

2014 - 2015
ESOL HANDBOOK

Putnam County School District

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ACRONYMS AND ABBREVIATIONS



The following acronyms and abbreviations may be used throughout this manual when discussing students, programs, and services.

CELLA	Comprehensive English Language Learners Assessment
DPP	Dropout Prevention Program
ELA	English Language Arts
ELL/LEP	English Language Learners/Limited English Proficient (Student)
EOY	End of Year
ESE	Exceptional Student Education
ESOL	English for Speakers of Other Languages (Program)
FAQ	Frequently Asked Questions
FCAT	Florida Comprehensive Assessment Test
FSBEAR	Florida State Board of Education Administration Rules
HLS	Home Language Survey
LEP/ELL	Limited English Proficient/English Language Learners
LF	Formerly ESOL – now in 2 year monitoring
LP	Student Pending Assessment
LY	This student is active ESOL
LZ	Student has exited program and completed monitoring
MTSS/RtI	Multi-Tiered Support System/Response to Intervention
NCLB	No Child Left Behind
SPP	Student Progression Plan
ZZ	Not applicable

REGISTRATION AND ENROLLMENT
PROCEDURES FOR ENGLISH
LANGUAGE LEARNER (ELL) STUDENTS



1. REGISTRATION

All students must register at their neighborhood (home) school.

2. HOME LANGUAGE ASSISTANCE AT REGISTRATION

Parents should receive registration documents in a language they understand, when feasible. Registration forms are available in English/Spanish. As available, bilingual paraprofessionals, bilingual parents and personnel may assist at registration and parent orientation.

3. HOME LANGUAGE SURVEY (HLS)

The HLS is part of the student registration process and is given to the parents when registering new in Putnam County Public Schools. A school registrar designated by the principal assists parents of students. This form is also available in Spanish.

Any “yes” answers on the HLS indicate a potential ESOL student and will require special handling by a certificated person. The HLS is forwarded immediately to the Guidance Counselors office, and a copy is placed in the student’s cumulative folder. During summer registration the HLS is sent immediately to the Guidance office. When the HLS is received at the Guidance office, then the Guidance Counselor schedules a date to administer the IPT Test within the required 20 day time period.



4. PROGRAMMATIC ASSESSMENT

At the time of registration, a certified person is responsible for reviewing student transcripts and other relevant academic data to determine appropriate grade or course placement. Interviews with the parents and/or the student are necessary to obtain as much academic history as possible. A bilingual interpreter may be necessary to clarify information.

Diagnostic tests can also be helpful. A student enrolling for the first time who has no verifiable scholastic records is recommended to have a grade placement that is age appropriate. Any exceptions to age-appropriate placement must be approved by the principal. Exceptions to age-appropriate placement include those based on programmatic assessment, i.e., a child with no previous school experience where both the principal and parents agree the child should be placed in a classroom one grade level lower than age appropriate. Documentation must be entered on the student ELL Plan. The grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance.

5. EVALUATING FOREIGN TRANSCRIPTS

According to the Florida Department of Education, when a student enrolls from a foreign country and provides academic records indicating that the student has completed a core subject with a passing grade, the student should receive that credit. (www.firn.edu/doe/brfuture/flrequire.htm)

If the student studied his/her native language in the equivalent grades of middle or high school, enter each year of this language study as M/J Language Arts I, II, or III, and/or IV. For example, if the student took two years of Italian in high school, enter English course in his/her country, credit will be given for Foreign Language.

6. PLACEMENT OF STUDENTS WITH NO TRANSCRIPTS

A student enrolling for the first time who has no verifiable scholastic records is recommended to have a grade placement that is age appropriate. Any exceptions to age-appropriate placement must be approved by the principal. The principal is responsible for student placement in age appropriate classes. Documentation must be entered on the Student ELL Plan. The grade placement is validated through satisfactory completion of appropriate subject or grade level examination, and overall classroom performance.

In order to graduate, a student who entered high school having completed credits in another country and for which there is no documentation is required to have the same number of core course credits as any student at that grade level.

For instance, a student entering in the 10th grade will need 3 credits in each of the four core subjects to graduate; while a student entering as a 12th grade student will only need 1 credit in each of the four core subjects to graduate. The core or grade placement is validated through satisfactory completion of academic work within a grading period; successful completion of appropriate subject or grade level examinations; and overall classroom performance. (FS 1003.433)

7. WITHDRAWING AND RE-ENROLLING

If a student classified as LY withdraws from the Putnam County School System and re enroll from:

- Another country/State, the student will be evaluated and academic records will be examined to determine ELL classification and placement.
- In Florida, the student's academic records will be examined to determine the current ELL classification in order to determine placement. If the student has continued to be enrolled in school, the student will be re-enrolled and classified the same as his classification upon leaving the other county.
- If the student has not been enrolled in another school system, the guidelines of programmatic assessment should be followed.

8. EQUAL ACCESS FOR ELL STUDENTS

English Language Learner students are entitled to equal access to other appropriate programs. ELL students are provided access to all programs for which they qualify without reference to English language proficiency. This includes Gifted and ESE classes. Student schedules document that students receive equal access to all core subjects.

Exceptional education students who meet program eligibility are placed in ESOL. However, because of the exceptionality, an IEP/ELL Committee can be convened at any time to determine ELL entry/exit status and a decision by a majority of stakeholders can override assessment results. The decision of the Committee meeting is reported on the IEP/ELL Review Committee Outcome Form. A copy is submitted to the Guidance office for review.

The Florida Department of Education monitors districts to ensure equal access for ELL students who are also exceptional students and to ensure appropriate exceptional student programming and services according to federal and state law and regulations for these students. (FSBEAR 6A-6.0904)

DO'S AND DON'TS AT INITIAL REGISTRATION OF ELLS

DO'S

- Make parents and families feel welcome.
- Provide forms in parents' native language, when feasible.
- Check the Skyward system to see if the student has been previously enrolled/tested in Putnam County. If LY previously, then notify the Guidance Counselor office.
- Ensure that any change on a Home Language Survey is made on the original in collaboration with the District ESOL Office, and is initialed, and dated by certificated school personnel and the parent.
- Verify that the HLS is dated correctly (time-sensitive document).
- Send the HLS to the Guidance Counselor immediately.
- Ensure that all questions are answered and all blanks are completed on the HLS.

DONT'S

- Collect information regarding immigration status.
- Make copies of documents such as green cards, I-94s, etc.
- Give additional Home Language Survey if ever enrolled in PCSD.
- Place the student in a lower grade level or less challenging classes solely based on his/her English language proficiency.
- Tell parents that your school “doesn't have” an ESOL program.

Birth Date Verification

Code	Definition/Example
1	A dully attested transcript of a child's birth record filed according to law with a public officer charged with the duty of records births.
3	Baptismal certificate showing date of birth and place of baptism, accompanied by parents' sworn affidavit.
4	Insurance policy on child which has been in force at least two years.
5	Bible record of child's birth accompanied by parents' sworn affidavit.
6	Passport or certificate of arrival in the United States showing age of child.
7	School record, at least four years prior, showing date of birth.
8	Parents' sworn affidavit accompanied by a certificate of examination from a health officer or physician, verifying the child's age.
9	No verification
T	Verification obtained from out-of state transfer records or from the MSRTS record for a migrant student. (Not valid for entrance into Pre-Kindergarten and Kindergarten)

For code 6, a copy of the passport or certificate of arrival may not be placed in the student's permanent record. Both the official birth registration card and the official birth certificate are sufficient documentation for code 1. Local district policy may require other information for registration purposes in addition to the birth registration card. Passports or certificates of arrivals may not be required as birth date verification, but may be accepted if voluntarily offered.

PROGRAM ELIGIBILITY AND PLACEMENT



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1. IDEA Proficiency Test. (IPT)

All students who answered “YES” on the Home Language Survey (HLS) (K-12) must be assessed using the IPT test within 4 weeks (20 school days) from the date on the HLS. Unless HLS is filled out during Round Up or Summer registration. Then 20 days from entry into school. Initial assessment is made by District Testers using the IPT Oral test for all students K-2, in addition the 3-12 grade students are also administered the Reading and Writing sections of the IPT to determine reading and writing proficiency.

Guidance Counselors are responsible for testing students, collecting all the information from the assessments and recording the ELL data on the Students Data Sheets. Data Clerk at every school is responsible for entering the scores and all the information into the data system.

2. INITIAL ASSESSMENT PROCEDURES BY GRADE LEVEL

Students scoring IPT Levels A-1, B-2, C-3, D-4, are determined to be Non English Speaking or Limited English Speaking and are automatically placed in the ESOL program (LY). Students scoring IPT Levels E-5, F-6, are determined to be Fully English Speaking and not qualify for ESOL services.

ESOL assessment in grades 3-12 scoring levels A-1, B-2, C-3, D-4, on the IPT Oral or Reading and Writing test are determined to be Non-English Speaking or Limited English Speaking and must be placed in the ESOL program. Students scoring levels E-5 or E-6 on Oral and Reading and Writing subtests are determined to be Fully English Speaking and do not qualify for ESOL services.

3. COMPREHENSIVE ENGLISH LANGUAGE LEARNERS ASSESSMENT (CELLA)

K-12 ESOL students are assessed on listening and speaking (aural-oral), reading and writing skills 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 ESOL students. NCLB requires all districts within Florida to report data to the U.S. Department of Education. CELLA provides uniform reporting and comparative data among districts. The CELLA is not currently used for program placement in Putnam County, however it is one of the test used for program exit.

4. PROCEDURES FOR ESOL ASSESSMENT AND PLACEMENT OF STUDENTS RECEIVING EXCEPTIONAL STUDENT EDUCATION (ESE) SERVICES

Assessment of ESE students for ESOL services is the same as for any other student. For specific information on ESOL initial assessment see 2 above.

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 and an IEP/ELL committee will make the final decision regarding ESOL placement.

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.

5. NOTIFICATION TO PARENTS IF TESTING IS DELAYED

When there is a delay in testing, the District Office originates a “Delay in Testing” letter, which is mailed to the parent in their home language, when available. The “Delay in Testing” 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. A memo, enclosing a copy of this letter, is mailed to the Principal to inform him/her of the delay and to request that the copy of the “Delay in Testing” letter be placed in the student’s cum folder. (NCLB Section 3302 (b))



6. ELL COMMITTEES

An ELL Committee must be operational at every school. (META Consent Decree page 3 Section I © ©, (d), FSBEAR 6A-6.0902 (2) (a) 3 and 3 (b)) It consists of an administrator (or designee), guidance counselor, classroom teacher(s), ESOL teacher, parent(s), and other personnel who have information concerning the ELL child.

These 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

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

- Invite parent
- Collect educational data
- Examine data
- Discuss educational implications/options
- Decide on appropriate course of action
- Make recommendations
- Forward form and supporting documentation to discuss ELL committee for review

Examples of educational data include:

- Current IPT, CELLA and FCAT 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 date recorded on the ELL form, and documentation of the invitation placed in the green folder.

- Majority of the committee members must be in agreement with the decision.
- Exit recommendations for ESE students must follow required ESE procedures.
- It is illegal for only one person to 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 ESOL Office will provide assistance. Under no conditions should a student translate.

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 ESOL services.

If the student is on the computer as ESE, the IEP/ELL committee must meet to determine the need for assessment and/or placement in the ESOL Program. The reasons for convening an IEP/ELL Committee are:

- To discuss and decide on assessment, eligibility and placement for ESOL services for a student in ESE for whom testing results are unreliable.
- To exit from ESOL 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 ESOL and who will no longer benefit from ESOL services.
- To exit a student who was placed into the ESOL Program by a previous IEP/ELL Committee action.

IEP/ELL COMMITTEE:

The process for conducting an IEP/ELL committee meeting is as follows:

- Invite parents in their home language, when feasible. (Document by placing the invitation in the student's green folder.)
- Collect educational data.
- Examine data
- TARGET data

- Current LAS LINKS, CELLA and Florida Comprehension Assessment Test (FCAT)
- 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 ESOL placement and how his/her needs will be met within the appropriate placement.
- Parents shall be notified in writing in their home language of placement into the ESOL Program. (Document by placing in the student’s green folder.)
- Forward the appropriate IEP/ELL Committee form and supporting documentation to the Guidance Counselors Office and place a copy in the student’s cum folder.

PARENT NOTIFICATION OF ESOL STATUS

Although parent permission is not required for ESOL testing, it is required that parents receive notification of the results. Students who indicate “yes” on questions 1, 2 and/or 3 of the HLS are placed temporarily into the program (showing the code “LP” in Skyward (Section 233.058, 228.092 and 228.093, FS, Section I, 1990 LULAC yet. Al Vs State Board of Education, Rules 6A-.60901 and 6A-6.-902, F.A.C., META Consent Decree Section II (A)(1), NCLB Act of 2001 Section 3302)

When a student qualifies for placement into an ESOL program, a letter, signed by the Guidance Counselor/ESOL, is sent to inform the parents or guardians of program placement. This letter must be sent to parents during the first 30 days after the beginning of the school year. If a student is identified as ESOL during the school year the parents or guardians must be notified within the first two weeks of ESOL placement. (NCLB Section 3302 (a) (d), META Consent Decree Section II (A) (1))

If a student does not qualify for ESOL services, a letter is sent to the parent to notify them. Copies of all communications with parents are maintained in the student’s cum folder.

RECORD KEEPING





1. GREEN FOLDERS

After initial assessment has been completed and the student has been classified as ELL, the student's ESOL cumulative records are generated by the ESOL office and placement in green folder. The folder contains the Student ELL Plan.

The ELL Student Plan should be reviewed and changes recorded whenever a change in the student status or schedule occurs. This review occurs as needed during the school year, especially at grading periods, and no longer a period than annually. At each school, the Guidance Counselor/Designee completes the Student ELL Plan and records the results of the re-evaluation. The district recommends that the Guidance Counselor or ESOL contact at each school be the person designated to update the plan. Give updated plan date to Data Clerk to enter on ELL panel.

2. DOCUMENTATION OF STRATEGIES

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

EXIT CRITERIA AND PROCEDURES



1. ANNUAL ASSESSMENT OF STUDENTS

ELL students must be re-evaluated annually on their ESOL placement anniversary date 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. Students who enter the ESOL program by ELL Committee may only be exited through ELL Committee action. FCAT and CELLA scores can be used until October 1st. After that, they need to be evaluated with IPT.

At each school, the Guidance Counselor/designee completes the student ELL Plan and records the results in the student ELL Plan. ESOL students may only exit as a result of test scores or by ELL committee action.

2. END OF THE YEAR (EOY) EVALUATIONS

Based on test scores and other educational data, a determination must be made for each child concerning program continuation or exit. Following completion of all EOY evaluations a copy must be filed in the green folder. At the end of 3 years the ELL student must be evaluated to determine whether they continue in the ESOL program. This is also done at the end of each subsequent year. Data will need to be entered in the computer.

3. EXIT CRITERIA

ESOL students may only exit as a result of test scores or by ELL committee action. Since the CELLA test and FCAT test are administered annually, mid-grading period exits would only apply to those students who have met exit criteria on CELLA and who score Level 3 during FCAT Retakes. If a student meets exit criteria at this time, the student would be exited at the end of the current semester. Following is a chart of exit options.

Grades K-2	CELLA Proficient Level on Listening, Speaking, Reading & Writing	Code H
Grades 3-9	CELLA Proficient Level on Listening, Speaking, Reading & Writing FCAT 2.0 Reading Level 3 or higher	I
Grades 10-12	CELLA Proficient Level on Listening, Speaking, Reading & Writing FCAT 2.0 10 th grade Reading score sufficient to meet graduation requirements	J
Grades K-12	ELL Committee Recommendation	L
ESE	IEP/ELL Recommendation	L

<https://www.flrules.org/gateway/RuleNo.asp?id=6A-6.0903>

4. EXIT BASED ON PROFICIENCY INDICATORS

K-2 ELL's who score within the English proficient on CELLA (listening, speaking, reading and writing) for students tested on grade level will exit the program unless determined otherwise by an ELL Committee.

Grades 3-12 ELL's are determined English proficient based on the following standards:

- (1) Proficient on the CELLA (listening, speaking, reading and writing) for students tested on grade level
- (2) Proficient on FCAT reading

5. EXIT BY ELL COMMITTEE

The ELL Committee may be convened any time at the request of school personnel or the parent to review student progress, for the purpose of recommending program continuance or exit. However, an ELL Committee must convene when a student is recommended for retention. At that time, all options must be reviewed for the ESOL Exemption from retention for ELL students if they have been in the program less than two years. This exemption applies to students in all grade levels K-12.

The ELL Committee will consider the 1) extent and nature of prior educational and social experiences 2) observations of current and previous instructional and support services 3) level of mastery of basis competencies in English 4) grades from current and previous years and 5) test results other than those used in initial language proficiency assessment. The ELL Committee will also consider the student's progress in achieving English proficiency levels on the Comprehensive English Language Learner Assessment (CELLA) and in achieving academic proficiency on the Florida Comprehensive Assessment Test (FCAT), as part of the review.

The ELL Committee will document their recommendation for program continuance or exit on the ELL Committee Outcome form. A copy of the ELL Committee Outcome will be filed in the ESOL green folder.

Students entered into the ESOL program by an ELL Committee are re-evaluated annually to determine program continuance or exit.

6. EXIT PROCEDURES

Once the student is exited from the ESOL Program, the exit data section of the Student ELL Plan is completed. Parent notification of the student's exit will be sent to the student's home address, a copy will be filed in the green folder and information entered in the computer. Since the CELLA test and FCAT test are administered annually, mid-grading period exits would only apply to those students who have met exit criteria on CELLA and who score FCAT 3 during FCAT Retakes. If a student meets exit criteria at this time, the student would be exited at the end of the current semester.

Reminders:

- All students who were entered into the program by ELL Committee must be re-evaluated by ELL Committee every year.
- If an ELL Committee is convened the parents must be invited.

MONITORING PROCEDURES



1. RATIONALE

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.

2. REQUIRED INTERVALS

Student progress should be checked, and ELL Plan signed and dated at the following intervals:

- First report card after exit (1st grading period)
- Second report card after exit (1st semester)
- End of the first year
- 2-year anniversary of exit date

It is the responsibility of the ESOL Contact to document student performance on the ELL Plan. Give Data Clerk the information to be entered in the computer.

3. CONSIDERATIONS

If a parent or school-based personnel is concerned about the performance of a student classified as LF, or if any documentation shows inadequate student achievement, an ELL Committee is convened as soon as possible to review the student's progress. (META Consent Decree Section I, F) This procedure should include a conference with the student, his/her parent(s)/guardian(s), and all teachers involved. The ELL Committee will try to determine the cause of academic difficulty including whether or not the difficulty is related to limited English proficiency.

The ELL Committee's recommendation could include:

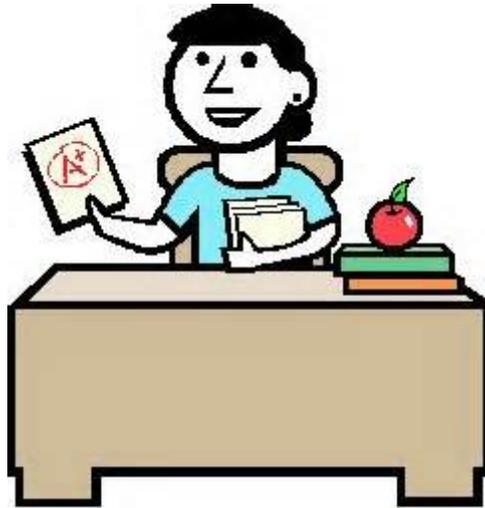
- Further monitoring
- Implementation of tutoring or other safety nets
- Remediation services
- Use of ESOL strategies
- Reclassification as active ELL student

4. RECLASSIFICATION

When former ELL students are reclassified and re-enter the ESOL program, the following procedures must be followed:

- Initial new ELL student plan with re-entry date
- Enter new schedule reflecting ESOL courses/accommodations
- Notify teachers of re-classification
- Notify Data Clerk to updated computer.

Remember – once a student entered by ELL committee, an ELL Committee must be reconvened annually to review the student's progress and these students may only be exited through ELL Committee action.



COMPLIANCE ISSUES



The ESOL Program is governed by federal, state, and local regulations. Some of the compliance issues are outlined below.

1. 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 Ace 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 (FSBEA 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.

2. EQUAL ACCESS

All ELL students enrolled in Florida public schools are entitled to programming which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction, as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English proficient (or non-ELL) students. (META Consent Decree Section II, A)

ELL students should have access to and be offered all student services, programs, and assistance that are offered to non-ELL students.

3. COMPREHENSIVE 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
- Implementing Language Arts through ESOL Curriculum

4. DOCUMENTATION OF ESOL STRATEGIES

Any teacher who instructs an active ESOL student (LY) must document the use of ESOL strategies in his/her lesson plans. (META Consent Decree)

5. “ESOL EXEMPTION” PROMOTION

In compliance with the Putnam County Student Progression Plan, students who have been in the ESOL program for two years or less are exempt from mandatory retention due to FCAT for good cause. (FS Chapter 1008.25 (6) (b) and 2012-2013 SPP p. 14, Section 1 (C) (3) (d)) ESOL Exemption considerations include the following:

- Amount of time in the country,
- Academic experience(s),
- Time needed to reach proficiency based on research,
- Oral language proficiency in English,
- Reading/writing proficiency in English, and
- Cultural background.

6. FLORIDA DEPARTMENT OF EDUCATION AUDITS

- Program audits – to ensure equal access for ELL students
- FTE audits – to ensure fiscal compliance with state and federal regulations

7. ACCOMMODATIONS FOR STANDARDIZED TESTING

Schools are required to offer accommodations during standardized testing to ELL students who are currently receiving services. (FSBEAR 6A.-609091) These students are listed as “active” (LY) under the ELL category of the Demographics screen in Skyward. Permissible modifications for these ELL students are listed below.

The FCAT or Benchmark tests 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. However all testing, with or without accommodations, must be completed during the prescribed testing dates. (OMSLE Publication DPS: 97-054, 2006 FCAT SSS Reading, Mathematics and Science Test Administration Manual and FSBEAR 6A.-609091) The following modifications apply:

➤ **Flexible Timing**

The ELL students may be given additional time as necessary to complete the test. However, students must complete each section of the test in one school day.

➤ **Dictionary**

The ELL students must be given access to an English-to-heritage language/heritage language-to-English dictionary, such as those made available to ELL students in an instructional setting. However, a dictionary written exclusively in the heritage language or in English may not be provided. Use of electronic or picture dictionaries is strictly prohibited and may be cause for invalidation. (2006 FCAT SSS Reading, Mathematics, and Science Test Administration Manual, Appendix A)

➤ **Flexible Setting**

ELL students may be offered the opportunity to be tested in a separate room with the ESOL teacher or heritage language teacher acting as test administrator. When the student is not of legal age, the parents shall be informed of this option and shall be asked for their preferences in test administration settings.

➤ **Assistance in the Heritage Language**

The ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language.

- For math and science, the ESOL teacher or heritage language teacher may answer specific questions about a word or phrase that may be confusing to the student because of limited English proficiency but is prohibited from giving assistance that will help the student solve mathematics or science test questions.

A student's question must not be answered in a way that would lead the student to infer the correct answer to a question. If the FCAT is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students taking the test.

- For the reading sections, the ESOL teacher or heritage language 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.
- Students may have access to the English-to-heritage language/heritage language-to-English dictionary, but the student is expected to read the reading passage, the question stems, and the answer alternatives in English.
- For the writing assessment, the ESOL teacher or heritage language 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.

8. PARENT LEADERSHIP COUNCIL

The parent leadership council serves as a vehicle to promote parent communication and as advisors to the District ESOL staff. Scheduled meetings provide a forum for discussion of pertinent issues that affect families of ELL students, including the District ELL Plan. It also serves as a networking opportunity for parents and families to brainstorm ideas and share experiences. The District provides a translation of invitations and translators for meetings as necessary. (NCLBA Section 3302 (e) (2), META Consent Decree Section II, H)

HOME/SCHOOL COMMUNICATION



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Communication with parents who are not proficient in the English language should be in the language or other mode of communication commonly used by the parent unless such communication is clearly not feasible. The Florida Department of Education monitors regularly to ensure compliance. (META Consent Decree Section III, C)

The Florida Department of Education monitors regularly to ensure that all communications (written and oral) between school district boards, personnel and parents of current or former English Language Learner students are undertaken in the parents' primary language or other mode of communication commonly used by the parents unless clearly not feasible. Communication from schools to the parents of ESOL students should be in the parents' primary language when possible.

1. TRANSLATION SERVICES

The ESOL Office of Putnam County Public Schools offers the following translation services:

- Oral Translation – by District Staff, Bilingual Paraprofessionals.
- Phone Translation – by District Staff.
- Document Translation – by District Staff.

Special Note: Students cannot be called upon to translate or interpret for school meetings. Confidentiality concerning other students must be maintained. In addition, translating for one's own family is never advised.

ESOL FREQUENTLY ASKED QUESTIONS AND ANSWERS





ESOL FAQ's

What does ESOL stand for?

English for Speakers of Other Languages

What's the difference between ESOL and ELL? Why use both?

ELL (English Language Learner) refers to the *student*; ESOL refers to the *program* or course of study. Thus you have an ELL student, but an ESOL class. However, sometimes they are mistakenly used interchangeably.

When I get an ELL student in my class, how long before I have to have training?

For ESOL endorsement only, 3 semester hours or 60 in service credit points within two years after the teacher first become responsible for the Language Arts instruction of a LEP student, 3 semester hours or 60 in service credit points each year until they are ESOL endorsed. For more information on ESOL training refer to the Certification Office or Professional Development department available from the district office.

What if I don't have any ELL students? Do I still need training?

The timeline begins when you receive an ELL student.

I had an ESOL child last year, but this year I don't. Do I still need to have training?

Teachers are encouraged to continue with training, complying with certification requirements.

I've already had my ESOL training, but I still have questions. What can I do?

Contact the Professional Development department at (386) 329-0646 or you may re-enroll in an ESOL course provided free by the district.

Where do I find out about ESOL training?

ESOL courses are scheduled by NEFEC, Schultz Center and the Center for Technology and Education (ETECHED) for additional information contact the Professional Development department at (386) 329-0646. A link to the training calendar is provided through our website at <http://www.putnamschools.org>.

This student speaks English very well. Why is he/she in the program?

Assessment starts when a student completes the Home Language Survey with a “yes” answer to any of the 3 questions. Students in grades K-12 must demonstrate mastery of listening and speaking. In addition, students in grades 3-12 must demonstrate mastery of reading and writing. In Putnam County, the student IN GRADES 3-12, must score at or above the grade level English proficiency levels on both the CELLA Composite scale score and Reading scale score and also the FCAT Reading subtest in order to exit the program. Research shows that while social language is acquired within 1-2 years, it takes from 5-7 years to master the academic language necessary to compete with English-only students.

What if the parents don't want their child in the ESOL program?

In Florida, ESOL is not a parent permission program. Parent request alone cannot determine entry or exit. Low Language Proficiency test scores automatically enter the student into the program. District-approved procedures must be followed for exit.

How long does a student have to be in ESOL?

The student remains in ESOL as long as test scores and other educational data indicate that he/she needs the additional support. Normally 5-6 years is sufficient to attain academic proficiency in English, but this varies widely among students.

What accommodations are required for ESOL students?

Classroom accommodations include using frequent visuals and graphic organizers, providing abundant cooperative learning activities, modifying class assignments and assessments according to the student's level of English proficiency, and providing for alternate assessment as necessary. More information can be provided upon request. Contact the ESOL Coordinator at (386) 329-0639.

What if I provide accommodations and the student still has problems in my class?

A student cannot be retained solely due to English language acquisition. There are alternate indicators which allow the student to demonstrate mastery of the standards. If the student is in danger of failing, **an ELL Committee must be convened** as soon as possible to determine appropriate interventions and make recommendations.

If an ESOL student is reading below grade level should I retain him/her?

By definition, a student enrolled in ESOL will not be reading at grade level. An ELL Committee must be convened to determine promotion/retention. The committee will determine if appropriate strategies have been implemented by the classroom teacher, and make a recommendation.

Students enrolled in the ESOL program for less than 2 years may be promoted for the “ESOL Exemption” according to Student Progression Plan Guidelines.

If the ESOL student can’t meet the standards, how can they pass?

Alternate indicators for meeting the Language Arts standards are included in the Sunshine State Standards, which is available at each school site and can be accessed online through the DOE website, OMSLE Office.

How do I communicate with the family of my ESOL student? I don’t speak any other language?

The district provides translations for common documents, including progress reports, report cards, and a behavior report. Translations for in-person conferences can be arranged by calling the ESOL Office (386) 329-0639.

What is an ELL Committee? When does it meet?

An ELL Committee should be operational at every school, and is comprised of an administrator, guidance counselor, teachers, and other school staff (i.e., department chair, CRT who is familiar with the student. An ELL Committee may be convened any time there are concerns about the progress of an ESOL student. The parent must be invited to attend the meeting in a language they understand. An ELL Committee *must be convened prior to retaining an ESOL student*. Other reasons may include re-evaluating a former student who is having academic difficulty, program placement decisions, behavioral and disciplinary problems, cultural adaption concerns, or any other indication of unsatisfactory progress.



TRAINING REQUIREMENTS





1. TIMELINES FOR COMPLETION OF THE ESOL TRAINING REQUIREMENTS

Category I	Category II	Category IV
Primary Language Arts/English Teacher	Social Studies, Mathematics, Science and Computer Literacy	School Administrators & Guidance Counselors
ESOL Endorsement: 15 semester hours or 300 in-service credit points	3 semester hours or 60 in-service credit points	3 semester hours or 60 in-service credit points
Or		
K-12 ESOL Coverage: Bachelor's or Master's Degree in TESOL and Basic Subject Area Coverage		
Or		
K-12 ESOL Coverage: Passing Score on ESOL Subject Area Coverage, and 120 hours/points in ESOL		
Experienced Teacher:	Experienced Teacher:	Hires Prior to September 5, 2003
6 years or more allowed for completion of ESOL Endorsement. 3 years for K-12 ESOL coverage obtained by a passing score on ESOL Subject Area Test.	1 year to complete	3 years to complete from September 5, 2003
Beginning Teacher:	Beginning Teacher:	Hires After September 5, 2003
Same as above for experienced teachers	2 years to complete	3 years to complete from date hired as school administrator or guidance counselor

Note: For ESOL Endorsement only – 3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of an ELL student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of a ELL student, until a total of 15 semester hours or 300 in-service credit points have been earned. All other administrators (district-level) are required to have received training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of in-service points or hours is required.

ESOL In-service or Coursework must include all of the following areas (2010):

- Cultural (Cross-Cultural Communications)

<ul style="list-style-type: none"> • Language and Literacy (Applied Linguistics) • Methods of Teaching English to Speakers of Other Languages(ESOL) • ESOL Curriculum and Materials Development • Assessment (ESOL Testing and Evaluation) (http://www.fldoe.org/aala/pdf/ApprovedTeacherStandards.pdf)
<p>Recertification Flexibilities:</p> <ul style="list-style-type: none"> • ESOL in-service credit points and/or ESOL College credits count as in-field for recertification of any coverage
<p>Banking of ESOL Points</p> <ul style="list-style-type: none"> • Any points earned in excess of 6 semester hours or 120 points within one validity period maybe banked towards the renewal of a certificate in subsequent renewal periods.

http://www.justreadflorida.com/endorsement/files/k12_05-82a.pdf NCLBA Section 1119©, FSBEAR 6A-40244 and 6A.4.0245

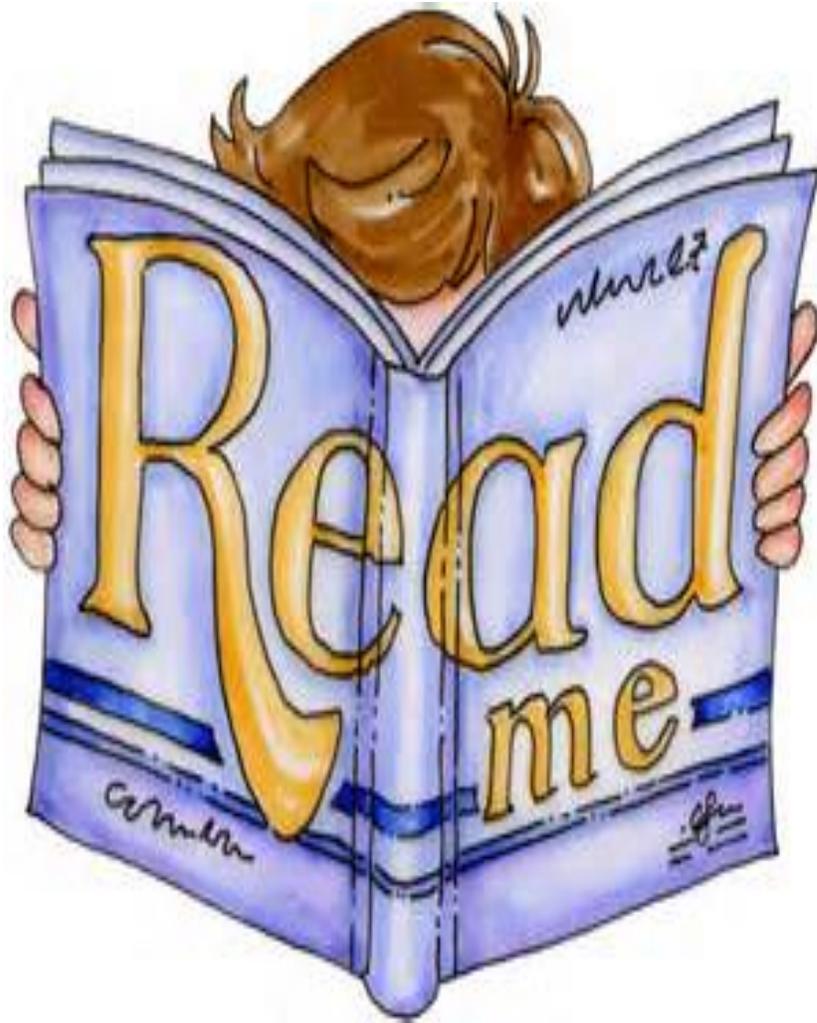
2. PROFESSIONAL DEVELOPMENT

The Office of Professional Development is responsible for the overall management of the Endorsement Program. This Endorsement Program includes maintaining in-service records, verifying an applicant’s completed in-service credit, and the transferring of college credits to in-service points. In addition, the Professional Development Office is responsible for establishing, coordinating, and delivering in-service training for the ESOL Endorsement Program. Upon completion of all requirements and an applicant’s request, the Professional Development Office assists teachers in completing and forwarding to the DOE the required forms, which are needed to add the ESOL Endorsement to a Professional Certificate. For further information contact the Office of Professional Development (386) 329-0646.

3. HUMAN RESOURCES SERVICES, CERTIFICATION OFFICE

The Certification Office is responsible for providing teachers with information concerning ESOL certification and notifies teachers individually by letter when placement of an ELL student puts the teacher in out-of-field status requiring the ESOL Endorsement training. This office provides information concerning ESOL in-service requirements, timelines, and completed ESOL in-service training. Personnel with certification requirements are monitored for compliance by this office.

APPENDIX FOR ESOL PROCEDURAL MANUAL



Appendix A

ESOL PROGRAM CATEGORY CODES AND DEFINITIONS

English Language Learner (ELL) – a student who:

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

English Language Proficiency Level Indicators for ELL Students

Beginning Level	Intermediate Level	Advanced Level
<ul style="list-style-type: none"> • IPT levels 1 or 2 • Recent arrivals to the U.S. • Limited or no understanding of English • Rarely use English for communication • Responds non-verbally to simple commands, statements, and questions • Constructs meaning from text primarily through non-print features (e.g.) illustrations, graphs, maps, tables) • Imitates verbalizations of others by using single words or simple phrases 	<ul style="list-style-type: none"> • IPT level 3-4 • Usually have been in U.S. <2 years • Understands more complex speech, but still may require some repetition • Acquires a vocabulary of stock words and phrases covering daily situations • Uses English spontaneously, but with a restricted vocabulary and limited command of structure • Speaks in simple sentences, which are comprehensible and appropriate, but with frequent grammatical errors 	<ul style="list-style-type: none"> • IPT levels 5 or 6 • Language skills are adequate for most day-to-day communication • Occasional structural and lexical errors • Difficulty understanding and using some idioms, figures of speech, and words with multiple meanings • Communicates in English in new or unfamiliar settings, but with occasional difficulty with complex structures and abstract academic concepts • Reads with fluency, but sometimes below grade level

Appendix A (Continued)

<ul style="list-style-type: none"> • As comprehension increases, they gradually construct more meaning from words, but student-generated text is often incomplete • Significant amount of non-conventional features, such as invented spelling, grammatical inaccuracies, pictorial • Representations, surface features and rhetorical patterns of the native language • Native language literacy may range from none to advanced levels 	<ul style="list-style-type: none"> • Trouble comprehending and producing complex structures and academic language • Proficiency in reading may vary depending on prior educational experiences • Most successful constructing meaning from text for which they have background knowledge • Able to generate more complex texts, wider variety of texts, and more coherent texts than beginners, but still have considerable amount of non-conventional features 	<ul style="list-style-type: none"> • Able to locate and identify specific facts within text • Has difficulty understanding decontextualized concepts, complex Sentence structure, or abstract vocabulary • Able to read independently with occasional comprehension problems • Produces texts independently for personal and academic purposes • Structures, vocabulary, and overall organization approximate that of native speakers, with occasional errors
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Levels of English Proficiency

- NES/NEP – Non-English Speaking/Non English Proficient
- LES/LEP – Limited English Speaking/ Limited English Proficient
- FES/FEP – Fully English Speaking/Fully English Proficient

ESOL DEFINITIONS

Basic ESOL – instruction in English/Language Arts, regardless of delivery model approach.

Basic Subject Areas – instruction in computer literacy, mathematics, science and social studies.

Country of Birth – the country of birth of the student.

English Language Learner – a student who:

- a. Was not born in the U.S. and whose native language is other than English; or
- b. 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
- c. Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and

Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.

LY—The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.

LF—The student is being followed up for a two-year period after having exited from the ESOL program.

LP—The student is in grades 3-12, tested fully English proficient on an Aural/Oral Test and is an English Language Learner pending the Reading and Writing assessment, or the student is in grades K-12, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment.

LZ—The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two-year post-reclassification monitoring period, the student is re-coded LZ and remains so for the remainder of the K-12 school career. This code also applies to John M. McKay Scholarship students who were formerly in an ESOL program.

ZZ—Not applicable.- (Students who responded in the negative to all three required Home Language Survey questions, that is, Non-ELLs, or who answered yes to one or more questions on the Home Language Survey but after assessment were not eligible for ESOL services).

English Language Learners: Basis of Entry – A one character code indicating the student’s basis of entry in the ESOL program in Florida: Aural/Oral (A); Reading and Writing (R); LEP Committee (L) or temporarily placed in a program based on a “Yes” response to Home Language Survey questions b and/or c (T).

English Language Learners: Basis of Exit – A one character code indicating the student’s basis of exit from the ESOL program: A, B, C, D, E, F, G, H, I, J, L, R or Z. Codes of B, C, D, E and F are composed of two or more measures (refer to data element). *The addition of codes H, I, and J are effective with the 2012 CELLA administration.*

English Language Learners: Classification Date – the initial date a student who responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL program.

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ELL Committee – A committee composed of ESOL teacher(s) and home language teacher (if any), administrator or designee, plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents must be invited to attend any committee meetings.

English Language Learners: Entry Date – the initial date a student enters an ESOL program.

English Language Learners: Exit Date – the initial date a student exits an ESOL program.

English Language Learners: Extension of Instruction – indicates that the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.09022, FAC. Students may receive an additional 4th, 5th or 6th year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations. The anniversary date is based on Date Entered United States School. Three years from this date, regardless of what state the students started school, program-wise in Florida there would have to be an ELL Committee to extend services. FTE is still based on the number of survey periods.

English Language Learners: Home Language Survey Date – the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC.

English Language Learners: Instructional Model – the type of instructional strategy provided to English Language Learners in each course. The allowable types of instructional models are:

- E** Sheltered – English
- S** Sheltered – Core/Basic Subject Areas
- I** Mainstream/Inclusion – English
- C** Mainstream/Inclusion – Core/Basic Subject Areas
- O** Maintenance or Developmental Bilingual Education
- T** Dual Language (Two-way Developmental Bilingual Education)
- Z** Not applicable

English Language Learners: Post Reclassification Dates – each date that a former English Language Learner’s performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student’s first report card, semi-annually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.09031, FAC.

English Language Learners: Program Participation – what programs the ELL is enrolled in and receiving services. The allowable program codes are:

- E** English for Speakers of Other Languages
- H** Home Language/Bilingual Education
- L** English for Speakers of Other Languages and Home Language/Bilingual Education
- N** Newcomer/New Beginnings Program (Primarily grades 6-12)
- Z** Not applicable

English Language Learners: Reclassification Date – the initial date a **former** ELL (LF) is reclassified as an ELL (LY).

English Language Learners: Reclassification Exit Date – the date a reclassified ELL exits the ESOL program.

English Language Learners: Reevaluation Date – the most recent date the ELL was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

ELL Student Plan – Per Rule 6A-6.0901, FAC, an ELL Student Plan is a written or electronic document that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or instructional schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student’s existing plan, Individual Education Plan (IEP), etc. or may be a separate document for a given student or group of students. If the plan covers more than one student, each student will have an individual copy of the plan maintained in the student’s file. The ELL Student Plan must be updated to reflect current services. If the ELL Student Plan is electronic all of the information must be in one file.

English Language Learners: Student Plan Date – the date of the most recent development or review of the Student ELL Plan to reflect current services.

Heritage Language – is a native, home, and/or Ancestral language. It may be an indigenous language (e.g., Navajo) or the language of immigrants or migrants (e.g., Spanish or Hungarian in the U.S.). It is a language spoken at home or in a cultural community that is different from the dominant language of the mainstream culture. In the United States, heritage speakers may include ELL or fluent bilingual speakers; they may be newcomers, indigenous peoples, or second or later generations of immigrants.

Immigrant Student – individuals who: (a) are aged 3 through 21; (b) were not born in any state, 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.

Immigrant Student Services – the type(s) of Title III, Immigrant Children and Youth funded Instructional and Supplemental Services provided to any Title III, Immigrant Children and Youth participant.

NCLB – No Child Left Behind (NCLB) Act of 2001, Public Law 107-110.

Other Subject Areas – any instruction other than Basic ESOL or Basic subject areas.

Primary Language Spoken in Home – the primary language of the parent(s) or guardian(s) of the student.

Test Accommodations

- CELLA - the type of special accommodations, if any, needed by the student when being tested. The accommodations are: Contracted Braille, Large Print or Not Applicable. These codes will be used for Pre-ID labels for Comprehensive English Language Learning Assessment (CELLA) and other statewide assessments.
- FCAT – any of the accommodations for ELLs that are listed in the FCAT test administration manuals, for the current year.

DEUSS/Date Entered United States School: 1st day of classes for a student in the United States.

Student Plan Date: Date in which the plan was written. That date changes every time you write a plan. It is the same date of the meeting date. When the student go from one grade to the next, the plan have to be updated and the date should reflect the date the plan was updated.

Classification Date: The date when you gave the test to the student and they were determined eligible or not for the ESOL program.

Reclassification Date: The reclassification date is reserved for former ELL students who are reentering the ESOL program.

Reevaluation Date: The most recent date the ELL student was reevaluated in order to determine whether the student should continue or exit the ESOL program. The process starts at the end of 3rd. year.

Home Language Survey/Occupational survey: HLS date is the date the HLS was actually completed by the student or parent/guardian unless a HLS survey is completed during the summer or PK/K roundup. Only then it is the actual date the student started school.

When updating students plans to reflect promotion to the next grade level after having the reevaluation meeting with the parent, and the ELL Committee (Within 30 days of their anniversary date) and no accommodations were changed (the only change to the plan is the grade level) There is no need to invite the parents again.

Codes

- LY** This indicates an active ESOL student **receiving full ESOL services** from a trained teacher or a teacher receiving training.
- LF** This indicates a former ESSOL student in the required two-year **monitoring period** after the program exit date. Beginning with the '00-'01 school year, this category includes those students who answered yes to questions #2 and/or #3 on the Home Language Survey that test English proficient.
- LZ** This indicates a former ESOL student who has **completed all monitoring** after exiting the program. The ELL Plan should be completed with all appropriate information and signatures.
- LP** This indicates any student with a “yes” answer to either question #1, #2, and/or #3 on the Home Language Survey. These students are temporarily placed into the ESOL program pending completion of the assessment process.
- ZZ** This indicates a student who was tested and who did not qualify for placement into the ESOL program.

GREEN FOLDER DOCUMENTS



Green Folder Documents:

The following documents have to be in the green folder with it applies:

LEP#1: Home Language Survey

LEP#2: Programmatic Assessment

LEP#3: ELL Plan

LEP#4: Meeting Participation/Invitation

LEP#5: Notification to parents Out of Field Teachers (when applies)

LEP#6: Eligibility/Ineligibility

LEP#7: Cover letter to parents (updated LEP plan attached)

LEP#8: Promotion/Retention for ELL students and Teacher Recommendation Form.

LEP#9: ELL Student Re-evaluation.

LEP#10: Notification of Placement and Services in the ESOL Program.

Tests results (CELLA, FCAT, Global District Assessments)

The ELL Student Folder Check List **MUST** be placed on the left inside folders Cover.

ATTACHMENTS