Kindergarten.

3) If when they are IPT tested for Kindergarten, they are found to be NOT proficient, they enter year one in the ESOL program and will be funded for up to six years.
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 is not to be confused with the Migrant Program. 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)

The calculation for immigrant counts that will be used for determining eligibility for receiving the Immigrant Grant will use the Date Entered US School as the starting point.

- An indicator of whether or not the student meets the definition of Immigrant Children and Youth pursuant to the No Child Left Behind (NCLB) Act, Title III, Part C, General Provisions, Section 3301(6) at any time during the school year.
- The term immigrant children and youth means individuals who:
  - (A) are ages 3 through 21; and
  - (B) were not born in any State, the District of Columbia or Puerto Rico; and
  - (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.
- Remember to change the immigrant status to “N” after the student has been attending any US school more than 3 full academic years.

Note: The children of U.S. military personnel born overseas are to be included in any count of immigrant children or youth.

“LEAs would need to track the amount of time that a child has attended school in the same district, other districts or states, if applicable, in prior years in order to determine if a child’s period of attendance is within the ‘three full academic years’ requirement.”
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**

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

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<tbody>
<tr>
<td>6 years or more allowed for completion of ESOL Endorsement.</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>3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test</td>
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</tbody>
</table>

**Beginning Teacher**

<table>
<thead>
<tr>
<th>Beginning Teacher</th>
<th>Beginning Teacher</th>
<th>Beginning Teacher</th>
<th>Hires After September 5, 2003</th>
</tr>
</thead>
<tbody>
<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.

Florida Department of Education
Bureau of Student Assistance Office of Multicultural Student Language Education
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 credit points 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 an ELL student 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 60 hours of training. Pre-K teachers who begin teaching Pre-K after the 2014-2015 school year, must complete the 60 hour Testing & Evaluation of ESOL course.

4. A guidance counselor must complete the 60 hour Testing & Evaluation of ESOL course.

5. A school administrator is required to complete 60 hour Testing & Evaluation of ESOL course.

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**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 without skipping a year 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:**

- Testing & Evaluation of ESOL (Empowering ESOL Teachers)
- Methods of Teaching
- Curriculum and Materials Development
- Cross-Cultural Communication and Understanding
- 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 administrators (including district level) are required to complete 60 ESOL training hours in the terms of the Consent Decree.
D. **FTE Scenarios:**

1. **Beginning teacher: New, never taught before.**
   - 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 Testing & Evaluation (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 “Testing & Evaluation” – 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 instructors).*

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 Testing & Evaluation of ESOL Component.
X. PARENT LEADERSHIP COUNCIL AND SCHOOL HOME COMMUNICATIONS

A. 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 at least 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.

B. 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.1 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 (see resources) 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. COMPREHENSIVE ENGLISH LANGUAGE LEARNERS ASSESSMENT  
(CELLA 2014-2015)
K-12 ELL students are assessed on listening, speaking, reading and writing in the spring of each year using the Comprehensive English Language Learners Assessment (CELLA). The CELLA measures English language acquisition, and is a uniform statewide assessment for all ELL students. CELLA provides uniform reporting and comparative data among districts. In LCS, the CELLA is not currently used for program placement, however, it is used for Extension of Services for students whose anniversary date is between May 1<sup>st</sup> and October 1<sup>st</sup>. 
XII. STANDARDIZED TESTING/FSA

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 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 certified 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:** ELLs may have access to a Word-to-word dictionary, such as those available to ELLs in an instructional setting. See process for requesting dictionaries from Teaching and Learning department in Resources section of 2016 ELL Handbook.

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 FSA and EOCs

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.

2. The ELL may utilize a bilingual word-to-word 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 certified 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 certified 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. For the reading sections, the ESOL certified teacher may answer student questions about the general test directions in a way that the student would not be led to infer the correct answer to any of the questions. The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks, and from answering student questions about the passages, the test items, and performance tasks.
7. For the writing assessment, the ESOL certified teacher may answer student questions about the general test directions in their heritage language. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given to the student in responding to the writing assessment prompt. The teacher is prohibited from reading the prompt to the student. All student responses must be written in English. Responses written in languages other than English will not be scored.

The school districts must provide training for those ESOL certified home language teachers who will be administering the FSA to ELL students on the procedures outlined above. The ELL 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 certified/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.
**ESOL DEFINITIONS**

**Accommodations:** Adapting language (spoken or written) to make it more understandable to second language learners. In assessments, accommodations may be made to the presentation, response method, setting, or timing/scheduling of the assessment (Baker, 2000; Rivera & Stansfield, 2000).

**Affective filter:** Term associated with writings of Stephen Krashen, describing the impact of a learner’s positive or negative attitudes toward acquiring a second language.

**AMAO - Annual Measurable Achievement Objectives:** Accountability measures related specifically to ELL student performance as set forth by No Child Left Behind. AMAOs relate to the amount of English proficiency ELLs may be expected to gain in a year.

**Anniversary Date:** Refers to the date that a student entered the ELL program. DEUSS may apply and is used for an additional meeting required for extension of services 3+ years. If anniversary date is between October 2nd and May 1st, the additional assessment of a re-designation IPT must be administered within 30 days prior to the ELL Committee meeting (NOT after the anniversary day).

**Annual Meeting Date:** Annual meeting required at the beginning of each school year to update the ELL Plan.

**Assimilation:** Complete absorption of the characteristics and the behaviors of another culture.

**Basic Subject Areas** – means instruction in computer literacy, mathematics, science and social studies, reading, intensive reading

**Basic ESOL** – means instruction in English/Language Arts.

**Basis of entry:** acceptable values are:
- A  IPT Aural/Oral
- R  IRW Initial Reading & Writing
- L  ELL Committee

**Basis of Exit:** – acceptable values are:
- H  For Grades K-2. Proficient in all domains of CELLA, Speaking/Listening, Reading and Writing.
- I  For Grades 3-9. Proficient in all 4 domains of CELLA and achievement of 50% or higher on FSA ELA.
- J  For Grades 10-12 = CELLA, 10th grade FSA ELA sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to 1008.22, FS
- L  ELL Committee with concrete data.
- L  ELL Committee for ESE/IEP.
**BICS (Basic Interpersonal Communication Skills):** The social language skills needed in everyday communication (listening, speaking, carrying on basic conversation, understanding speakers, and getting one's basic needs met). This is usually acquired within a two-year period.

**Bicultural:** Identifying with the cultures of two different language groups. Bicultural is not necessarily the same as being bilingual, and vice-versa.

**Biliteracy:** The ability to effectively communicate or understand thoughts and ideas through two languages' grammatical systems and vocabulary, using their written symbols. (Hargett, 1998).

**CALP (Cognitive Academic Language Proficiency):** The academic language skills that are needed to succeed in the classrooms which include: problem solving, inferring, analyzing, synthesizing, and predicting. They go beyond the BICS, demanding much greater competence in the language. These skills encompass listening, speaking, reading, and writing abilities. CALP refers to all experience associated with language, both concept development and linguistic development. These skills require from five to seven years to acquire.

**CELLA - Comprehensive English Language Learning Assessment:** Part A of No Child Left Behind requires that states administer an annual assessment that measures the English language proficiency of English language learners (ELLs) in grades K-12. Used for assessment through 2015SY.

**Comprehensible Input:** Language that is understandable to the listener. Students learn better when they understand what the teacher is saying. For example, input can be made comprehensible when simplified speech is used along with visual cues.

**Consent Decree:** A legal agreement that gives the federal court the power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by Multicultural Education, Training, and Advocacy, Inc. (META) and Florida legal services attorneys regarding the identification and provision of services to students whose native language is other than English.

**Context embedded:** Nonverbal communication such as visual clues, gestures, expressions, etc. that helps develop shared understanding and comprehension.

**Context reduced:** Abstract language where there are few clues to meaning beyond the words.

**Cooperative Learning:** The structuring of learning activities so students work cooperatively in groups. The structures must be designed to foster five basic elements: positive ESOL Procedures Manual 22 - 4 August 2009 interdependence, individual accountability, face-to-face interaction,
collaborative skill development and group processing. Cooperative learning structures for second language learners optimize opportunities for meaningful interactions and language use.

**ELL Contact Person**: A school-based person, at school centers that do not have ESOL coordinators, designated by the principal to receive and distribute all ESOL related information using ESOL strategies in small group settings.

**ESOL/ELL TA**: Personnel that works under direction of the certified classroom teacher to assist ELL students in the classroom.

**ESOL Support and Basic Subject Area Teacher**: A basic (regular) classroom teacher who teaches any of the academic content area classes to support ELL students. This teacher must have the appropriate subject area certification and ESOL endorsement/training credentials.

**English Language Learner (ELL)**
A student who:
1. Was not born in the U.S. and whose native language is other than English; or
2. Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
3. 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/her level of English Proficiency; and
4. Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him/her the opportunity to learn successfully in classrooms in which the language of instruction is English.

**ELL codes**:
**LY** – The student is classified as limited English proficient and is enrolled in classes specifically designed for ELLs or be in an inclusion model where the teachers of record all have the appropriate ESOL Endorsement or Certification.

**LF** – the student has exited the ESOL Program and is now in the two year monitoring stage. Dates must be entered into Skyward.

**LZ** – the student dismissed has successfully completed the 2 year monitoring process.

**TZ** – Tested IPT and found not eligible for ELL.

**ELL Committee** – means a committee composed of ESOL certified teacher(s) and administrator or designee plus guidance counselors, social workers, school psychologist or other educators as appropriate for the situation and parent.
**ELL Student Plan** – Teacher, ELL Committee Chairperson, school ESOL Contact Person or administrator/designee must complete the ELL Student Plan. The ELL Student Plan:
- must be in writing and maintained in students cum folder (permanent record, category A).
- must be re-evaluated after one year and subsequent years thereafter, however,
- keep in mind the ELL Student Plan must reflect current services provided to the ELL

ELL Student Plan means a written document(s) which identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time or schedule, date of ELL identification and assessment data used to classify or reclassify as ELL, date of exit and assessment data used to exit student as English proficient. The plan may be included in or attached to an existing student’s plan, ESE/IEP, etc. or may be a separate document for a given student or students, provided, however if students, each student will have an individual copy of the plan maintained in the student’s file.

**Extension of Services Date (Reevaluation Date):** Continuation of ESOL services when an ELL goes beyond three years of eligible ESOL FTE (full time equivalent) funding. Students may receive an additional 4th, 5th, or 6th year of FEFP (Florida Educational Finance Program) funded ESOL instruction and services based upon needs as determined by yearly evaluations. A student may be extended beyond the 6th year if necessary; however, that student will no longer receive ESOL funding.

**FES:** Fluent English Speaker

**HLS (Home Language Survey):** A document used to identify the language spoken at home by students and parents/guardians. The Home Language Survey is available in multiple languages on TransAct.com.

**Home language:** the language a student speaks at home with family. Also called L1, mother tongue, heritage language, and native language.

**IEP:** Individual Education Plan used for Exceptional Student Education.

**IPT test:** The online IPT Tests provide the information you need for identification, placement, and re-designation of English language learners (ELLs). IPT is used to designate the oral/aural portion of the initial assessment given to grades K-12 to screen for placement into the ELL program. Must be individually administered with 20 days of enrollment in school.

**IRW:** IRW is the code to use for initial assessment in grades 3-12 for online IPT Reading & Writing designation in the ELL program. Must be administered with 20 days of IPT Oral. Can be group administered.
**Immersion:** An approach to teaching language where the target language is the only one used to provide all instruction.

**L1:** First language, primary language, heritage language, home language.  
**L2:** Second language, target language.

**Language Acquisition:** the process of acquiring a first or second language. Some linguists distinguish between acquisition and learning of a second language, using the former to describe the informal development of a person’s second language and the latter to describe the process of formal study of a second language. Other linguists maintain that there is no clear distinction between formal learning and informal acquisition. The process of acquiring a second language is different from acquiring the first (Baker, 2000).

**Language Proficiency:** To be proficient in a second language means to effectively communicate or understand thoughts or ideas through the language’s grammatical system and its vocabulary, using its sounds or written symbols. Language proficiency is composed of oral (listening and speaking) and written (reading and writing) components as well as academic and non-academic language (Hargett, 1998).

**LEP:** Limited English Proficient Student: Now known as English Language Learner (ELL).

**LES:** Limited English Speaker

**Migrant education:** Education programs provided to meet the needs of children of farm laborers who move frequently from town to town and school to school

**Multicultural Education:** The infusion of varying cultural viewpoints, ideas, history and multiple perspectives into the curriculum and learning environment. It is designed to enhance and develop appreciation for the contributions of all ethnic groups to humankind’s accumulated knowledge, ideas, and skills

**NES:** Non-English Speaking

**Reclassification Date** – means the initial date of Former limited English proficient student (LF) is reclassified as an English Language Learner (LY) (within the two year monitoring process.)

**Reclassification Exit Date** – means the date a reclassified ELL exits the ESOL Program for the second

**Scaffolding:** Providing instructional assistance by using visual displays, cooperative/collaborative groupings, simplified language, smaller groups,
comprehensible instruction, corrective feedback, and differentiated assistance in learning until support can be gradually released and the student is able to do the task on his or her own.

**Silent Period:** A period of time during which students are adjusting to a new language and may refrain from attempts to produce the language. They are developing listening comprehension skills and sorting out such things as the sound system, vocabulary, and other. The length of this period varies with the individual.

**Student ELL Plan Date** – Student Plan Date is the date that the most recent plan was developed.

**Target Language:** The language that a child is learning as a second language.

**Title I:** A Federal initiative that is designed to improve the academic achievement of economically disadvantaged and at-risk students. This includes provisions for instruction and assessment of English language learners for academic achievement and English language proficiency.

**Title III:** Language instruction for Limited English Proficient Students and Immigrants. The focus is to assist school districts in teaching English to limited English proficient students and helping students meet the same challenging State Standards required of all other students. Parents can deny Supplemental services for ELL students.
ESOL FREQUENTLY ASKED QUESTIONS

1. **What tests are used to identify students for ELL 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 IRW.

2. **What is the ELL Committee?**  
This is the school-based committee which deals with all matters pertaining to ELL students. It is composed of ELL 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 ELL 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 FSA?**  
Bilingual word-to-word dictionaries (no definitions) with the heritage language and English are appropriate. You may not use picture dictionaries, monolingual dictionaries, or computerized dictionaries.

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 Skyward Special Programs/ELL?**  
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 ELL contact or copy the information found on their data ELL 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. 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.

10. 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 Skyward Special Programs/ELL?
Retest the student and re-enter the student by “L” for ELL Committee. If you have a copy of their ELL screen, enter the initial entry test date. For out of county ELL students who transfer to your school be sure you have the students ELL documentation and make a new Green Folder. If the out of county school does not send the student’s ELL documentation and you have diligently tried to get it from the school, document in the Green Folder the details of your efforts. You should also contact the parents to see if they have documentation as well.

11. 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 complete the entry process as usual.

12. Who initially refers students for ESOL testing?
A student if most often referred to the ESOL Contact by the registrar who reads the student’s home language survey (HLS). If there is a “yes” answer, the ELL contact administers the IPT test.

13. What criteria is used to exit a student?
Please refer to page 34 of the handbook for a more detailed description. You may use the IPT/IRW, CELLA, FCAT Reading, FCAT Writes, and ELL Committee.

14. 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 Skyward Special Programs/ELL Screen panel will not accept dates in another order.
15. **What do I do if the Skyward Special Programs/ELL Screen 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.

16. **Can you extend a student in order to get FSA 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.

17. **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 use the ELL Filter on the Skyward Student Scheduling Screen.

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

19. **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.

20. **What ESOL courses for middle and high schools have no limit 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.

21. **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 for 3rd Grade.
22. 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 interfere with the FTE calculations, because they are not enrolled in any spring courses.

23. 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.

24. Do the Home Language Survey date and the entry date have to be the same date?
   Yes

25. 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.

26. 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.

27. What do I keep or send- when an ELL student withdraws?
   The Green ESOL folder follows the student from school to school within the county, but before you send it make sure to keep a copy of the ELL Plan, parent notification letter, Committee Review Form, HLS form, copy of Skyward Special Programs/ELL screen and the strategy sheet is not included in ELL Plan. Staple and label ELL Information, then place it in the student’s cum folder.
   If you have an ELL student who transfers out of county, send a copy only of the ELL documentation and keep the Green Folder with originals in your records room. Please send this information to your ELL contacts.

28. What happens if a student leaves Lake County for an extended period of time and returns?
   If the student has continued to be in ELL in Florida schools, you need to record this and keep track of their time in a Florida ELL 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.
29. **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 ELL program. When they return from out of state or the country, that period of time does not count for ELL in the state of Florida. Be sure to keep an enrollment history in their file.

30. **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.
ELL RESOURCES and PROCESSES

Home Language Survey
ELL Grading Guidelines
ESOL Strategies for Basic Classrooms
eStrats: ESOL Strategies for Basic Classrooms
ELL Committee Meeting Process
ELL Green Folder Process
Word-to-word Dictionary Process
Request Translation Support Process for Parent Conferencing
ELL Headsets Process
ELL Green Folder Checklist
ELL Student Checklist (Annual)
2016 District-wide Criterion for Kindergarten Eligibility for ELL Services
Monitoring Process “LF” Status for ELL
Skyward Special Forms ELL TZ
Skyward Special Forms ELL CRP Form #1
ELL Forms (on Intranet) Form #2
       Does Not Qualify (DNQ) for ELL Services
, Forms (on Intranet) Form #3
       Parent Notification of Services
Forms (on Intranet) Form #4
       ELL Committee Minutes Form
Skyward Special Forms ELL REEVAL Form #5
Forms (on Intranet) Form #6
       Exit, Monitor, Dismissal Parent Notification
Forms (on Intranet)
       Document Relating To Parent Input
Rosetta Stone Eligibility Criterion
Rosetta Stone Learner Progress Form
Fall - 2016 Blackboard Online ESOL Courses
LCS Intranet ESOL/ELL Support
Lake County Schools

HOME LANGUAGE SURVEY

Student Name _____________________________________________ Date ____________

First Name          Middle Initial          Last Name

School _______________ Grade ___________ Date of Birth _______________ Age _____ Sex _____

Parent/Guardian ____________________________________________

Address ___________________________________________ City ___________ FL Zip ______

Phone Number ___________________ Cell _____________________ Work _______________________

Skyward Data:

1. Is a language other than English used in the home?
   □ Yes   □ No       What language? __________________________ (HL= Language at home)

2. Does your child have a first language other than English?
   □ Yes   □ No       What language? __________________________ (FL= Native Language)

3. Does your child most frequently speak a language other than English?
   □ Yes   □ No       What language? __________________________ (SL=Language)

4. Was your child born outside of the U. S.?
   □ Yes   □ No       Where? __________________________ (Entry US) 5. What date did your child first enter a U. S. school ______________________ (Schl= DEUSS)

Additional Information:

6. Please describe the language understood by your child (Check only one)
   □ Understands only the home language and no English.
   □ Understands mostly the home language and some English.
   □ Understands the home language and English equally.
   □ Understands mostly English and some of the home language.
   □ Understands only English.

7. If available what language do you most prefer to receive communication?
   __________________________ (Contact Language)

_____________________________ Date ______________________________
Parent or Guardian’s Signature

OFFICE USE ONLY

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63F 006 Revised 10/29/14

Academic Services Unit
Lake County Schools ELL Grading Guidelines

META Consent Decree Requirements:

- ELL students shall have equal access to educational programs which include both intensive English language instruction and the basic subject matter areas of math, science, social studies and computer literacy which is understandable to the ELL student given his/her level of English language proficiency and equal and comparable in amount, scope, sequence and quality of instruction provided to English proficient students.
- Teachers must be able to assure and document that ESOL strategies, accommodations, and/or modifications (if necessary) are being used and students are learning and progressing towards completion of the district’s student progression plan.
- For more information regarding the 2 year Good Cause Promotion Criteria, please visit the following link at: http://www.fldoe.org/core/fileparse.php/7729/urlt/0100221-126500.pdf (See code 1)

General Grading Guidelines for English Language Learners:

- Teachers will not assign lower weights to grades given in any subject area and/or course due to lack of English language acquisition, or for having assistance from an ESOL endorsed classroom teacher, or from receiving assistance provided by an ESOL/ELL teacher’s assistant.
- ELL students must consistently be provided with all strategies, accommodations, and/or modifications to curriculum, instruction and assessments in all subject areas in order to make it comprehensible to the student at his/her level of English language proficiency.
- ELL students will receive grades based on their progress in acquiring English language skills and progress towards completion of the district’s student progression plan. It is important for all English Language Learners to be given grades that reflect the work they are capable of completing for their English language proficiency level without penalty for strategies and accommodations and/or modifications (if necessary) consistent with the META Consent Decree stipulations.
- ELL students may not be given a failing grade if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified (if necessary) to meet their language needs and documentation of such strategies, accommodations, and/or modifications (if necessary) are not available.

Strategies, Accommodations, and Modifications:

Strategies

- Strategies refer to skills or techniques used to provide comprehensible instruction and assist in learning. Strategies are individualized to suit the English language proficiency level of the student and ensure that the student understands the instruction.

Accommodations

- Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations do not alter in any significant way what the assignments or assessments measure. Accommodations could be in the form of changes in instruction, assessment format, location, timing, scheduling, and/or student responses which provide access for an English Language Learner to participate in a course or assessment which does not fundamentally alter or lower the expected outcomes in relation to the state standards, assessments, and/or course expectations.
Examples:
- Instruction: Additional time to complete assignment
- Materials: Reduce non-essential details
- Assessment: Provide word bank

Modifications
- Modifications are changes in course, standard, assessment, location, timing, scheduling, expectations, and/or student response, which provides access for an English Language Learner to participate in a course, standard, or assessment, which does fundamentally alter or lower the standard or expectation of the course, standard, or assessment.
- Modifications should only be used in cases where the student comes with no English language (NES) and must start by learning the English language alphabet and is in a grade level where the curriculum is beyond this level.
- The grading that should be used for students using curriculum modifications should reflect the student’s expected level of performance based on modified state standards and the English language proficiency level of the student.
- For students who participate in a modified curriculum, the ELL Committee should determine the grading procedures that reflect the student’s expected level of performance in relation to progress toward pre-established learning targets.

Examples:
- Instruction: Using a specialized curriculum at a lower level.
- Materials: Adapting or simplifying texts for lower level of understanding of English language, modifying content areas by simplifying vocabulary due to the student being a non-English speaker.
- Assessments: Changing the test format due to the student being a non-English speaker.

Teachers will apply the accommodations and/or modifications as indicated on the ELL(LEP) Plan and grade English Language Learners based on the standards indicated on the ELL Plan.
ESOL STRATEGIES FOR BASIC CLASSROOMS

Student Name: ________________________________  Classification: __________

Home Language: ______________________________ ELL Plan Date: __________

Check all that will be implemented with ELL Student and include in ELL Plan notes.

☐ Make use of contextual clues—gestures, expression, body language, props and 5 senses.

☐ Individualized assistance and instruction.

☐ Adjust or shortening assignments.

☐ Define content area language or terms for students.

☐ Adapt written text and materials to facilitate comprehension.

☐ Seat the student close to the front of the room.

☐ Provide alternative instruction by reducing oral and written directions and information to easy-to-understand steps or parts.

☐ Allow ample time to complete assignments.

☐ Speak clearly, and simplify the vocabulary.

☐ Adjust and modify to measure ELL progress by observation, demonstration, product evaluation, portfolio assessment.

☐ Use multimedia, give verbal information and explanations along with a visual presentation, hands-on experiences, and use role playing.

☐ Use linguistic modifications: repetition, slow speech, restating, controlled sentence length.

☐ Use written and pictorial forms to teach: maps, graphs, charts, pictures, audiovisual aids, lists, semantic maps and webs, flow charts, outlines, Thinking Maps.

☐ Utilize small group instruction, peer tutoring, cooperative learning groups.

☐ Arrange small discussion and talking activities that permit students to practice verbal skills.

☐ Utilize learning centers as supplemental instruction to provide sufficient reinforcement of content material.

☐ Provide individual and group activities to develop listening and speaking skills through learning centers.

☐ Incorporate experiences, oral language and interests of the student to develop literacy skills.

☐ Use technology programs: Rosetta Stone, Achieve 3000, etc.

☐ Daily use of word to word dictionary in the classroom.

☐ Label classroom with words and pictures of items in room.
eStrats: ESOL STRATEGIES FOR BASIC CLASSROOMS

This is a “live e-version” of the ESOL Strategies page that your ELL Contact should provide for you. Each link is tied directly to the strategy and gives you a video to view or document to read that deals directly with that strategy. (Press CTRL+mouse click to follow link)

☐ Make use of contextual clues-gestures, expression, body language, props and 5 senses.
   Body Language: Engage & Motivate.
   Manners and Body Language
   Make A Six-Pack Snowflake.
   Make A Snowy Day Collage.
   Jim Henson’s Sid The Science Kid.
   Jim Henson’s Sid The Science Kids/PBSLearningMedia.
   Exploring The Five Senses.

☐ Individualized assistance and instruction.
   Rick’s Reading Workshop: One on One/Differentiation.
   More assistance and instruction.

☐ Adjusting or shortening assignments.
   Go With The Flow: Plan and Adjust/Planning.
   Adjusting Lessons.

☐ Defining content area language or terms for students.
   Student Profile: Learning English Through Content/ELL
   Grounding Content.
   Supply and Demand Made Relevant.
   Using a Warm-Up to Review Content.
   Classroom Design: “The Critter Keeper.”
   *Library of Congress: Lesson, Units, and Projects for Secondary Level English Language Learners. Click: Especially for you...Teachers.

To utilize the complete eStrats document go to the LCS intranet:
ELL Committee Meeting Process

Student Qualifies for Services

ESOL Contact Schedules for ELL Meeting (within 10 days of IPT Results)
- Consists of Administrator or ELL Designee, teacher, and parent (ELL TAs can assist with translation)
- All ELL students must have meetings on or before Oct. 1
- ELL meetings within 10 school days of IPT results for students entering program after October 1

Send Parent Invitation Form to attend ELL meeting (2 attempts to contact the parent and give sufficient time)
- Sent home with the student
- Through the mail or both
- Notify parents through a phone call

Forms needed for ELL Meeting
- ELL Referral and Plan (Form #1)
- ELL Committee Minutes (Form #4)
- Parental Input and Meetings (Form #7)

At Conclusion of ELL Meeting (Parent Signature)
- If no response from the parent, a phone call must be placed and documented in the student's paperwork
- If parent is in attendance, parent signs all the forms requiring their signature
- If parent is in attendance, and refuses to sign forms, ESOL Contact needs to document on student’s ELL plan

Place all ELL documents in the Green Folder
- Skyward Process for Data Upload to K:Drive
ELL Green Folder Process

**Home Language Survey**
- Answer YES (form #1)

**IPT Scores**
- Student does not qualify for ELL services. (Form #2)
- IPT scores placed in Cum Folder
- Student qualifies for ELL services. Check appropriate box. (Form #3)

**Schedule ELL Meeting (within 10 days of IPT Results)**
- Send Parent Letter (Form #3)

**Utilize for ELL Committee Meeting**
- Referral and Plan (Form #1 Skyward)
- Committee Minutes (Form #4)
- Parental Input and Meetings

**Additional Documentation**
- Copy of Skyward Program & Profile Tab
- Copy of Student Schedule
- Copy of End of year CELLA Scores and other data

**Determine ELL Re-evaluation - Exit & Extension (Form #5 Skyward)**
- Exit - Student Meets 2 Data Points (Proficient all areas of CELLA and Level 3 & above ELA FSA) (Form #6)
- Extension - Student did not meet 2 Data Points (Not Proficient all areas of CELLA and Level 1 and Level 2 ELA FSA) (Form #6)

**Complete ELL Year End Checklist**
- Update Green Folder Checklist. Staple together all documents for current school year with green folder checklist on top.
Word-to-Word Dictionary Process

Step 1
ESOL Contact Designate Student in ESOL Program

Out of County Transfer
Go to Step 2

In-County Transfer (Dictionary will transfer with the student to the new school)

New ELL Students
Go to Step 2

Step 2
Textbook Manager Check their School Destiny System

YES
Check out to student

NO
Go to Step 3

Step 3
School ESOL Contacts will contact Diana Minotti

Step 4
Dictionaries send out to schools' Textbook Managers via courier

Step 5
Textbook Managers need to accept dictionaries in Destiny Systems then assign them to students

Step 6
Textbook manager collects the students' dictionaries and check them in Destiny System at end of school year

Using order form to request numbers of dictionaries and what language
Request Translation Support
Process For Parent
Conferencing

Step 1
ELL Contact will submit request to District ELL School Specialist for language translation services

Step 2
District ELL School Specialist will contact community resources for availability of language translation services

Step 3
District ELL School Specialist will make best attempt to contact community resources and respond to school request with availability of translation resources
Headsets Process

Step 1
Student ELL Designation

Step 2
ELL School Contact will send email request to District ELL School Specialist for the numbers of headsets needed

Step 3
District will then send the number of headsets available to the schools via courier

Step 4
ELL contacts collects headsets at end of school year

Headsets don't need to return to T&L
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ELL Student Checklist (Annual)
- Copy of ELL Committee Referral and Plan (Form #1)
  Updated for the current year and reflecting current services
- Copy of ELL Committee Review Minutes (Form #4)
- Copy of ELL Parent Notification (Form #3)
- Copy of Parental Input and Meetings (Form #7)
- Skyward Special Program & Profile Tab
- Current Student Schedule
- Student Registration/Home Language Survey
- Copy of Placement Test Results (IPT Report) Oral: K-2\textsuperscript{nd}, reading and writing 3\textsuperscript{rd}-5\textsuperscript{th}

Documentation as Applicable
- ELL Re-evaluation Exit/Extension (Form #5)
- Copy of Parent Notification of Out-of-Field Status Letter
- Copy of AMO Letter
- Copy of Notices in Parent Native Language
- CELLA Results
- FSA Results
- End of Year Evaluation (Report Card)
- ELL Committee Exit, Monitor or Dismissal (Form #6)
- Copy of IEP
- MTSS Docs
- Other:__________________________________________
- Other:__________________________________________
District-wide Criterion for Kindergarten Eligibility of English Language Learners Services

Yes Responses in Home Language Survey (HLS)

- Is a language other than English used in the home?
  Question who else speaks what language, how long have they been in the home, and to what extent they speak to the child in the other language. Example: Visiting grandparent only for a few days or recently moved in.

- Does your child have a first language other than English? Question whether the student understands the first language and can follow directions better in the first language or follows equally to English.

- Does your child most frequently speak a language other than English? Question whether the student “thinks” in English, most frequently responds in English, or chooses the other language as their first language.

- Was your child born outside the US? Question further. Example: Student born outside US to English speaking parents (i.e., military) or Kindergarten student born in England to British parents.

Administer IPT

Aural/Oral Cut Scores

- Cut Score = A-B
  IF the student’s Oral assessment falls within the “A-B” range, an ELL Committee meets to discuss ELL eligibility.

- Cut Score = C
  IF the student’s Oral assessment falls within the “C” range, an ELL Committee meets to discuss eligibility using additional “concrete” classroom data (FLKRS, Teacher Observation, and Student Work Samples) and the questioning of the HLS. Level C does not automatically make a K student eligible.

ELL Committee Determines Eligibility

- ELL Committee Members = Parent, ELL Contact, Principal Designee, Classroom Teacher (Non-negotiable. MUST be included and represented in ELL Committee meeting)

- If ELL Committee decision is to determine ineligible, complete documentation with brief narrative on “Does Not Qualify Letter” with rationale for not providing ELL Services.

- If student qualifies as “Eligible” then the following documentation must be included in the ELL Plan on Skyward Forms:
  - ELL Parent Notification (Form #3)
  - ELL Committee Referral and Plan (Form #1)
  - ELL Committee Review Minutes (Form #4)

Lake County Schools  Teaching and Learning Department  revised 7/01/15
Monitoring Process
“LF” Status for ELL

Monitoring

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 Skyward and ELL plan

Monitor 2
1st full semester after exit
Update Skyward and ELL plan

Monitor 3
1 year after exit
Update Skyward and ELL plan

Monitor 4
2 years after exit
Update Skyward and ELL plan to "LZ"

Unsuccessful Monitoring

Parent Letter
Unsatisfactory Progress

ELL Committee meets ELL Committee Review Form

For students that reclassified to "LY" as determined by ELL Committee do the following:
- a) Create new plan include appropriate ESOL strategies
- b) Document MTSS/RtI intervention process
- c) Update Skyward screen
- d) Update green folder
- e) Update 130 code, if applicable
- f) 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
- * Follow student's progress
ELL - TZ Custom Form

To mark a student as tested for ELL but determined ineligible for tracking purposes, a Custom Form is now available for use.

Student/Student Profile/Custom Forms/ELL - TZ
The Other ID, Student Name, Student Key will be automatically populated.

Click Edit and fill out School Where Tested, Date Tested and Tested but not Eligible fill with 'TZ':

Then click Save.
Skyward Special Forms
ELL CRP Form #1

LAKE COUNTY SCHOOLS
ENGLISH LANGUAGE LEARNER (ELL) COMMITTEE REFERRAL and PLAN FORM

Student Name: ___________________________ ID#: ___________________________ School: ___________________________

Grade: ___________ Sex: ☐ F ☐ M DEUSS: / / ELL Committee Date: / / ___________

Home Language Survey: / / Language Question #1 ☐ ☐ #2 ☐ ☐ #3 ☐ ☐ #4 ☐ Primary Lang: ___________

ELL Status: ☐ Initial ELL ☐ LY Currently in ELL ☐ LF Former ELL Student
☐ Outside United States ☐ Out-of-State Transfer ☐ In-State Transfer ☐ In-County Transfer

Reason for the Referral: ☐ Academic concerns ☐ Parent Request ☐ Retention/Testing Accommodation
☐ Review test results ☐ ESE/ELL Meeting ☐ Open/Review MTSS ☐ Section 504 ☐ Other: ___________

<table>
<thead>
<tr>
<th>ELL TEST SUMMARY</th>
<th>PARENTAL NOTIFICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Initial Proficiency Test: _________ (IPT Oral) Test Date: / / ___________</td>
<td></td>
</tr>
<tr>
<td>Test Score: ☐ NES ☐ LES ☐ PES Level: ☐ A ☐ B ☐ C ☐ D ☐ E ☐ F</td>
<td></td>
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<tr>
<td>☐ IPT/IRW Score % Test Date: / / ___________</td>
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<tr>
<td>(Grades 3-12, if proficient on IPT Oral)</td>
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<tr>
<td>CELLA: Speaking/Listening Reading Writing Test Date: / / ___________</td>
<td></td>
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<tr>
<td>FSA Achievement Level: ELLA: _______% Test Date: / / ___________</td>
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<thead>
<tr>
<th>ELL COMMITTEE RECOMMENDATIONS</th>
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<tbody>
<tr>
<td>☐ Student is determined NOT to be ELL (Ineligible Code TZ for Internal data)</td>
<td>Student ELL Plan Date: / / ___________</td>
</tr>
<tr>
<td>☐ Student is determined to be ELL (Code LY) Eligibility Determination based on:</td>
<td>Student Plan Exp. Date: / / ___________</td>
</tr>
<tr>
<td>☐ Age Appropriateness</td>
<td>☐ Extension of Instruction ☐ LY (Notice to Clerk @extension &amp; beginning of 7th year)</td>
</tr>
<tr>
<td>☐ Review of Student’s cumulative folder</td>
<td>ELL Entry Date: / / ___________</td>
</tr>
<tr>
<td>☐ Previous school records/Transcripts</td>
<td></td>
</tr>
<tr>
<td>☐ Initial Placement Test Results</td>
<td></td>
</tr>
<tr>
<td>(If student schedule changes)</td>
<td></td>
</tr>
<tr>
<td>- Report new ELL Plan date to data entry clerk</td>
<td></td>
</tr>
<tr>
<td>- File a copy of the new schedule in ELL Green Folder</td>
<td></td>
</tr>
</tbody>
</table>

Reminder: Complete ELL Committee Minutes during meetings.

Administrator/Designee Signature: ___________________________ Teacher: ___________________________

ELL School Specialist: ___________________________ Teacher: ___________________________

Certified School Counselor: ___________________________ Other: ___________________________

Parent Signature: ___________________________ Parent: ___________________________

Note: Any person in disagreement with the recommendation should attach rationale for disagreeing.

63F 005 RVS 4/20/2015
ELL COMMITTEE FORMS (on Intranet) Form #2
DOES NOT QUALIFY (DNQ) FOR ELL SERVICES

LAKE COUNTY SCHOOLS
STUDENT DOES NOT QUALIFY FOR SERVICES ELL PLACEMENT
PARENT NOTIFICATION LETTER

Date ______________________________

Student Name ___________________________

School ______________________________

Dear Parent/Guardian:

Your son/daughter has been tested for English Language Proficiency. It has been
determined, based on a language proficiency test:

☐ He/She does not qualify for the classroom accommodations required by the
Florida Consent Decree (TZ)

☐ He/She does not qualify for the classroom accommodations required by the
Florida Consent Decree based on ELL Committee decision. (TZ)

If you have any questions, please feel free to contact me by calling me
at__________________________.

Sincerely,

Signature _______________________________

ELL School Contact _______________________________

Copies: Parent/Guardian/School

63F 016 R/S 4/20/2015
ELL FORMS (on Intranet) Form #3
PARENT NOTIFICATION OF SERVICES

LAKE COUNTY SCHOOLS
ENGLISH LANGUAGE LEARNER (ELL) PLACEMENT AND/OR MEETING
PARENT NOTIFICATION FORM

To the Parent/Guardian of

This is to notify that your child will be receiving classroom accommodations and instruction through the use of English Speakers of Other Languages (ESOL) Strategies by the ESOL certified classroom teacher. The purpose of the use of ESOL accommodations is to enable your child to become language proficient and master the Florida Standards.

AN ENGLISH LANGUAGE LEARNER COMMITTEE MEETING WILL BE HELD:

☐ To discuss evaluation results, to consider your child for placement in an ELL Program, transfer from another Florida district, and develop an English Language Learner Plan (LY)
☐ Annual Placement Review and/or English Language Learner Plan update for a continuation of ESOL services (LY)
☐ An Extension of Instruction for ELL services (LY)
☐ Reclassification into the ELL program (for LF or LZ students only).
☐ To discuss monitoring and/or exiting the ELL Program (LY to LF or LF to LZ)

THE MEETING HAS BEEN SCHEDULED FOR

Date

Date 1st Notice

Date 2nd Notice

Time

Place

Method of Contact

☐ Telephone

☐ Letter

☐ Telephone

☐ Letter

PARENTS/GUARDIANS: Please return the lower part of this form to the school or ESOL teacher.

PLEASE SELECT A RESPONSE AND SIGN

☐ Yes, I will attend the scheduled meeting. ☐ I request a language interpreter.

☐ No, I do not plan to attend this meeting but I authorize you to conduct the meeting in my absence and give my permission for the ELL Plan to be written and reviewed with me at my request.

☐ Please contact me at __________ to arrange a more convenient time.

Should we not hear from you after at least two attempts of notification, the meeting will be held as scheduled.

Parent/Guardian Signature

Date

Student Name

School Contact

School Telephone Number

Copies: Parent/Guardian

School

63F 012 RVS 4/20/2015

#3
ELL Committee Forms are available in Spanish on the Intranet

# ELL FORMS (on Intranet) Form #4

## ELL COMMITTEE MINUTES FORM

---

**LAKE COUNTY SCHOOLS**

**ENGLISH LANGUAGE LEARNER (ELL) COMMITTEE MINUTES FORM**

Student Name: ___________________   ID#: ___________   School: ___________________

The English Language Learner Committee, consisting of: 1) the principal/designee; 2) a classroom certified ESOL teacher, counselor or other educational personnel as appropriate; and 3) parent (minimum of three committee members), has met on the dates indicated below to discuss the placement/instructional program needs of this student. After reviewing all pertinent data, including test data, classroom performance and parental input, the following actions have been taken.

**Administrator/Designee Signature**: ___________________   **Teacher**: ___________________

**ELL School Specialist**: ___________________   **Teacher**: ___________________

**Certified School Counselor**: ___________________   **Other**: ___________________

**Parent Signature**: ___________________   **Parent**: ___________________

---

<table>
<thead>
<tr>
<th>Date</th>
<th>Type of Intervention</th>
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<tbody>
<tr>
<td></td>
<td>Program Placement, Instructional Strategies, etc.</td>
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**Date of Contact**

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<thead>
<tr>
<th>Method of Contact</th>
<th>Telephone</th>
<th>Letter</th>
<th>Conference</th>
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GIF 004 4/26/2013
ELL Committee Forms are available in Spanish on the Intranet

Skyward Special Forms ELL REEVAL Form #5

LAKE COUNTY SCHOOLS
ENGLISH LANGUAGE LEARNER (ELL) RE-EVALUATION/EXIT FORM

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>ID#:</th>
<th>School:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade:</td>
<td>DELUSS:</td>
<td>ELL Committee Date:</td>
</tr>
</tbody>
</table>

RE&EVALUATION/EXIT INFORMATION

Extension of Services
- □ 4
- □ 5
- □ 6
- □ Over 6 years: # □ (No FTE Funding)

RE-EVALUATION INFORMATION

<table>
<thead>
<tr>
<th>Re-evaluation Date:</th>
<th>Anniversary Date:</th>
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<tbody>
<tr>
<td>ELL Committee Meeting Date:</td>
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<tr>
<td>IPT: Test Date:</td>
<td></td>
</tr>
<tr>
<td>Test Score: □ 1-NES □ 2-LES □ 3-LES</td>
<td></td>
</tr>
<tr>
<td>□ 4-LES □ 5-ES □ 5-FES</td>
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</tr>
<tr>
<td>Level:</td>
<td></td>
</tr>
<tr>
<td>IRW: % Test Date R:</td>
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</tr>
<tr>
<td>IPT Re-designation</td>
<td></td>
</tr>
<tr>
<td>Test Score: % Test Score: %</td>
<td></td>
</tr>
</tbody>
</table>

CELLA Test Date: |

CELLA Reading: |

CELLA Writing: |

CELLA Listening: |

CELLA Speaking: |

FSA Test Date: |

FSA ELA: %

Monitor Information

Student has demonstrated progress during the following monitoring period:
- □ 1st / /  S □ U
- □ 2nd / /  S □ U
- □ 3rd / /  S □ U
- □ 4th / /  S □ U

MTSS: □ Yes □ No

TIER 2 Folder: |

TIER 3 Folder: |

ESE/IEP Classification: |

EXIT INFORMATION

Exit Date: |

ELL Committee Meeting Date: |

List Data Sources: |

Monitor Code: □ LF (Drop 130 Code)

Dismissal Date: |

Monitor Completed/Dismissal Code: □ LZ

Exit Code
- □ H - For grades K-2, the student scored proficient in all four domains of CELLA.
- □ I - For grades 3-9, the student scored proficient in all four domains of CELLA and achievement Level 3 or higher on the FCAT Reading. (Exit Code I)
- □ J - For grades 10-12 scores of proficient in all four domains of CELLA and score on the 10th Grade FSA/ELA sufficient to meet graduation requirements or equivalent concordant score. (Exit Code J)
- □ L - ELL Committee, including parent(s), recommends student exit the ELL program to be monitored in all English instruction based on the concrete data which proves student's proficiency in Speaking/Listening/Reading/Writing.
- □ L - ELL Committee, including parent(s), recommends student's language acquisition needs are being met through their ESE/IEP.

Administrator/Designee Signature: | Teacher: |

Parent Signature: | Parent: |

63F 009 RV5 4/20/2015 #5
ELL FORMS (on Intranet) Form #6
EXIT, MONITOR, DISMISSAL PARENT NOTIFICATION

Date __________________________
Student Name: __________________________
School: __________________________

Dear Parent/Guardian:

Your son/daughter

☐ Is qualified to exit the ELL program and will now be monitored for 2 years for satisfactory progress without ELL support. (LF)
☐ Has been dismissed from the ESOL Program through the English Language Learner Committee and will now be monitored for 2 years for satisfactory progress without ELL support. (LF)
☐ Has been exited from the ESOL Program since the language acquisition needs are being met by his/her ESE IEP and will now be monitored for 2 years for satisfactory progress without ELL support. (LF)
☐ Has successfully completed monitor status and is dismissed from the ELL program. (LZ)

If you have any questions, please contact me by calling the school at __________________________.

Thank you for allowing us the opportunity to work with your son/daughter.

Sincerely,

Signature __________________________

ELL School Contact __________________________

Copies: Parent/Guardian/School
ELL FORMS (on Intranet)
DOCUMENT RELATING TO PARENT INPUT

LAKE COUNTY SCHOOLS
ENGLISH LANGUAGE LEARNERS
DOCUMENT RELATING TO PARENTAL INPUT AND MEETINGS

Student Name ___________________________ Student # ___________________________

Meeting Date __________________________ Type of Meeting ___________________________

Dear Parent, Surrogate Parent, Guardian, or Adult Student,

Today a meeting was held regarding your child, or on your behalf, if you are an adult student.

Section 1002.20, Florida Statutes, K-12 student and parent rights, has been changed to state that school district personnel may not through any actions taken or statements made object to, discourage, or attempt to discourage, the attendance of an adult of the parent’s choice at meetings with school district personnel. Actions that are prohibited include attempted or actual coercion or harassment, or retaliation or threats of consequence.

At the conclusion of a meeting with school district personnel, parents and school district personnel must be asked to sign a form that documents whether school district personnel have prohibited, discouraged, or attempted to discourage you from inviting a person of choice to the meeting.

Parents, Surrogate Parents, Guardians, or Adult Student attending today’s meeting, please complete the following:

☐ School personnel have not prohibited, discouraged, or attempted to discourage me from inviting a person of my choice to today’s meeting.

☐ School personnel have prohibited, discouraged, or attempted to discourage me from inviting a person of my choice to today’s meeting.

Signature ___________________________ Date ___________________________

School District Personnel attending today’s meeting, please complete the following:

☐ School personnel have not prohibited, discouraged, or attempted to discourage the parent, surrogate parent, guardian, or adult student from inviting a person of choice to today’s meeting.

☐ School personnel have prohibited, discouraged, or attempted to discourage the parent, surrogate parent, guardian, or adult student from inviting a person of choice to today’s meeting.

Signature(s) of all district personnel in attendance:

Date

Date

Date

Date

Date

Date

For more information about this form contact ___________________________ at ___________________________

63F 044

Submitted by Academic Services
Developed by Florida Department of Education

Copies: School
Parent
2015-16 Eligibility Criterion for Rosetta Stone License Activation

*New* Foundations: Silver Version

For the 2015-16 school year, Rosetta Stone licenses have been purchased for English language learners who meet the criterion for activating a license. The ELL Team will begin issuing licenses, as soon as, pre-planning for the ELL Intensive Reading Developmental Language Arts (DLA) courses in secondary schools. Elementary licenses will be activated by October 1st for new ELLs (following ELL Committee meetings).

The following criterion for active ELLs (LY) will be utilized to determine eligibility:

1. **Grades 2-5**
   - New NES/LES student with IPT results of Level A-D
   - LY whose most recent CELLA Scores = Low Intermediate in one or more areas (Speaking/Listening, Reading, Writing)

2. **Grades 6-12**
   - New NES/LES student with IPT results of Level A-D
   - LY who is enrolled in secondary ELL Intensive Reading (DLA) with one of the following:
     - NES Based on IPT Level A or B
     - LES Based on IPT Level C
     - LY Based on CELLA scores that are all below Proficient
   - NES/LES student not enrolled in ELL DLA with IPT results of Level A-D or CELLA scores that are all below “Proficient”

3. **ELL Committee Decision** for LY with teacher assigned to supervise ELL student utilizing Rosetta Stone Log and evidence of usage reports placed in student Green Folder. If LY is 3+ years, data must be utilized in MTSS/RtI process.

Activation of a Rosetta Stone license is a commitment on the part of the ELL Committee members to insure usage at a minimum of 20 minutes per day and four times per week.

Each activation will utilize the Rosetta Stone Log to complete the web-based lesson consecutively under the supervision of a teacher.

After 30 consecutive days without usage, the license will be de-activated and activated for another LY on the waiting list.
## Learner Progress Form

### Level 1

<table>
<thead>
<tr>
<th>Activity</th>
<th>Suggested Time in Minutes</th>
<th>Percent Goal</th>
<th>Percent Earned</th>
<th>Number of Attempts</th>
<th>Date Completed</th>
<th>Teacher Initials to Continue</th>
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<tbody>
<tr>
<td>U1 L1 Core Lesson</td>
<td>30</td>
<td>85%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>U1 L1 Pronunciation</td>
<td>10</td>
<td>75%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U1 L1 Vocabulary</td>
<td>5</td>
<td>90%</td>
<td></td>
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<td></td>
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<tr>
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<td>85%</td>
<td></td>
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</tr>
<tr>
<td>U1 L2 Pronunciation</td>
<td>10</td>
<td>75%</td>
<td></td>
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</tr>
<tr>
<td>U1 L1 Writing</td>
<td>5</td>
<td>75%</td>
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<tr>
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Key: U - Unit  
L - Lesson
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<th>Lesson</th>
<th>Score</th>
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Key: U - Unit  
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Key: U - Unit  
L - Lesson  
Page 4 of 4
Lake County Schools

Fall-2016 Blackboard Online ESOL Courses (Each course is 10 weeks)
September 16, 2015 through December 5, 2015
Enrollment closes September 11th

Testing and Evaluation of ESOL:
- This is the first required class for the 300 hour ESOL Endorsement/remaining four classes can be taken in any order
- Teachers requiring only one 60 hr. ESOL class may use this component Content Area Teachers
This is a 60 hour course designed to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are Limited English Proficient (LEP) and to provide and justify effective instruction for LEP students. Upon completion of this component, participants will be able to modify curriculum and offer instructions and evaluation compatible with student language diversity.
Course Section # 24644 Mandatory First Class Face-to-Face September 16th 5:30-6:30 pm - LRC

Methods of Teaching English to Speakers of Other Languages (ESOL):
This is a 60 hour course that enables participants to identify and apply appropriate ESOL/ELL methodologies and approaches to ESOL/ELL interactions. This course can be taken at any time after Testing and Evaluation course.
Course Section # 24645 Mandatory First Class Face-to-Face September 16th 5:30-6:30 pm - LRC

Cross Cultural Communications and Understanding:
This is a 60 hour course that enables teachers to acquire and use knowledge of the cultural characteristics of students to enhance instruction. Upon completion of this component, participants will be able to modify and develop their abilities in modifying instruction, and the classroom environment, in a manner that builds an understanding and appreciation of cultural diversity of students. This course can be taken at any time after Testing and Evaluation course.
Course Section # 24646 Mandatory First Class Face-to-Face September 16th 5:30-6:30 pm - LRC

Curriculum and Materials Development:
This is a 60 hour course designed to assist participants in developing knowledge and skills in instructional techniques to facilitate second language acquisition, and in the selection and use of ESOL curricula and materials. This course can be taken at any time after Testing and Evaluation course.
Course Section # 24647 Mandatory First Class Face-to-Face September 16th 5:30-6:30 pm - LRC

Applied Linguistics:
This is a 60 hour course that enables teachers to use knowledge about language and language learning in determining instructional methods and strategies to be used in the classroom. Upon completion of this component, participants will be able to integrate language learning strategies into classroom instruction for LEP students. This course can be taken at any time after Testing and Evaluation course.
Course Section # 24648 Mandatory First Class Face-to-Face September 16th 5:30-6:30 pm - LRC

Courses must have a minimum of 15 students. Courses offered to current contracted teachers only free of charge, all others are charged per MIP hour, payable 50% at enrollment & 50% upon completion. After the Testing and Evaluation of ESOL course, the courses can be taken in any order without skipping a year. You may NOT take more than two courses at the same time, contact Title III or ESOL Program Specialist. If you enroll in course and later drop or fail to complete, you will be charged a $25.00 enrollment fee for future enrollments.

For questions, please contact:
Teaching & Learning/ Academic Services Unit
Juan Dillon dilxon@lake.k12.fl.us 352-253-6882 or
Robin Neeld neeldr@lake.k12.fl.us 352-253-6868

Charter schools and non-instructional employees may participate dependent on available space, and will be charged in accordance with the Charter School Fee Schedule approved by the Lake County School Board.
Lake County Schools

Winter-2016 Blackboard Online ESOL Courses (Each course is 10 weeks)
January 13, 2016 through March 27, 2016
Enrollment closes January 11th

Testing and Evaluation of ESOL:
- This is the first required class for the 300 hour ESOL Endorsement/remaining four classes can be taken in any order
- Teachers requiring only one 60-hr. ESOL class may use this component-Content Area Teachers

This is a 60 hour course designed to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are Limited English Proficient (LEP) and to provide and justify effective instruction for LEP students. Upon completion of this component, participants will be able to modify curriculum and offer instructions and evaluation compatible with student language diversity.

Course Section # 24653 Mandatory First Class Face-to-Face January 13th 5:30-6:30 pm - LRC

Methods of Teaching English to Speakers of Other Languages (ESOL):

This is a 60 hour course that enables participants to identify and apply appropriate ESOL/ELL methodologies and approaches to ESOL/ELL interactions. This course can be taken at any time after Testing and Evaluation course.

Course Section # 24654 Mandatory First Class Face-to-Face January 13th 5:30-6:30 pm - LRC

Cross Cultural Communications and Understanding:

This is a 60 hour course that enables teachers to acquire and use knowledge of the cultural characteristics of students to enhance instruction. Upon completion of this component, participants will be able to modify and develop their abilities in modifying instruction, and the classroom environment, in a manner that builds an understanding and appreciation of cultural diversity of students. This course can be taken at any time after Testing and Evaluation course.

Course Section # 24655 Mandatory First Class Face-to-Face January 13th 5:30-6:30 pm - LRC

Curriculum and Materials Development:

This is a 60 hour course designed to assist participants in developing knowledge and skills in instructional techniques to facilitate second language acquisition, and in the selection and use of ESOL curricula and materials. This course can be taken at any time after Testing and Evaluation course.

Course Section # 24656 Mandatory First Class Face-to-Face January 13th 5:30-6:30 pm - LRC

Applied Linguistics:

This is a 60 hour course that enables teachers to use knowledge about language and language learning in determining instructional methods and strategies to be used in the classroom. Upon completion of this component, participants will be able to integrate language learning strategies into classroom instruction for LEP students. This course can be taken at any time after Testing and Evaluation course.

Course Section # 24657 Mandatory First Class Face-to-Face January 13th 5:30-6:30 pm - LRC

Courses must have a minimum of 15 students. Courses offered to current contracted teachers only free of charge, all others are charged per MEP hour, payable 50% at enrollment & 50% upon completion.

After the Testing and Evaluation of ESOL course, the courses can be taken in any order without skipping a year. You may NOT take more than two courses at the same time, contact Title III or ESOL Program Specialist. If you enroll in course and later drop or fail to complete, you will be charged a $25.00 enrollment fee for future enrollments.

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Lake County Schools

Summer-2016 Blackboard Online ESOL Courses (Each course is 10 weeks)
May 18, 2016 through July 31, 2016
Enrollment closes May 15th

Testing and Evaluation of ESOL:
• This is the first required class for the 300 hour ESOL Endorsement.
• Remaining four classes can be taken in any order.
• Teachers requiring only one 60- hr. ESOL class may use this component.

Content Area Teachers
This is a 60 hour course designed to assist teachers in developing attitudes, skills, and knowledge which will enable them to identify students who are Limited English Proficient (LEP) and to provide and justify effective instruction for LEP students. Upon completion of this component, participants will be able to modify curriculum and offer instruction compatible with student language diversity.
Course Section # 24650 Mandatory First Class Face-to-Face May 18th 5:30-6:30 pm - LRC

Methods of Teaching English to Speakers of Other Languages (ESOL):
This is a 60 hour course that enables participants to identify and apply appropriate ESOL/ELL methodologies and approaches to ESOL/ELL interactions. This course can be taken at any time after Testing and Evaluation course.
Course Section # 24650 Mandatory First Class Face-to-Face May 18th 5:30-6:30 pm - LRC

Cross Cultural Communications and Understanding:
This is a 60 hour course that enables teachers to acquire and use knowledge of the cultural characteristics of students to enhance instruction. Upon completion of this component, participants will be able to modify and develop their abilities in modifying instruction, and the classroom environment, in a manner that builds an understanding and appreciation of cultural diversity of students. This course can be taken at any time after Testing and Evaluation course.
Course Section # 24660 Mandatory First Class Face-to-Face May 18th 5:30-6:30 pm - LRC

Curriculum and Materials Development:
This is a 60 hour course designed to assist participants in developing knowledge and skills in instructional techniques to facilitate second language acquisition, and in the selection and use of ESOL curricula and materials. This course can be taken at any time after Testing and Evaluation course.
Course Section # 24661 Mandatory First Class Face-to-Face May 18th 5:30-6:30 pm - LRC

Applied Linguistics:
This is a 60 hour course that enables teachers to use knowledge about language and language learning in determining instructional methods and strategies to be used in the classroom. Upon completion of this component, participants will be able to integrate language learning strategies into classroom instruction for LEP students. This course can be taken at any time after Testing and Evaluation course.
Course Section # 24802 Mandatory First Class Face-to-Face May 18th 5:30-6:30 pm - LRC

Courses must have a minimum of 15 students. Courses offered to current contracted teachers only free of charge, all others are charged per MIP hour, payable 50% at enrollment & 50% upon completion.

Charter schools and non-instructional employees may participate dependent on available space, and will be charged in accordance with the Charter School Fee Schedule approved by the Lake County School Board.

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LCS Intranet ESOL/ELL Support

All forms can be accessed through the LCS Intranet by following the steps below.

1. Access LCS Intranet
2. Click on Departments
3. Click on Teaching & Learning
4. Click on ESOL/ELL Support

http://intranet.staff.lakeschools.local/page/1251

Kati Pearson, Director
Robin Neeld  Title III & ESOL Program Specialist  (352)253-6868
Juan Dillon  ESOL Program Specialist  (352)253-6882
Amber Green  ELL Specialist  (352)253-6883
Alith Casey  ELL Specialist  (352)253-6889
Sharon Muñoz  ELL Specialist  (352)253-6888
Andrea Nelson  ELL Specialist  (352)742-6904