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INTRODUCTION & PHILOSOPHY

This ESOL Procedures Manual is designed to help Brevard Public Schools implement the state requirements and the Brevard Public School District Plan. It addresses programming and services for English Language Learners.

The manual contains information regarding:
- Programmatic information
- Basic information regarding the ESOL data elements, data collection and entry
- Report reference guides
- Programmatic forms and letters

General Information
Brevard’s guidelines regarding ESOL are to ensure continued compliance with the Florida Consent Decree (META agreement) and all subsequent state mandates. The district continues its commitment to provide the English Language Learner access to programs and services which are equal and comparable in amount, scope, sequence and quality to those provided to English proficient students and which are understandable to the student given his or her level of English language proficiency.

Florida Consent Decree Requirements
As articulated in the district ELL Plan, schools shall follow with fidelity the various requirements of the Florida Consent Decree:
- Identification and Assessment
- Equal Access to Appropriate Programming
- Equal Access to Other Programs
- Personnel
- Monitoring
- Outcome Measures

Classroom Instruction
Based on a student’s English language proficiency, classroom teachers must assure and document that ESOL accommodations, strategies, and supports are in use in their classroom, in addition to students learning and progressing towards content mastery.

- Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. They do not alter in any significant way assignments nor assessment measures. Utilized by classroom teachers, they allow an English Language Learner to effectively access course content.

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

- Supports are sensory, graphic, and interactive resources embedded in instruction and assessment, which assist students in constructing meaning from the language and content of classroom experiences.
  - Sensory supports: alternative ways to process information other than via written or oral language
  - Graphic supports: pictorial representations used to organize or summarize information
  - Interactive supports: strategies that promote comprehension and expose students to a variety of communication styles
• Teachers are to document ESOL classroom strategies in their lesson plan and have them available upon request.
• All core content teachers shall review their assigned course descriptions for embedded WIDA ELD standards and ELL expectations in CPALMS.

**Modifications**

Modifications are changes in course, standard, assessment, location, timing, scheduling, expectation, and/or student response, which provide access for an English Language Learner to participate in a course, standard, or assessment, which do fundamentally alter or lower the standard or expectation of the course, standard, or assessment.

**Modifications are not part of the Brevard’s ESOL program unless the student has an Individualized Education Plan (IEP) or a 504 in which these changes are identified.**

For additional information regarding the ESOL program and instructional supports please refer to:

• Florida State’s Academic Achievement through Language Acquisition (AALA) bureau  
  http://www.fldoe.org/aala

• Brevard County’s ESOL program  
  https://tinyurl.com/y5kl7kze

• World-Class Instructional Design and Assessment (WIDA)  
  https://www.wida.us/aboutus/AcademicLanguage/
SCHOOL COMMUNICATION AND SUPPORT

Measures should be taken at every school to ensure that parents have access to procedural documents and information by translation and/or interpretation, unless clearly not feasible. These documents include but are not limited to:

- Registration procedures
- Code of Student Conduct
- Bus rules
- Disciplinary forms
- ELL documents and notifications
- ESE and gifted program documents

The following resources and trainings are in place to ensure effective communication to individual school sites:

- District ESOL Plan (state approved)
- School based ESOL procedure plan (updated yearly)
- ESOL contact
- Monthly virtual wave (compliance newsletter)
- Audit Binder
- District website

The following resources are in place to ensure effective communication with parents and stakeholders:

- District ESOL Plan (state approved)
- School based ESOL procedure plan (updated yearly)
- Individual student ESOL plan
- ESOL Parent Leadership Council
- ESOL program brochures and letters
- Designated school ESOL personnel
  - ESOL Contact: mandatory at all sites
  - Bilingual assistant: sites with a minimum of 15 active students of the same home language
  - ESOL teacher: sites with a minimum of 50 active students
- District and school websites
- ESOL parent liaison
- AMAO reporting

School’s Audit Binder

To facilitate articulation among state, district, school, and all other stakeholders, ESOL contacts are to maintain a yearly audit binder. Binder is to include the following items:

- School based procedure plan
- Self-monitoring checklist
- Program brochures
- WIDA performance reports
- Student rosters
- Out of field board approvals and parent notifications
- Communication artifacts (district, school, faculty, parent)
- ELL committee notes
- Title III program artifacts (inventory, rosters, conferences, etc.)
- Conference and training agendas
English Language Learner (ELL) Plan

The student audit monitoring folder records the ELL plan, by clearly documenting the various stages of placement as mandated by state statutes:

- **Identification**
  - Home language survey
  - Notification to test
  - Parent Rights
  - Programmatic assessment
  - Delay of testing notification (if applicable)
  - Documentation of test results

- **Placement**
  - Date of Entry in US Schools (DEUSS)
  - ESOL placement notification
  - Student schedule
  - 30 day continuation of services
  - Out of field board approval and parent notification (if applicable)
  - ELL committee meeting invitation and minutes (if applicable)

- **Extension of Services**
  - Documentation of state assessment and/or new language screening data
  - ELL committee meeting invitation and minutes (if applicable)

- **Exit**
  - Documentation of approved assessment
  - ELL committee meeting invitation and minutes (if applicable)
  - Exit letter

- **Post-Reclassification and Monitoring**
  - Documentation of approved assessment
  - ELL committee meeting invitation and minutes (if applicable)
  - Exit letter
**ELL COMMITTEE**

An established ELL committee is required at every school for the proper articulation of the ESOL plan and all related procedures. The ELL committee advocates for the best educational placement of the students. Data such as overall classroom performance, grades, reading levels and progress monitoring information, etc. should be gathered before the meeting. No single person should make any decision regarding the educational placement of an English language learner. No less than three individuals shall participate in a committee meeting. Records shall indicate that ESOL contact provided parent(s) with written meeting notification. The signed and dated committee meeting minutes shall be in narrative format and document all data reviewed, parent concerns, teacher feedback, and the committee’s decision.

Recommended participants of the committee (it is recommended that at least three attend):

- School administrator or designee
- ESOL contact
- Certified school counselor (if needed)
- Literacy coach
- Parent/Guardian
- Language arts teacher (if different from ESOL teacher)
- ESOL teacher or itinerant ESOL teacher
- ESOL bilingual assistant (if available)
- Secondary subject area teachers (if different from ESOL teacher)
- Student (if appropriate)
- Other educators (as appropriate)

The ELL Committee meets to address:

- student entry and ESOL placement
- yearly re-evaluation of students beyond year 3
- progress monitoring
- state assessment exemption (FSA ELA)
- retention considerations
- a student’s under-performance after exiting the ESOL program
- remediation due to substantial reading deficiency
- considerations for exceptional education services
- reclassification or for re-exit
- any other concern brought forth by the parent, teacher, administrator, or student

Decisions regarding any of these situations may not be based solely on one score on any single assessment instrument. The committee shall review the five factors listed below as mandated:

- prior educational and social experience and student interview
- written recommendation and observation by instructional and support 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 current or previous years
- test results in addition to the IPT Aural/Oral, Reading and Writing Tests

In the case of students who entered the program via an ELL committee decision:

- Students must be reviewed yearly for progress monitoring
- Student must exit via the ELL Committee meeting: FSA nor WIDA scores shall determine their status.
## ESOL PROGRAM IMPLEMENTATION PERSONNEL

<table>
<thead>
<tr>
<th>Personnel</th>
<th>ESOL Related Roles</th>
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| **Administrator:** | • implements the ESOL Pre-service Training Agreement  
• oversees out-of-field procedures for board and parent notification  
• monitors the use of ESOL strategies, accommodations, and supports  
• selects ESOL Contact and supports the contact in delegating and monitoring tasks related to ESOL procedures  
• ensures compliance with ELL plan and all state guidelines |
| **ESOL Contact:** | • communicates and ensures site compliance  
• serves as the liaison between ESOL program and the school  
• attends district wide contact meetings and trainings  
• oversees testing, placement, and monitoring of all ESOL students  
• maintains ELL folders and ESOL audit binder  
• completes ESOL data entry  
• notifies teachers and parents of ELL status/progress  
• informs school-wide personnel of ESOL procedures, mandates, and upcoming ESOL training opportunities  
• participates in all retention meetings for ELL students  
• coordinates ELL committee meetings and parent interpretation  
• prints monthly ESOL reports for monitoring  
• completes monthly tasks as shared in the virtual waves |
| **Data Entry Clerk:** | • ensures that every student has a completed Home Language Survey Form (HLS), a Notification To Test Form, and a Programmatic Assessment Form with the DEUSS listed  
• verifies language codes and LEP status for S3K3  
• ensures that the registration process is understandable to parents by accessing forms translated in their native language whenever feasible  
• notify ESOL contact, in a timely manner, of all possible ESOL students  
• Completes data entry for all immigrant students |
| **Classroom Teacher:** | • accesses, reviews, and understands English language proficiency levels for all active ESOL students  
• provides understandable instruction, encourages language acquisition and proficiency to all ELLs  
• utilizes WIDA Can Dos and Supports to scaffold instruction and assessments  
• documents the use of accommodations and supports using ESOL Classroom Strategy Checklist  
• completes ESOL endorsement if applicable (ELA, reading)  
• communicates student progress to ESOL contact and ELL committee |
| **ESOL Teacher:** (For schools with 50 or more students) | • collaborates with classroom teachers regularly to support ELLs academic progress and ESOL language acquisition  
• instructs ELLs in the areas of reading and language arts  
• participates in district’s ESOL teacher professional learning community  
• facilitates student access in grant activities and programs  
• acts as advocate for ESOL students and families  
• provides guidance and resources to bilingual assistant(s) |
| **Bilingual Instructional Assistant:** (For schools with 15 or more of the same language) | • assists students with accommodated lessons designed by subject area teachers  
• provides instructional support in the areas of math, science, social studies, and computer literacy  
• uses native language when necessary to assist students and families  
• completes 18 hours of new bilingual assistant training  
• attends refresher course for returning bilingual assistants |
ESOL Facilitating Teacher:  
- monitor and communicate student data for assigned schools  
- conducts back to school consultations (fall and spring)  
- maintain regular school rotation for program monitoring and instructional support  
- collaborates and provides support to classroom teachers  
- provides instructional supports and strategies to English Language Learners  
- participates in Survey 2 and Survey 3 assistance labs  
- manages supplemental programs and provides orientation/training to classroom teachers  
- assists assigned schools in mandatory English Language assessment (Access 2.0 for ELLs)  
- attends ELL committee meetings for assigned schools as needed  
- participates in department sponsored conferences  
- facilitates grade level meetings as requested  
- assists with Teacher Networking PLC planning  
- conducts VPK English language screening in May  
- attends open house at designated sites  
- support department initiatives  

ESOL Resource Teacher:  
- monitors districtwide ESOL and Title III compliance  
- oversees ESOL itinerant services and facilitating teachers  
- serves as district liaison to the Florida DOE, district personnel, school administrators, ESOL Contact, ESOL Itinerants, ESOL Teachers, parents, and community organizations  
- manages Title III grant and allocates supplies and materials  
- organizes ESOL Teacher Network professional learning community  
- identifies and monitors ESOL allocations (teachers and assistants)  
- coordinates professional development (ESOL contacts, teachers, and bilingual assistants)  
- coordinates charter and private school consultations and services  
- collaborates with other federal programs for student assistance  
- maintains district website  
- conducts school and classroom visits  
- plans Title III summer enrichment program  

ELL Committee:  
- must include at least 3 attendees  
- meets to collaborate regarding academic issues for any ELL who is referred by teachers, parents, certified school counselor, or ESOL personnel  
- invites parents to participate in all processes and procedures regarding the English Language Learner  
- collects data and expert advice (speech pathologist, school psychologist, etc.) to address the ELL's needs  

Parent Liaison:  
- coordinates ESOL Parent Leadership Council  
- acts as district liaison to community organizations  
- organizes workshops for ESOL families to support academic and socio-emotional needs of ELLs  
- collaborates with individual schools (as needed)  
- provides information concerning community resources  
- serves as interpreter if bilingual school staff is not available  
- maintains ESOL parent database  
- compiles Title III Tutoring audit binder  
- generates end of year family engagement report  

All Departments and Programs:  
- ensures equal access and equitable services for ESOL families  
- takes language proficiency into account when planning for instruction and evaluating for services such as exceptional education, gifted, dropout prevention, remediation, and acceleration
ESOL TEACHER ALLOCATION GUIDELINES

The ESOL teacher will

- be responsible for the supplemental support of English language acquisition
  - NB: classroom teacher remains the primary English language instructor. Please see Cpalms for ELD Standards Special Notes for individual courses.
- provide supplemental language instruction and general academic support to active English language learners (LY students), as well as students in the post-program monitoring stage (LF students)
- actively participate in the ELL committee meetings as well as all other school procedures regarding the progress monitoring of ELL students
- successfully complete the yearly certification for Access 2.0 for ELLs (WIDA) and assist with its administration to all active students
- attend the Teacher Networking Day PLC sessions to remain current in program content and initiatives
- monitor and share student ESOL data with administrative team, classroom teachers, and ELL committee team
- assist with the supervision of ESOL bilingual assistant if allocation is available
- serve as a content specialist for his/her assigned school
  - staggering the elementary reading blocks throughout the day is recommended so ESOL teachers may provide services during the whole group portion of reading instruction
  - grouping ELL students together within a designated grade level, whenever feasible, is recommended to facilitate classroom support, teacher collaboration as well as allocation of resources and services
- secondary schools are encouraged whenever feasible to allocate a consultation hour to the ESOL teacher to assist struggling students, collaborate with peers, attend committee meetings, and support graduation efforts

ESOL BILINGUAL ASSISTANT ALLOCATION GUIDELINES

The META Consent Decree mandates the allocation of a fluent bilingual assistant whenever a school enrollment reflects 15 students of the same home language. The ESOL bilingual assistant

- will complete the required 18 hour ESOL training within first year of service and attend training refresher(s) as requested
- is available for the academic support of active (LY) as well as monitored (LF) ESOL students
- must have access to the English language proficiency levels of his/her assigned students
- must have a daily support schedule, shared with faculty and readily available for review by all stakeholders
- will maintain a support log, documenting the name of students receiving services, date, time, and subject in which support is provided. Such log can be used during the ELL Committee meeting for data gathering.
- will collaborate with classroom teachers for effective student supports
- must have access to a computer or tablet to facilitate student access to programs and resources
- will not conduct pull out services unless approved by building administrator or designee
- will report student progress to ESOL teacher and/or ESOL contact
- whenever feasible, shall have a meeting space available to provide additional time accommodation
- may not be utilized as a substitute unless it is a school emergency
ENGLISH LANGUAGE LEARNERS REGISTRATION

Registration Procedures for New Students
The procedures outlined in this section are to be followed when registering a new student at any Brevard County school.

Home Language Survey (HLS)
The Home Language Survey will determine whether a student should be assessed for entry into the ESOL program (Questions 1-3). Follow the procedures outlined below regarding the Home Language Survey.

• While the Home Language Survey is included in every registration packet, only the first one completed at the time of initial entry into a Brevard County school or another Florida district prompts a student’s identification for the ESOL program.
• If the student withdraws and re-enters a district school, NO additional Home Language Survey should be filled out nor ESOL identification procedures followed.
• Ensure that parent signs and dates the HLS and indicates the name of the language spoken in the home.
• If there is a “yes” answer to any of the three questions, ensure that parents receive and complete the Notification of ESOL Testing Procedures.
• Follow the steps outlined in the next section if there is a “yes” answer to any of the three questions on the Home Language Survey.

NB: While a parent can amend answers on a previously filled out home language survey, a new one can never be completed to replace the original.

Program Entry Procedures
• The ESOL contact will schedule the administration of the ESOL screener (IPT oral/aural test) within 20 school days of enrollment to students with a “yes” response to any of the 3 HLS questions.

For student in grades K-2
• If screener identifies student as LES or NES:
  o ESOL contact should create the ELL monitoring folder for ESOL plan, as well as complete AS400 data entry (S706, S615)
  o Send home the eligibility letter
  o Complete the programmatic assessment
  o Place all forms along with diagnostic test report in monitoring folder
  o Notify classroom teacher

• If screener identifies student as a fluent English speaker (FES):
  o ESOL contact should update AS400 (S313, S706)
  o Send home non-eligibility notification
  o Place home language survey, notification to test, and diagnostic reports in cum folder
  o Do not complete monitoring folder

For student in grades 3-12
• If screener identifies student as LES or NES:
  o No further assessment is required
  o ESOL contact should create the ELL monitoring folder for ESOL plan as well as complete AS400 data entry (S706, S615)
  o Send home the eligibility letter
  o Complete the programmatic assessment during registration
  o Place all forms along with diagnostic test report in monitoring folder
  o Notify classroom teacher
• If screener identifies student as a fluent English speaker (FES):
  o Administer the reading and writing portion within 20 additional days
  o Follow above procedure if non-fluent
  o If fluent:
    ▪ ESOL contact should update AS400 (S313, S706)
    ▪ Send home non-eligibility notification
    ▪ Place all forms in cum folder
    ▪ Do not complete monitoring folder
    ▪ Notify classroom teacher

If unable to test within 20 school days, send home the Delay of Testing to Determine Eligibility for ESOL Services form. Place a copy in the ELL folder and test as soon as possible.

Within an appropriate time, a stakeholder can refer a student for ESOL placement review via the ELL committee meeting.
  • Ensure parent approval for referral
  • Send home Notification of Testing Procedures and Parents’ Rights letter
  • Administer the IPT for language acquisition data
  • Gather classroom performance data
  • Complete the programmatic assessment if not completed during registration
  • Invite parent to committee meeting for placement review
  • Present information to committee to determine placement
  • Place via (L) if approved and complete placement procedures

NB: The ELL committee must review annually any student entered via the ELL committee. The meeting must be held within 30 days, prior to the DEUSS. Student is not bound by the state assessment rules for exit.

Additional Registration Procedures for In-County Transfer Students
  • School personnel will verify whether or not the student was previously identified as an ELL at a Brevard County public school. If the student was previously placed in the ESOL program, he/she will continue to receive ELL services. School personnel must check to ensure that all ELL records have been updated and are in compliance.
  • Review S706 if original HLS was checked yes to any of the 3 questions.
    o If the student was tested and did not meet the criteria for entry, the student does not need to be retested.
    o If there is no ELL test data on Panel S706, the previous school must be contacted to confirm that the student was not tested at that school.
    o If the student has not been tested, the student must be tested immediately and a Delay of Testing letter needs to be sent to the parent/guardian. Make a copy and place in the ELL folder.

Registration Procedures For Students From Another Florida County
Students Enrolling without ESOL Documentation: If the registration form indicates that the student is entering BPS from another Florida county, and responses to the HLS indicate a “yes” to any of the three questions, school personnel should make every attempt to get ESOL records from the previous county. The programmatic assessment can help you to discern this information.

For FTE Reporting, it is imperative that verification is made regarding how many years the student has received ESOL services in Florida.
  • If they were not previously in BPS, handle as a new entry.
  • If they were previously in BPS:
    o Review S706:
      ▪ if student left BPS as LF, continue monitoring
      ▪ if the student left BPS as LZ, no further action is needed
If LY: If the student was out of BPS for less than 6 months, continue the original record- no need to re-assess.
- Enter new information on S706 and audit folder
- Update plan date
- Verify that student is correctly coded in S615 based on DEUSS
- Make note of the number of years in an ESOL program in Florida - do not delete previous S706 data

Students Coming with ESOL Documentation

- “LY”s with Documentation:
  - Start ESOL services
  - Re-assess with IPT and/or IRW if test data is needed
  - Make copies of any ESOL documentation from the previous school and place it in ELL folder.
  - Ensure proper documentation of DEUSS
  - Enter original placement records (HLS, Classification, etc.) with new test information (S706)
  - If the student is re-entering BPS and has been in ESOL in another Florida county for less than 6 months, update and continue with the original record.
  - If the student has been in ESOL in another Florida county for 6 months or more, reassess and follow eligibility determination procedures.

- “LF”s with Documentation
  - Create a S706 with the other district’s data.
  - Continue with Post-Reclassification reviews.

- “LZ”s with Documentation
  - Honor other district’s exit date and post reclassification review dates. Classify as “LZ”.

Registration Procedures for Students Coming From Out of State

- New to BPS
  - Handle as a new entry.

- Previous BPS Student
  - If the student was out for less than 6 months, continue the original record
  - If the student is re-entering BPS after more than 6 months:
    - Re-assess.
    - Enter the test information on S706.
    - If the student meets criteria for placement, complete data on S706.
    - If the student does not meet criteria to receive ESOL services, hold an ELL Committee meeting to discuss exit.

Placement Procedures for English Language Learners Arriving From Countries That Have Finished The Current School Year

Students arriving from countries that have completed the current school year while Brevard County Schools is in the midst of a school year should be looked at on an individual basis to determine the best placement for the student. Programmatic Assessment is essential in helping make this decision. The ESOL office may be contacted to provide assistance.
Programmatic Assessment and Placement for ELL Students

Students who initially meet eligibility for the ESOL Program must have completed a Programmatic Assessment. Completed by school personnel (registrar, school counselor, ESOL contact, etc.) in collaboration with parents, the required Programmatic Assessment collects the following data:

- Date of Entry in US Schools (DEUSS)
  Required for all active (LY) and pending testing (LP) ESOL and immigrant students (6A-6.09022)
- Previous educational and social experiences
- Any exposure to the English language
- Home resources
- Parent concerns

Schools are to place students who have educational records from their previous school system in a grade level and courses based on their records.

- The student is to enroll in courses that are commensurate to his/her skills and achievement level for that subject area regardless of their level of English proficiency.
- Students who do not have documentation of previous school experiences will be placed in a grade level based on their chronological age.

Note: If there are any questions or concerns regarding an ELL student such as grade placement, prior ESOL services, etc., contact the district’s ESOL office. Schools are encouraged to review the Cultural Portraits book by Dr. Byron Palls and refer to the International Transcript Guide.

Out of Country Transfer Credits

Language arts courses completed in languages other than English which include literature, composition and technical text should be used to document completion of required courses in English. For example, credit should be given for each course in English (based on the home language course, as the course content would be similar to that of a language arts course taught in English) and credit for electives for the English, as this would be the same as a foreign language credit.

For students classified as ELLs, the required Programmatic Assessment Form as outlined in Rule 6A-6.0902, FAC should be used in awarding credit or validating transfer credits. In addition, transfer credit may also be validated through evidence of academic performance during the first grading period following the date of entry (Rule 6AI.09941, FAC).

Special attention should be taken in reviewing the student records or transcripts submitted by a student transferring into a Florida public school from out-of-country to ensure that he/she is not retained or determined not to meet a graduation requirement based solely on lack of completion of courses identified with the same title and/or specific subject.

**ENGLISH LANGUAGE PROFICIENCY CANNOT BE USED FOR GRADE PLACEMENT.**
ESOL Course Enrollment Guide

- **Elementary Schools**
  
  Recommended for ELL students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:
  
  - Intensive reading instruction in addition to grade-level instruction in English/language arts or English for Speakers of Other Languages (ESOL).
    
    - **Example**: 90 minute block of instruction in reading which incorporates a language development focus, including instruction in the acquisition of listening, speaking, reading and writing in English.
  
  - 30 to 45 minutes of daily English language acquisition instruction by ESOL teacher (if allocated based on school enrollment)

- **Middle Schools**

  - **Option A** – Recommended for ELL students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:
    
    - Developmental Language Arts course - Delivery of instruction under this option requires a focus on language development, but incorporates instruction on grade level state standards reading benchmarks.
      
      - **Example**: Course Number 1002180, M/J Developmental ELA through ESOL (MC)
  
  - **Option B** – Recommended for ELL students who are at the advanced level of English language proficiency with a level 1 on approved state assessment:
    
    - Intensive Reading course - delivery of instruction under this option requires an instructional focus on reading, but should incorporate language development through the use of appropriate ESOL instructional strategies.
      
      - **Example**: Course Number 1000010, M/J Intensive Reading

- **High Schools**

  - **Option A** – Recommended for ELL students who are non-English speaking and/or at the beginning or intermediate level of English language proficiency:
    
    - Developmental Language Arts course - delivery of instruction under this option requires a focus on language development, but incorporates instruction on grade level reading benchmarks.
      
      - **Example**: Course Number 1002380-Developmental ELA through ESOL (MC).
  
  - **Option B** – Recommended for ELL students who are at the advanced level of English language proficiency and not yet proficient on the approved state or concordant assessments:
    
    - Intensive Reading course - delivery of instruction under this option requires an instructional focus on reading, but should incorporate language development through the use of appropriate ESOL instructional strategies.
      
      - **Example**: Course Number 1000410, 9-12 Intensive Reading

For further guidelines regarding English Language Learners and the ESOL program, please refer to the Brevard County’s ESOL website.
**Report Cards**

Report cards for ELL students need to reflect grades based on classroom accommodations and supports and ELL strategies in order to meet the student’s level of English proficiency while addressing the Florida State Standards for his/her grade level.

Classroom teachers should utilize the comment section of report card to communicate student performance. The following statement is recommended for home communication:

“English language proficiency level is taken into consideration when planning instruction and grading ELL student.”

The ESOL contact should convene an ELL committee meeting to determine the needs of any ELL student who performs continuously poorly in class and/or a course. The committee will determine if student is in need of additional support to make instruction comprehensible.

**Course Failure and Grade Retention**

An ELL student may not fail a course and/or be retained, based solely on the lack of English language proficiency. An ELL Committee must be convened whenever considering course failure and/or grade retention of an ELL student.

Based on the student’s English proficiency level, systematic accommodations, supports and strategies ought to be in place to ensure effective instruction. For course failure and grade retention consideration, a classroom teacher must provide evidence of the accommodations and supports included in the curriculum, materials, and assessments throughout the school year. In addition, lack of adequate performance shall be articulated to guardians and brought to the attention of the ELL committee, prior to the course failure and/or retention considerations.

**Good Cause Exemption**

As defined by Florida Statute 1008.25(b), an ELL student qualifies for the Good Cause Exemption if he/she has been receiving English language instruction for less than two academic years or 4 completed semesters based on the student’s Date of Entry in US Schools (DEUSS).
WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT (WIDA)

Florida became a member of the WIDA Consortium in 2015. Classroom teachers can access WIDA standards and expectations at CPalms, located in the standards tab under the English Language Development tab. They are embedded in all core class’s descriptions.

The English Language Proficiency Standards and their Abbreviations

<table>
<thead>
<tr>
<th>Standard</th>
<th>Abbreviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Proficiency Standard 1</td>
<td>Social and Instructional Language</td>
</tr>
<tr>
<td>English language learners communicate for Social and Instructional purposes within the school setting</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency Standard 2</td>
<td>The language of Language Arts</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency Standard 3</td>
<td>The language of Mathematics</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency Standard 4</td>
<td>The language of Science</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science</td>
<td></td>
</tr>
<tr>
<td>English Language Proficiency Standard 5</td>
<td>The language of Social Studies</td>
</tr>
<tr>
<td>English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies</td>
<td></td>
</tr>
</tbody>
</table>
**WIDA INSTRUCTIONAL SUPPORTS**

To facilitate access to academic language, classroom teachers are encouraged to utilize the WIDA Can Do Descriptors and WIDA Supports.

WIDA Can Do Descriptors: https://wida.wisc.edu/teach/can-do/descriptors
**WIDA PROFICIENCY LEVELS**

As mandated, every English Language Learner must participate in the yearly administration of the Access for ELLs 2.0 assessment (WIDA). The assessment measures proficiency in all 4 language domains (Listening, Speaking, Reading, and Writing). The SALA office determines the cut scores for exit on a yearly basis; information that is shared by the ESOL department as well as the office of Testing and Accountability. At each of the domains, English language learners can be at any one of six levels of proficiency.
## SAMPLE STUDENT WIDA REPORT

### ACCESS for ELLs 2.0

**English Language Proficiency Test**

### Sample Student

- Birth Date: mm/dd/yyyy
- Grade: sample grade
- Tier: sample tier
- District ID: XXXXXXXXXX
- State ID: XXXXXXXXXX
- School: sample school
- District: sample district
- State: sample state

### Individual Student Report 20XX

This report provides information about the student’s scores on the ACCESS for ELLs 2.0 English language proficiency test. This test is based on the WIDA English Language Development Standards and is used to measure students’ progress in learning English. Scores are reported as Language Proficiency Levels and as Scale Scores.

<table>
<thead>
<tr>
<th>Language Domain</th>
<th>Proficiency Level (1-6)</th>
<th>Scale Score (Possible 100-600) and Confidence Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4.0</td>
<td>368 [**]</td>
</tr>
<tr>
<td>Speaking</td>
<td>2.2</td>
<td>330 [**]</td>
</tr>
<tr>
<td>Reading</td>
<td>3.4</td>
<td>336 [**]</td>
</tr>
<tr>
<td>Writing</td>
<td>3.5</td>
<td>352 [**]</td>
</tr>
<tr>
<td>Oral Language</td>
<td>3.2</td>
<td>344 [**]</td>
</tr>
<tr>
<td>Literacy</td>
<td>3.5</td>
<td>356 [**]</td>
</tr>
<tr>
<td>Comprehension</td>
<td>3.7</td>
<td>360 [**]</td>
</tr>
<tr>
<td>Overall</td>
<td>3.4</td>
<td>352 [**]</td>
</tr>
</tbody>
</table>

*Overall score is calculated only when all four domains have been assessed. NA: Not available*

<table>
<thead>
<tr>
<th>Domain</th>
<th>Proficiency Level</th>
<th>Students at this level generally can...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>4</td>
<td>understand oral language in English related to specific topics in school and can participate in class discussions, for example: - Exchange information and ideas with others - Connect people and events based on oral information - Apply key information about processes or concepts presented orally - Identify positions or points of view on issues in oral discussions</td>
</tr>
<tr>
<td>Speaking</td>
<td>2</td>
<td>communicate ideas and information orally in English using language that contains short sentences and everyday words and phrases, for example: - Share about what, when, where something happened - Compare objects, people, pictures, events - Describe steps in cycles or processes - Express opinions</td>
</tr>
<tr>
<td>Reading</td>
<td>3</td>
<td>understand written language related to common topics in school and can participate in class discussions, for example: - Classify main ideas and examples in written information - Identify main information that tells who, what, when or where something happened - Identify steps in written processes and procedures - Recognize language related to claims and supporting evidence</td>
</tr>
<tr>
<td>Writing</td>
<td>3</td>
<td>communicate in writing in English using language related to common topics in school, for example: - Describe familiar issues and events - Create stories or short narratives - Describe processes and procedures with some details - Give opinions with reasons in a few short sentences</td>
</tr>
</tbody>
</table>

For details regarding the scores on this report, refer to the Interpretive Guide for Score Reports at [www.wida.us/scorereport](http://www.wida.us/scorereport)
ESOL ACCOMMODATIONS AND SUPPORTS

When building lesson plans, teachers are required to take into consideration the English language proficiency of active ESOL students and to put in place instructional supports to facilitate learning. Proficiency levels should be reviewed for all four language acquisition components (listening, speaking, reading, and writing).

Classroom teachers are to consider:

- **Sensory Supports**
  - Provide alternative ways to process information other than oral
  - Visual, auditory, taste, touch, smell, movement

- **Graphic Supports**
  - Pictorial representations used to organize or summarize information
  - Thinking maps, flowcharts, semantic webs, charts and graphs

- **Interactive Supports**
  - Promote comprehension and expose students to a variety of communication styles
  - Discussion, internet, software programs, Socratic dialogues

English Language Learners are entitled to specific accommodations and supports under the Florida (META) Consent Decree. They are:

- Bilingual Dictionary
- Extended Time
- Flexible Setting

To address the linguistic needs of English language learners, examples of classroom accommodations and supports also include:

- Explanation of directions
- Shorter tests given more frequently
- Provide word bank
- Group similar items
- Reduce number of choices
- Retake test for improvement
- Oral assessment
- Open book/notes assessments
- Practice tests/study guides
- Portfolio assessments
- Use webs, diagrams, and/or lists for essays

**NB:** Classroom teachers are encouraged to review their course description to access the academic language support expected in their respective areas. Also, **WWW.WIDA.US** is available for resources, reference and training materials.
**FSA Accommodations and Supports for ELL**

School districts are required to offer accommodations and supports to ELLs who are currently receiving services in an ESOL program conducted in accordance with an approved District ELL Plan. To review current approved accommodations and supports, please contact the office of Accountability and Testing (extension 370).

- The FSA may be administered with any, or a combination of, accommodations and supports that are decided to be appropriate for the individual needs of the ELL. All testing, with or without accommodations and supports, must be completed during the approved testing dates listed on the inside cover of the FSA testing manual.

- The *FSA Administration Manual* must be reviewed every year to ensure that any additional accommodations and supports allowed by FDOE and changes in wording are implemented accordingly. For detailed descriptions of these accommodations and supports refer to the current *FSA Administration Manual*. Allowable accommodations for ELLs are:
  - Flexible Setting
  - Flexible Scheduling
  - Flexible Timing
  - Assistance in the Native Language *(as directed by testing office/manual)*
  - Approved Word-to-Word Bilingual Dictionary

As required by state law, the school must keep written documentation that parents were informed of the FSA accommodations and supports available for the students.

Provisions under Florida Statute 229.57 allow for accommodations and supports as necessary for students in ESE programs who have limited English proficiency.

**FAIR Accommodations and Supports for ELLs**

Accommodations and supports are provided to English Language Learners to assure valid results are obtained and an accurate estimate of their skill level is determined. It is expected that classroom accommodations and supports are used when necessary.

**Approved FAIR Accommodations and Supports for K-2 ELL Students:**

- Repeat and clarify task directions.
- The student may demonstrate understanding of directions by repeating or paraphrasing.
- Administration of the tasks may take place during several brief sessions.

**Approved FAIR Accommodations and Supports for 3-12 ELL Students:**

- Repeat and clarify general test directions that are presented by the testing administrator or on the board.
- The testing administrator may prepare student for tasks by explaining directions that will be included in the web-based application.
- The student may be monitored while taking the online assessments by someone familiar with the student’s language and communication mode and with whom the student is comfortable.
GRADING POLICY

No grading policy shall adversely affect a student based solely on language proficiency. Teachers use the grading policy in the Student Progression Plan when grading and promoting English Language Learners. Teachers must take into consideration the student's level of English proficiency when planning assessments for and assigning grades to their students.

GUIDELINES ON HOW TO GRADE ENGLISH LANGUAGE LEARNERS

When grading and reporting the progress of students, the following are some of the factors that should be considered:

- The student’s level of English proficiency may affect his or her ability to communicate content knowledge.
- The student’s previous education background, including native language literacy level.
- The Florida META Consent Decree requires that teachers provide comprehensible instruction to English Language Learners.
- Grading should be a “combination of process and product” for all students. Grades should reflect a variety of performances, such as participation, projects, portfolios, and oral explanations. Using only “product criteria” for grading would not recognize some of the students for their effort and for the things that they do well, which are an equally legitimate and relevant part of the criteria for grading them.

The following are specific guidelines for teachers to follow when grading ELLs:

- Explain grading criteria and expectations to students and provide them with samples of student work meeting these performance expectations.
- Use ESOL strategies in developing comprehensible curriculum by reducing the language demands of instruction, without compromising the content of instruction.
- Provide comprehensible instruction to ELLs. This can be accomplished through the use of ESOL instructional strategies, supplementary materials, and native language assistance.
- Document the use of ESOL instructional strategies in the teacher plan-book.
- Document other strategies, accommodations and supports, and parent contacts made for each ELL.

PS: When considering Interventions, school based personnel must take into consideration the student’s level of English language proficiency.

WHEN GRADING ENGLISH LANGUAGE LEARNERS

DO:

- Use the same grading system as that of students in the regular program.
- Identify assignments where ESOL strategies are used.
- Assign a grade in all subject areas.
- Document alternative assessments used to assign grades.
- Use available translation of Progress Reports to parents (if appropriate).
- Inform parents in the comment section of progress reports that “English language proficiency level is taken into consideration when planning instruction and grading student”.

DON'T:

- Mark ELL students below grade level.
- Assign a student a lower grade based solely on lack of English proficiency.
- Use a single assessment to determine mastery of skills and concepts taught.
COURSE FAILURES AND RETENTION CONSIDERATIONS

- ELLs may not be retained due to English language proficiency level.

- ELLs may not be retained if instructional strategies, materials, and assessments have not been consistently accommodated to meet their linguistic and academic needs as required by state and federal mandates. There must be documented evidence of the accommodations and supports in the curriculum, materials, and assessments throughout the school year to ensure comprehensible instruction if an ELL student (classified LY) is to be considered for retention.

- There must be documentation of interventions throughout the school year if an ELL (classified LY) is to be considered for grade retention. ESOL accommodations are not interventions. Florida State Statute (ss. 233.058).

- Parents must be informed of the ELL’s (classified LY) lack of academic progress throughout the school year, and there must be documentation of this communication in the ELL committee meeting minutes if a student is to be considered for retention.

- ELLs in grades K-6, who have been in an ESOL program for less than two academic years based on DEUSS, should not be considered for retention, unless there are extenuating circumstances, documented via the ELL committee and approved by the parent/guardian.

- Specific considerations must be in place for students who qualify for a Good Cause Exemption: Mandatory third grade retention requirements may not be waived unless the student qualifies for a Good Cause Exemption as defined by the Florida statute 1008.25(6) (b) if the student has been in an ELL program for less than two academic years or 4 completed semesters (DEUSS).

- An ELL Committee meeting must be convened to determine whether the student should be retained. The ELL Committee, including an administrator functioning in accordance with ESOL state rules and META Consent Decree, will make the decisions regarding the proper placement of ELLs.

The following documentation must be part of the student’s ELL Plan prior to consideration of retention:

- Documentation of consistent accommodations and supports made to the curriculum and assessments
- Invitations to ELL Committee meetings that have been held to monitor student’s progress throughout the year
- ELL Committee Minutes of all ELL Committee meetings held during the school year
- Interventions used with the student and results of those interventions
- Data used to monitor student’s progress
- Notification to parents throughout the year of the student’s lack of academic progress
- Documentation of additional academic supports such as tutoring, etc.
- Any other documentation used in making retention recommendation

Good Cause Exemption
As defined by Florida Statute 1008.25(b), an ELL student qualifies for the Good Cause Exemption if he/she has been receiving English language instruction for less than two academic years or 4 completed semesters based on the student’s Date of Entry in US Schools (DEUSS).
Questions to Ask When Making Retention Decisions Regarding Elementary English Language Learners (other than the mandatory 3rd grade retention)

1. **What are the student’s WIDA levels (Oral, Reading, and Writing)?**
   - ✓ BEG=Beginning
   - ✓ LIN=Low Intermediate
   - ✓ HIN=High Intermediate
   - ✓ PRO=Proficient

2. **How long has the student been in a US School?**
   - ✓ If the student has been enrolled in a US school for less than 2 years, then the student should not be a candidate for retention.
   - ✓ If the student has been enrolled in a US school for more than 2 years, then the student may be a candidate for retention.

3. **Has the student gone through the RTI process?**
   - ✓ What was the outcome?
   - ✓ Was there any testing?
   - ✓ Are there issues other than lack of English Language Proficiency that are affecting the student’s academic performance?

4. **Does the student have skills or is literate in the home language?**

5. **Is there documentation of the classroom accommodation and strategy checklist?**
   - ✓ If no, the student is not a candidate for retention.
   - ✓ If yes, the student may be a candidate for retention.

6. **Are there interventions in place for the student?**
   - ✓ If no, the student is not a candidate for retention.
   - ✓ If yes, the student may be a candidate for retention.

7. **Is there documentation of deficiency to the ELL committee and parent(s)?**
   - ✓ If no, the student is not a candidate for retention.
   - ✓ If yes, the student may be a candidate for retention.

8. **Has the student been out of school for an extended period of time?**
   - ✓ If yes, the student may be a candidate for retention.

**Factors To Consider In Course Failure of Secondary English Language Learners**

- ELL Students may not be failed due to lack of English Language Proficiency.

- There must be documented evidence of consistent implementation of accommodations and supports in the curriculum, instruction, materials, and assessments throughout the school year if an ELL student (classified LY) is to be considered for failure of a course.

- There must be documentation of interventions throughout the school year if an ELL (classified LY) is to be considered for a course grade failure. ESOL accommodations are not interventions. Florida State Statute (ss. 233.058).)

- Parents must be informed of the ELL’s (classified LY) lack of progress throughout the school year and there must be documentation of this communication in the ELL minutes if a student is to be considered for failure in a course.
Questions to Ask When Making Grading Decisions Regarding Secondary English Language Learner:

1. **What are the student’s WIDA levels (Oral, Reading, Writing)?**
   - ✓ BEG=Beginning
   - ✓ LIN=Low Intermediate
   - ✓ HIN=High Intermediate
   - ✓ PRO=Proficient

2. **How long has the student been in the ESOL program?**

3. **Has the student been out of school for an extended period of time?**

4. **Is the student meeting the English Language Proficiency Standards for his/her language level?**
   - ✓ If so, the student should not be a candidate for course failure in Reading or Language Arts/English.

5. **Do the student’s records indicate progress?**

6. **Is there documentation of accommodations and supports for the student?**
   - ✓ If not, the student should not be a candidate for course failure.

7. **Has the student gone through the RTI process?**
   - ✓ What was the outcome?
   - ✓ Was there any testing?
   - ✓ Are there issues other than lack of English Language Proficiency that are affecting the student’s academic performance?

8. **Is there documentation that the student’s parents have been notified throughout the year of the student’s lack of progress?**
• Date of Entry in US Schools (DEUSS)
• Length of time in the ESOL program (not including the VPK year)
• Language proficiency level
  o IPT
  o WIDA
• Grade level proficiency
  o FSA
  o FAIR
  o QLA
• Documented classroom accommodations and supports
• Teacher feedback
  o classroom participation
  o district assessments
• Grade level support from ESOL instructional staff
  o bilingual assistant
  o ESOL teacher
  o ESOL facilitating teacher
• Access to supplemental ESOL programs
  o Learning A-Z
  o Rosetta Stone
  o Achieve300
• Participation in tutoring
To extend ESOL services, an annual re-evaluation meeting is required for all students entering Year 4 and beyond.

Two windows exist when reviewing students for extension of services.
- **WINDOW 1** is applicable to all students with a Date of Entry in US Schools from August to October 1st.
- **WINDOW 2** is applicable to all students with a Date of Entry in US Schools from October 2nd to the end of the school year.

### WINDOW 1 Re-evaluation

- Send parent invitation with an appropriate time to ensure participation.
- Convene an ELL committee meeting up to October 1st to review the following data:
  - Date of Entry in US Schools (DEUSS)
  - FSA and WIDA scores from the previous school year
  - Length of time in the ESOL program (not including the VPK year)
  - Classroom performance/Teacher feedback
  - Any other pertinent instructional data
- Identify supports and articulate the plan of action for student’s academic success.
- Ensure that all participants review and sign the committee meeting notes.

The ELL Committee date becomes the official re-evaluation date in AS400 and on the ESOL Monitoring folder.

### Window 2 Re-evaluation

- Send parent invitation with an appropriate time to ensure participation.
- Administer all portions of the IPT screener for current language acquisition data.
  - Student can be exempted from the Oral portion, if fluent based on WIDA.
- Convene an ELL committee meeting within 30 days of the DEUSS.
  - Committee meeting cannot be after the DEUSS. Notify parent in writing of any delay.
- Follow review criteria for extension of services as in Window 1.

*The purpose of a re-evaluation meeting is not to exit a student, but rather to determine, the best programmatic action plan for the student’s academic success.*
PROGRAM EXIT, MONITORING, AND RECLASSIFICATION

Language Acquisition Monitoring
Annual language assessment is mandatory for all active ESOL students (LY), in the areas of listening comprehension, speaking, reading, and writing. Schools are to take every measure to ensure participation of all qualified English language learners in the spring administration of WIDA.

Annual Measurable Assessment Objectives (AMAO) Reporting
On a yearly basis, schools shall communicate, in writing, ELL progress in language acquisition and other subject areas via the Annual Measurable Achievement Objectives (AMOAs) and approved state assessment results.

The AMAOs are divided into 3 categories:
- **AMAO 1**: (Progress toward English Language Acquisition as measured by WIDA)
- **AMAO 2**: (Proficiency in English Language Acquisition as measured by WIDA)
- **AMAO 3**: (Proficiency in Math and Reading as measured by FSA)

Program Exit Requirements
Students classified as English language learners continue to receive appropriate instruction, until such time as the student is reclassified as English proficient or otherwise exited from the ESOL program by the ELL committee. To exit the ESOL program, ELL students must meet state mandates as stated below:
- **Grades K – 2**: Proficiency in approved language assessment (WIDA) as determined by FLDOE
- **Grades 3 - 12**: Proficiency in approved language assessment (WIDA)
  - Grade level proficiency in Reading (FSA ELA) or approved concordance scores
- **All Grades**: Via the ELL committee meeting

Post-reclassification Monitoring
Schools are to monitor the performance of reclassified students for two years to provide support if needed and assist in their academic growth and success. Such review occurs 4 times during the mandated 2 year monitoring:
- **1st Report Card** after exit from ESOL program
- **2nd Report Card** after exit from ESOL program
- **4th Report Card** after exit from ESOL program
- **2nd Anniversary** after exit from ESOL program
AS400 DATA ENTRY & REPORTS
DATA ENTRY AND REPORTS

The following pages are programmatic guidelines regarding data entry for active English Language Learners (ESOL). Please note that due to State Statutes changes may occur during the school year. Contact your district office if you have any questions. For issues regarding technical problems with AS400, please contact the BPS data specialists.

AS400 Panels for ESOL Data Entry and Verification

- S169 - Teacher with ELL Report
- S242 - Attendance History (elementary)
- S244 - Attendance History (secondary)
- L309 - ELL Roster Report
- S313 - Individual Demographics
- S315 - Student Contacts
- S319 - Student History in Brevard Public Schools
- S615 - Student Schedule (used for Federal funding – Code 130 for ELL students)
- S618 - Student Schedule Report
- S702 - All program participation
- S706 - Individual Limited English
- L713 - Error Report
- S713 - Verification Report
- S734 - Student Test/Assessment History

AS400 Panels for Immigrant Entry and Verification

- S308 - Potential Immigrant Students Report
- S705 - Immigrant Status
- S713 - Immigrant Verification Report
### AS400 PANEL REFERENCE GUIDE

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<tr>
<th>Screen Title / Topic</th>
<th>Screen #</th>
<th>Description</th>
</tr>
</thead>
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<td><strong>ADMISSIONS – S200</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance – Daily Summary</td>
<td>S242</td>
<td>Attendance (daily); Press F11 to see S244</td>
</tr>
<tr>
<td>Attendance – Absence Detail</td>
<td>S244</td>
<td>Attendance Detailed (per class)</td>
</tr>
<tr>
<td>Attendance – Period Summary</td>
<td>S243</td>
<td>Absences by Period</td>
</tr>
<tr>
<td>Discipline</td>
<td>S272</td>
<td>Discipline Summary (F11 on event date to see description on S273); F2 on date of occurrence on S273 to read notes (if school enters notes).</td>
</tr>
<tr>
<td>Discipline – List of Events</td>
<td>S271</td>
<td>Event Summary</td>
</tr>
<tr>
<td><strong>ENROLLMENT – S300</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>District Query</td>
<td>S301</td>
<td>Enter Student Name to See School, Grade, DOB, Student #</td>
</tr>
<tr>
<td>Demographics</td>
<td>S313</td>
<td>Student Demographics (address, DOB, etc.)</td>
</tr>
<tr>
<td>Contacts</td>
<td>S315</td>
<td>Student’s Contact Phone Numbers</td>
</tr>
<tr>
<td>Enrollments</td>
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<td><strong>SCHEDULE MAINTENANCE – S600</strong></td>
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</tr>
<tr>
<td>Verifications</td>
<td>L713</td>
<td>District Created Reports</td>
</tr>
</tbody>
</table>
DATA ENTRY PROCEDURES FOR HOME LANGUAGE SURVEY AND STUDENT PLACEMENT

A. Go to Student Demographics/Enrollment Panel S313
   - Enter student’s Primary Language (PL)
   - Enter student’s Secondary Language (SL)
   - Enter student’s Home Language (HL)
   - Enter Home Language Survey date- must match date on Home Language Survey form
   - Limited English Proficiency codes (Lp)
     Use information from Home Language Survey:
     (a) If only one question is “yes”: code the student as pending assessment “LP” except for PK students who are coded LY whenever one Yes or more is selected.
     (b) If two or more questions are “yes”: code the student “LY”
   - Student’s entry to U.S. date is not required. Use default 000000.
   - Enter student’s date for first entry to a U.S. school (DEUSS)
     ▪ Required for all students starting 2012-2013.
     ▪ Use entry date to Brevard if DEUSS is unknown.
   - Verify if student meets requirement for Immigrant Student status.
     o Ensure that the school clerk follows procedures for immigrant coding (see Appendix ?)
     o Enter Immigrant Student status (if applicable): AS400 Panel S308

B. Go to Student Limited English Screen Panel S706
   - Create S706 screen for the student
     (a) Enter Student Number
     (b) Enter Referral Date (date on Home Language Survey)
     (c) Enter Code: E130
     (d) Press “Enter” key to create the S706 screen for the student

   Classification Date (Class):
   1. For Pre-Kindergarten (PK) students: will always be date on Home Language Survey. Students will be tested in May.
   2. Kindergarten-12: Initial classification date will be date on Home Language Survey. This date will change upon student assessment. Classification date will become test date/assessment date.

   Entry Date
   Pre-Kindergarten
   a) For students entering the Entry Date will be the first day student enters school. When the student is tested in May on IPT (IDEA), the Entry Date changes to the test/assessment date.
   b) In August, change student Entry Date & Plan Date to the student’s first day of kindergarten.
   c) If student scores FES in May: Entry Date remains the first day student attended PK. Student status changes from LY to ZZ.
**Kindergarten-12th grade:**

a) “Yes” response to only one question on the Home Language Survey (HLS): Entry date is the test/assessment date if the student qualifies on the IPT/IRW test/assessment.

b) “Yes” response to two or more questions on the Home Language Survey: Enter student’s first day of school. The Entry date does not change upon assessment.

- **Plan Date:** The date the student begins receiving services:
  (a) Assessment date when only one yes on HLS
  (b) Student’s first day of school when two, or more, “yes” on HLS

  ✓ Will be updated whenever a change is made to the student schedule and at the beginning of every school year (semester for secondary schools)

- **Basis of Entry:**
  - Pre-Kindergarten students: “T” (Temporary until tested in May)
    - Code LY for language proficiency
  - K-12th grade:
    - Coded temporary “T” until they are tested on IPT.
    - Code according to IPT test codes (A, R).
    - If K-2nd grade student scores FES: Basis of Entry remains “T” and the Language Proficiency Code changes from “LP” or “LY” to “ZZ”.

- **Test Date:** Enter the date student is tested on IPT.

- **Test ID:** Enter “IPTI” for Grades K-6, “IPTII” for middle and high school online tests. Information will be entered on two lines for Oral/Aural (IPT) and/or Reading and Writing (IRW).

- **Subject Content (SC):**
  - Enter “14” for Oral Assessment on the first row; “17” for Aural Assessment on the second row.
  - 3rd-12th grade if the IRW test is being used as evidence for the student receiving services: Enter “09” for Reading Assessment; “36” for Writing Assessment.

- **Type (Tp):**
  - Enter “SS” (Scale Score) on both lines for Oral/Aural IPT.
  - If the 3rd-12th grade student tests FES on Oral IPT assessment: administer IPT Reading and Writing Assessment (IRW).
  - If student qualifies for receiving services: Enter “NP” (National Percentile Score) for Reading and Writing IPT Assessment for grades 3-12th grade.

- **Score:**
  - Kindergarten-2nd grade:
    - Assess student using IPT Oral/Aural.
    - If the student scores NES or LES on the IPT: enter the results for Oral/Aural.
    - If the student scores FES on the IPT: enter test data and change **Language Proficiency Code (LP)** from “LY” to “ZZ”.
3rd-12th grade:

- Repeat above steps. However, if the student scores FES on the IPT, do not record data. Student must also be assessed using Reading and Writing Assessment (IRW).
  - All assessments are completed online. Contact site administrator for system access.
- Enter student score for the test that is being used to enter student into the ESOL program (test which the student did not pass).
- Enter Entry Basis as “R”. Test scores for the IRW will be the National Percentile Score. For student placement, use designation from the IPT report.
- If the student passes Oral, Reading, and Writing IPT; change Limited English Proficiency Code (LP) from LY to ZZ. Place test data in the student’s cumulative folder (no need to create an ELL folder).
- R (Report): Enter “Y” to report data to the State only if the child is entering the program.
- Press “Enter” key.

DATA ENTRY PROCEDURES FOR EXTENSION OF SERVICES

- Lst Reev (Last re-evaluation date)
  - Data entry needed for all students continuing services past year 3 based on the DEUSS
  - Enter ELL committee meeting date for Window 1 and 2 students
  - Enter Y under the Extension of Services field
  - Verify default for Title III Participation (F field) and ELL Program Participation (P field)
  - Do not enter new IPT scores for Window 2 students

DATA ENTRY PROCEDURES FOR EXITING STUDENTS

- Basis of Exit (First data field – 2nd not needed)
  - Enter appropriate exit code based on student level (only one is needed)
    - Grades K-2: H (for WIDA proficiency)
    - Grades 3-9: I (for WIDA + FSA proficiency)
    - Grades 10-12: J (for CELL + concordant score proficiency)
    - Grades K-12: L (if exited via ELL Committee)
  - Enter Exit Date (use last day of the previous school year for test scores – Window 1 students only)
  - In the LP data field, change status from LY to LF

DATA ENTRY PROCEDURES FOR POST MONITORING CLASSIFICATION

- Review
  - Document in the review data fields the required monitoring dates for LF students
    - 1st Report Card after exit
    - 2nd Report Card after exit
    - 4th Report Card after exit
    - End of 2nd year monitoring (2nd year anniversary based on exit date)

❖ Use ELL Committee to reclassify and exit students as needed.
**PROGRAMMATIC ESOL REPORTS**

**ELL Student Roster (LY): L309**

1. How many students at your school are active (“LY”) or pending (“LP”) in the ELL program?

2. To find out, run the ELL Student Roster.

This request looks at the Demographic screen (Panel S313) to find out which students at your school are identified as active or pending ELL.

The EN123 report looks at Panel S313, to find students coded:

- **LP** Pending Aural/Oral Test
- **LY** Active ELL and Enrolled
- **LF** Former ELL Student (year 1 & 2)
- **LA** Former ELL Student (year 3 & 4)
- **LZ** Student has exited ESOL program ... out of monitoring window.

How to create a request to run the report:

Panel: L309. Rosters S: #### Y: 20XX

Request: 001

Title: **ELL Student Roster**

Panel L309, Format I, Sequence Z EN123

Controls: C F P H S I/E Year-T A/E Yr-Plan Prt: Enr ESE Sp 01 I Y B Z I **20XX** R E S

Select: A Lin S Sch1 F-G-T Cl Thm Hmrm Tm Asg Csl E S Ecd Wcd Fr------E/W------T x xxxx xx xx xxxx xxxx xx xxxx x x xxxx xxxx mmddccyy mmddccy 001 A ****

1=Hlp 3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd 10=Del 11=Run 12=Esc

**LY** - Make sure the student has an ELL/LEP record on S706 and has a funding program of 130 on the basic courses on S615 panel.

**LP** - Administer the IDEA language test within 20 days of the home language survey. If the student is not eligible, change ELL/LEP code to ZZ and change 130 to basic funding on S615.

**LF** - Review each student identified as LF that exited the program within the last two school years. If the student status just changed from LY to LF, change the funding program code 130 to basic on S615. The exit date must be within two years of the survey week. For example, for survey 2 of 2014 school year the exit date cannot be before 10-17-2012. If the student exited before 10-17-2012, change LF to LZ.

**LZ** - The student is no longer in the ELL/LEP program.
**ELL Verification Report: S713**

Q. Do all of your students coded “LY” OR “LP” on the Demographic panel also have a record on the Limited English panel S706?

A. To find out run the Limited English Verification Report from Panel S713, to list students identified on Panel S706 as either active ELL (“LY”) or Pending (“LP”).

You should be able to match the students on this report against those on the first report (the ELL Student Roster run from Panel L309).

When comparing the two reports, check to be sure that students identified as “LY” and “LP” on the EN123 report have a matching S706 record as shown on this SB284 report run from Panel S713.

For instance, if the EN123 report form Panel S306 identifies 5 students as “LY”, then you should find 5 “LY” students on this EN284 report run from Panel S713. If you do not have 5 “LY” students on this report, find out which students are missing and do not have a matching S706 record by comparing the two reports.

**How to create a request to run the report:**

Replace ‘#####’ with your school number

<table>
<thead>
<tr>
<th>Panel: ____</th>
<th>S713. Verifications</th>
<th>S: 0000</th>
<th>Y: 20XX</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request: 001</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title: Limited English Verification</th>
<th>Destination</th>
<th>Panel: S713</th>
<th>Format: D</th>
<th>Sequence: C</th>
<th>SB284</th>
</tr>
</thead>
<tbody>
<tr>
<td>Controls: C F P H S</td>
<td>I/E Year-T</td>
<td>A/E</td>
<td>Prt: Use</td>
<td>ESE: Prim Matrix Fr-IEP-To</td>
<td></td>
</tr>
<tr>
<td>01 D Y B C</td>
<td>I</td>
<td>20XX</td>
<td>R</td>
<td>E</td>
<td></td>
</tr>
</tbody>
</table>

| Select: A Lin S Schl F-G-T E S Fr----------To Code | D St T-Date T-Date T-Date |
| x xxxx xx x x mmddccyy mmddccyy xxxx x x | mmyy x mmyy x mmyy |
| _ 001 A | #### | E130 | A |

1=Hlp 3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd 10=Del 11=Run 12=Esc
Q. Do all students at your school coded ‘LY’ on the Demographic screen also have ‘130’ funding on their Student Schedule core courses? (ESE matrix will override ESOL)

A. To find out, run the Students Identified as ESOL ‘LY’ report.

Check to see whether students identified as “LY” (on the first two reports) are coded with a funding program of ‘130’ on their schedule. Panel S618.

How to create a request to run the report:

Panel: S618. Print Schedules/Locator S: 0000 Y: 20XX R

Request: 001

Title: ELL Student Schedules Students Identified as ‘LY’ Destination Panel S618, Format V, Sequence A

Controls: C F P H S I/E Prt: Adr Phn Seq: S Mod Prim Lep T Code

01 Y B A I LY

Select: A Lin S Year-T A/E Schl F-G-T Cl Thm Hnrm Tm Csl Se S Fr---Updated---To

x xxxx x x xxxx xx xx xxxx xxxx xx xx xx x mmdcyy mmdcyy

001 A 20XX R E #### A

1=Hlp 3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd 10=Del 11=Run 12=Esc

Check to make sure all students coded “LY” have the correct funding program on their schedule record. If the student is ESE, the ESE funding program will override. Otherwise, all students with “LY” should be coded with 130 in the funding program for their core courses.

Exception: If the student’s teacher is out of compliance (off of timeline and/or not board approved by FTE date certain, the funding program should return to BASIC (101, 102, 103, etc.) or for students who have been in the ESOL program for more than 6 years.
ELL Schedules (LP): S618

Q. Do all students at your school coded ‘LP’ on the Demographic screen also have ‘130’ funding on their Student Schedule core courses? (ESE matrix will override ESOL)

A. To find out, run the Students Identified as ESOL ‘LP’ report.

Check to see whether students identified as “LP” (on the first two reports) are coded with a funding program of ‘130’ on their schedule. Panel S618.

How to create a request to run the report:

Panel: S618. Print Schedules/Locator S: 0000 Y: 20XX R

Request: 001

Title: ELL Student Schedules Students Identified as ‘LP’ Destination
Panel S618, Format V, Sequence A

Controls: C F P H S I/E Prt: Adr Phn Seq: S Mod Prim Lep T Code
01 V Y B A I

LP

Select: A Lin S Year-T A/E Schl P-G-T Cl Thm Hmrn Tm Csl Se S Fr---Updated---To
x xxxx x x xxxx xx xx xx xxxx xx xx xx x mmdcyy mmdcyy

001 A 20XX R E ### A

1=Hlp 3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd 10=Del 11=Run 12=Esc

- Check to make sure that all students coded “LP” have the correct funding program on their schedule record. If the student is ESE, the ESE funding program will override. Otherwise, all students with “LP” should be coded with ‘130’ in the funding program for their core courses. Exception: If the student’s teacher has not taken ELL training the funding program may need to stay set to BASIC (101, 102, 103, etc.).
Q. * Error* Do any students at your school coded ‘LF’ on the Demographic screen also have ‘130’ funding on their Student Schedule core courses?

A. To find out, run the Students Identified as ESOL ‘LF’ report.

Check to see whether students identified as “LF” are coded with a funding program of ‘130’ on their schedule. Panel S618.

**How to create a request to run the report:**

<table>
<thead>
<tr>
<th>Panel:</th>
<th>S618. Print Schedules/Locator S: 0000 Y: 20XX R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request:</td>
<td>001</td>
</tr>
<tr>
<td>Title:</td>
<td>ELL Student Schedules Students Identified as ‘LF’ Destination Panel S618, Format V, Sequence A</td>
</tr>
<tr>
<td>Controls:</td>
<td>C F P H S I/E Prt: Adr Phn Seq: S Mod Prim Lep T Code</td>
</tr>
<tr>
<td></td>
<td>01 V Y B A I</td>
</tr>
<tr>
<td>Select:</td>
<td>001 A 20XX R E #### A</td>
</tr>
</tbody>
</table>

1=Hlp 3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd 10=Del 11=Run 12=Esc

- Check to make sure that all students coded “LF” have the correct funding program on their schedule record. If the student is ESE, the ESE funding program will override.

- **Corrective action** -
  - Unless a student is ESE, any student identified as “LF” should be coded with 101, 102, or 103 Basic in the funding program for their core courses.
ESOL Error Report: L713

Q. Do your ESOL records have errors that will cause the records to be rejected when they are sent to the DOE for Survey 2 processing?
A. To find out, run the ESOL Error Report from Panel S713 to Check for ELL errors on Panel S706.

Panel: L713 / Format: R / Sequence: D
Submit the request. Check the report for errors. This report will list the errors that will be rejected when we transmit our records to DOE. Make the required corrections.

How to create a request to run the report:

```
Panel: L713. Verifications S: **** Y: 20XX R
Request: 001
Title: ESOL Error Report: Checking Panel S706 for errors
Destination PANEL L713, Format R, Sequence D SB284
Controls: C F P H S I/E Year-T A/E Prt: Use ESE: Prim Matrix Fr-IEP-To
01 R Y B D I 20XX R E
Select: A Lin S Schl F-G-T E S Fr------------------------To Code D St T-Date T-Date T-Date
x xxxx xx xx x x mmdccyy mmdccyy xxxx x x x mmyy x mmyy x mmyy
_ 001 A **** A

1=Hlp 3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd 10=Del 11=Run 12=Esc
```

The ESOL Error Report SP284 prints errors, with error numbers listed on the report. On a facing page these error numbers are listed along with an explanation of each error.

**ERRORS CAUSING A SURVEY TRANSACTION TO BE REJECTED WHEN SENT TO DOE FOR FTE. ERROR LEGEND FOLLOWS BELOW.**

*18 - STUDENT PLAN DATE MUST BE VALID AND GREATER THAN OR EQUAL TO THE ENTRY DATE.

*20 - RECLASSIFICATION DATE MUST BE GREATER THAN OR EQUAL TO A VALID EXIT DATE.

*54 - IF ENGLISH LANGUAGE LEARNERS CODE = LF, THEN EXIT DATE MUST BE A VALID DATE.

*64 - THERE IS NO TEST DATA INFORMATION REPORTED

*65 - IF ENGLISH LANGUAGE LEARNERS CODE = LF, THE EXIT DATE MUST BE LESS THAN TWO YEARS.

*76 - IF EXIT DATE IS VALID THEN ENGLISH LANGUAGE LEARNERS CODE MUST BE LF.

*77 - IF ELL BASIS/EXIT CODE IS Z, THEN ENGLISH LANGUAGE LEARNERS CODE MUST BE LP OR LY.

*79 - IF THE RECLASS EXIT DATE IS VALID THEN THE ENGLISH LANGUAGE LEARNERS CODE MUST BE LF.

*80 - MISSING TIER PLACEMENT

*82 - IF ENTERED, CLASSIFICATION DATE MUST BE GREATER THAN OR EQUAL TO HOME LANG SURVEY DATE.

- Data Screens and Report Screens -

Think of the Student System as having data screens and report screens.

For example to get a listing of home language survey codes & dates on the Demographic data screen S313, you would submit a request from report panel L309.

To see a summary of student records from your S706 Limited English data screen, you would submit a request from report panel S713.

To review ELL student schedules as found on the data screen S615 (Student Schedule), you will run a listing from report panel S618.
**ENDORSEMENT AND CERTIFICATION MONITORING**

**Classroom Teachers with ELL Students (S169)**

For a list of teachers with ELL students
Replace ‘####’ with your school number.
Under ‘St’ type and ‘A’ for active only teachers.
On Panel S169, enter a new Request Number.

Panel: ___                  S169. Print Teachers           S: #### Y: 20XX R

Request: 001

Title: Teachers With ELL Students   Destination
SS017, Panel S169, Format T, Sequence A

Controls:   C F P H S   I/E
01 T Y B A   I

Select: A Lin Year-T Schl E S Dp St Typ Lvl Subj Grp Es
xxxx x xxxx x x xx x xxx xxx xxxxxx x x

1=Hlp       3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd       10=Del 11=Run 12=Esc

---

**Classroom Teacher ELL History**

For a list of teachers with ELL students
Replace ‘####’ with your school number.
Under ‘St’ type and ‘A’ for active only teachers.

Panel: ___                  S169. Print Teachers           S: #### Y: 20XX R

Request: 001

Title: Teacher ELL History   Destination
Panel S169, Format S, Sequence E SS016

Controls:   C F P H S   I/E
01 S Y B E   I

Select: A Lin Year-T Schl E S Dp St Typ Lvl Subj Grp Es
xxxx x xxxx x x xx x xxx xxx xxxxxx x x

A 001 20XX R ####

1=Hlp       3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd       10=Del 11=Run 12=Esc
**ESE AND ESOL ROSTER – DUALLY ENROLLED STUDENTS**

For a list of ELL students who are always identified as ESE

* Please note that the > symbol is required for the report to be accurate.

**How to create a request to run the report:**

| Panel:                        | S713. Verifications            | S: 0000  | Y: 20XX  | R |

Request: 001

---

Title: **ESOL LISTING - ESE AND ESOL**

SUBMITTED FROM PANEL S713 FORMAT D

Controls: C F P H S I/E Year-T A/E Prt: Use ESE: Prim Matrix Fr-IEP-To G

01 D Y B L I 2018 R E >

Select: A Lin S Schl F-G-T E S Fr---------------To Code D St T-Date T-Date T-Date

x xxxx xx xx x mmddcyy mmddcyy xxxxx x x x mmyy x mmyy x mmyy

001 A KG 12 A

1-Hlp 3-Exit 4-Prpt 5-Refr 6-Nrcd 7-Bwd 8-Fwd 10-Del 11-Run 12-Esc
Incoming ESOL Students Report: S713

Q. How do I identify BPS students scheduled to attend my school the following year?
A. To find out run the Limited English Verification Report from Panel S713 at the end of May/start of June.

Be sure to enter the following school year and select Admitted (A) instead of Enrolled (E)

Format D, Sequence C

How to create a request to run the report:

<table>
<thead>
<tr>
<th>Panel:</th>
<th>S713. Verifications</th>
<th>S: 0000</th>
<th>Y: 20XX</th>
<th>R</th>
</tr>
</thead>
<tbody>
<tr>
<td>Request:</td>
<td>001</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Title: Limited English Verification - Incoming Students

Destination Panel S713, Format D, Sequence C SB284

Controls: C F P H S I/E Year-T A/E Prt: Use ESE: Prim Matrix Fr-IEP-To G

01 D Y B C I 2018 R A

Select: A Lin S Sch1 F-G-T E S Fr--------------To Code D St T-Date T-Date T-Date x xxxx xx xx x x mmdccyy mmddccyy xxxx x x x mmyy x mmyy x mmyy

001 #### KG 12 A
IDENTIFICATION & CODING OF IMMIGRANT STUDENTS

Based on federal guidelines, an immigrant student must

- be between the ages of 3 and 21
- not be born in the 50 states, District of Columbia, or Puerto Rico
- not have been enrolled for more than 3 full academic years in any one or more States

Per FLDOE:

- Immigrant status is applicable to military children born outside of the US territory
- Immigrant status is applicable to international students

Steps to follow in identifying and Coding:

1. Run a listing of potential immigrant students (S308)
2. Assign students the immigrant status (S705)
3. Run verification report for review of data (S710)

Step 1

Action: Run a Listing of Potential Immigrant Students at your school.

Panel Used: Panel S308

Build the request exactly as shown - Replace “####” with your school number.

For the 2017-2018 school year, ensure that the Edate dates back to 3 academic school years: 08/12/2015

Panel: ______ S308. Enrollment S: 0000 Y: 20XX R
Request: 001

Title: Listing of Potential Immigrant Students

Panel S308, Format C, Sequence E

Controls: C F P H S I/E Year-T A/E Edatel Edate2 GYear Us
01 C Y B E I 20XX R E 08122015

Select: A Lin Schl F-G T Cl Thm Ecd Fr----Edate----To Wcd Fr----Wdate----To
xxxx xx xx xxx xxx mmdcccyy mmdcccyy xxx mmdcccyy mmdcccyy
A 001 ####

Press <F11> to submit the request.

Press <F11> to submit the request.

This report should generate your actual list of immigrant students. Please verify the accuracy of the data in S313: Original Entry Date – Birth Country – Age
Step 2

**Action:** Assign student the Immigrant status

**Panel Used:** S705

Before a record is added, check the S702 panel to make sure that the student does not already have an active record for this program. The record may have a different Referral date.

**To add a student, type:**
- **Student Number:** Stdt
- **Referral Date:** First enrollment date for the current school year
- **Program Code:** IMGR
- **Press:** <Enter>

If the student has a record, it will be displayed. If not, the status message will display "Not on file."

Enter the **same date as the referral date** for the following fields:
- **Original Evaluation Date:** Org Eval
- **Eligibility Date:** Elig
- **Placement Date:** Placed

Ensure that status (St) is active (A) after entering Placement Date (Placed).

The last evaluation date will default.
Type "3" under the ‘T’ (External Term)
Press <Enter> to add a record with an “Active” status.
The “Is” (Immigrant Status) must be changed to “Y”.

- **If there are no errors,** the status message will display: Record Added. Next?
- **If there's an error,** the status message will display: Highlighted element(s) in error.
- **Correct the information in the highlighted fields and press <Enter>.

**Panel:**

<table>
<thead>
<tr>
<th>S705. Federal/State</th>
<th>S: 0000 Y: 20XX R</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stdt</strong> 1234567</td>
<td><strong>Referral Code</strong> 08102018</td>
</tr>
<tr>
<td>Smith, Alan</td>
<td>IMGR</td>
</tr>
</tbody>
</table>

| **Abbr:** Immigrant Stdt | **St:** A |
| **Dates:** Conf | Org Eval Elig | Placed | Plan | Lst Eval Nxt Eval Dismsd |
| 08102018 | 08102018 | 08102018 | 08102018 | 08102018 |

| **Misc:** Spc Name | Se T Schl Leng Service Rs B M D | C M T5 | 504 TA |
| 3 | 3 |

Immigrant Status field is sent to DOE during survey 2, 3, and 5. If the student is identified as an immigrant student then the S705 panel must be completed every year.
Step 3

Action: Run verification report for review of data***
Panel Used: S713 (format C)

Panel: S713. Verifications  S: ####  Y: 20XX  R:
Request: 001

Title: List Of Immigrant Students
Panel S713, Format C, Sequence A

Controls: C F P H S I/E Year-T A/E Prt: Use ESE: Prim Matrix Fr-IEP-To
01 C Y B A I 20XX R E

Select: A Lin S Schl F-G-T E S Fr-------------------To Code D St T-Date T-Date T-Date
x xxxx xx xx x x mmdccyy mmdccyy xxxx x x x mmyy x mmyy x mmyy
A 001 A #### IMGR A

This report will list all the students who have 'Y' under the Immigrant status and active in the program on S705 panel.

*** Compare with list generated from S308 (Step 1)***
PROGRAMMATIC FORMS & LETTERS (ENGLISH)
## ESOL Procedure Plan

**School Name:** ________________________________  **School #:** __________  **Contact Name:** ________________________________

**Principal:** ___________________  **Principal’s Signature:** ___________________  **Date:** __________

### Who is responsible for...?

<table>
<thead>
<tr>
<th>Task</th>
<th>Name(s)</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administering the Home Language Survey (HLS) and Notification of Testing Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Completion of Programmatic Assessment with Date of Entry in US Schools (DEUSS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screening of student for ESOL eligibility</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Updating ELL data fields in AS400 (S313, S706, S615)</td>
<td></td>
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<tr>
<td>Providing parents with compliance letters and program documentation (Eligibility, Continuation of Services, Brochures, PLC, etc.)</td>
<td></td>
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</tr>
<tr>
<td>Inform teachers of an ELL placed in their classroom and student’s English language level</td>
<td></td>
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<tr>
<td>Monitoring ESOL training compliance of instructional staff</td>
<td></td>
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</tr>
<tr>
<td>Ensuring timely completion and update of ELL Monitoring Folder</td>
<td></td>
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<tr>
<td>Completing ESOL out of field paperwork and ensuring board approval for language arts and reading teachers with ELLs</td>
<td></td>
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</tr>
<tr>
<td>Informing parents of a teacher’s ESOL out of field status</td>
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<tr>
<td>Convening the ELL Committee whenever a need arises and documenting of committee minutes</td>
<td></td>
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<tr>
<td>Monitoring of instructional support, accommodations and supports, parent communication, and student progress</td>
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<tr>
<td>Purchasing and monitoring of bilingual dictionaries</td>
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<tr>
<td>Ensuring that ELL students have equal access to all available programs and services</td>
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<tr>
<td>Coordinating interpretation and translation for effective communication with parents</td>
<td></td>
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<tr>
<td>Administering yearly language assessment (WIDA) to all active ESOL students (LY)</td>
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<tr>
<td>Participating in grade level district/state assessment</td>
<td></td>
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<tr>
<td>Determining if student is eligible for FSA ELA exemption based on DEUSS and WIDA participation (via ELL Committee)</td>
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<tr>
<td>Determining Good Cause Exemption based on DEUSS.</td>
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<tr>
<td>Communicating English language proficiency level to parent</td>
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<tr>
<td>Running and checking of ESOL reports (quarterly)</td>
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<tr>
<td>Conducting post-reclassification monitoring</td>
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<tr>
<td>Creating of immigrant profiles AS400 for qualified students</td>
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<tr>
<td>Reviewing schedule and services of ESOL bilingual assistant(s)</td>
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<tr>
<td>Maintaining ESOL audit binder for documentation of compliance</td>
<td></td>
<td></td>
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</tbody>
</table>
## Self Monitoring Checklist

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Comment</th>
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<tbody>
<tr>
<td>1.</td>
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<td>j.</td>
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<td>11.</td>
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<tr>
<td>12.</td>
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</tbody>
</table>

School Name: ________________________  School #: __________  Contact Name: ________________________
Principal: ______________________  Principal's Signature: ______________________  Date: __________
<table>
<thead>
<tr>
<th></th>
<th>All staff members understand that students may use their native language in the classroom as a tool for learning and for communicating with peers when discourse is encouraged by the teacher.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>In schools with 15 or more students who speak the same native language, an ESOL bilingual assistant is assigned to help students in core subject areas and computer literacy.</td>
</tr>
<tr>
<td></td>
<td>ELL students are provided equal access to all instructional materials, designated programs, and student services for which they qualify.</td>
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<td></td>
<td>ELL students are provided equal access to all school facilities.</td>
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<td></td>
<td>There is a procedure to ensure that teachers are aware when students have been placed in or transferred to their classes.</td>
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<td></td>
<td>An ELL Committee has been established and functions according to the guidelines established by the Florida Department of Education.</td>
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<tr>
<td></td>
<td>All staff members understand the role of the ELL Committee in the educational planning process for ELL students.</td>
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<td></td>
<td>All instructional staff members understand the professional qualification required by FLDOE for personnel who teach ELL students.</td>
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<td></td>
<td>ESOL bilingual assistants are assigned to active ESOL students with assistance schedule readily available for review.</td>
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<td></td>
<td>A culturally responsive school climate is promoted through the infusion of multicultural programs and/or literature that promote cross-cultural understanding and diversity.</td>
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<td></td>
<td>Teachers and media specialists keep the specific native language groups in mind when acquiring books, resources, and software.</td>
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<tr>
<td></td>
<td>Parents of ELL students are actively recruited and encouraged to serve on the District/School ESOL Parent Council, participate in the ELL committee, attend functions and join parent/teacher/student organizations.</td>
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<tr>
<td></td>
<td>Parents of students are given the opportunity to participate in decisions regarding student placement, course selection, etc., in the same manner afforded to non-ELL parents and students.</td>
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<td></td>
<td>Schools utilize interprets, the parent liaison, and/or phone interpretation whenever feasible to facilitate communication with non-English speaking parents.</td>
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<td></td>
<td>If a student is considered as substantially deficient or for possible retention the Committee meets and makes a recommendation.</td>
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<tr>
<td></td>
<td>School administrators ensure that lack of English proficiency or any single assessment is never the determining factor in the decision making process for an ELL student.</td>
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<tr>
<td></td>
<td>ESOL instructional staff (ESOL teacher and bilingual assistant) participates in district trainings as required for their positions.</td>
</tr>
<tr>
<td></td>
<td>The designated contact attends all mandatory trainings, conducts periodic self-audit of ELL folders, and maintains required paperwork in ESOL audit binder.</td>
</tr>
</tbody>
</table>
ESOL PROGRAM WORK CALENDAR

SCHOOL YEAR:
- Survey 2 October
  Assistance Lab October
- Survey 3 February
  Assistance Lab February

AUGUST
☐ REVIEW ESOL PROCEDURES WITH CLERK
☐ REQUEST CONSULTATION AS NEEDED
☐ UPDATE & RUN REPORTS
☐ REVIEW/COPY/FILE WIDA REPORTS
☐ EXIT QUALIFIED STUDENTS – UPDATE AS400
☐ UPDATE LF MONITORING
☐ RUN “F” REPORTS FROM PREVIOUS SPRING
☐ RUN RETENTION REPORT (elementary)
☐ UPDATE PLAN DATES & TIER PLACEMENT
☐ VERIFY ACCURACY OF DEUSS IN S313
☐ FUND 130 FOR ELLS IN YEARS 1-6 ONLY
☐ PRINT S615 AND STAPLE TO FOLDER
☐ SEND HOME 30 DAY CONTINUATION OF SERVICES LETTERS FOR ACTIVE STUDENTS
☐ REVIEW REGISTRATION FORMS PRIOR TO TESTING (HLS & Signed Notification) NEW STUDENTS
☐ START BUILDING ELL AUDIT FOLDERS
☐ TEST STUDENTS WITHIN 20 DAYS TIMELINE
☐ SEND ELIGIBILITY & PARENT RIGHTS LETTERS
☐ COMPLETE ELL FOLDERS & DATA ENTRY
☐ SEND NOTIFICATION & ACCOMODATIONS GRADING REMINDERS TO FACULTY
☐ SCHEDULE SEPTEMBER MEETINGS
  o Send parent notification letter
☐ TEACHER, ESOL ENDORSED? IF NOT REMOVE 130 FUNDING
☐ MONITOR ELL COUNT FOR ALLOCATIONS
☐ MONITOR OUT OF FIELD NOTIFICATION FOR LA/RD INSTRUCTIONAL STAFF
☐ PRINT OUT ACT/SAT DATES & ENSURE ALL ELL STUDENTS REGISTER (high school)
  o Check if eligible for waiver
☐ UPDATE AUDIT BINDER

SEPTEMBER
☐ ATTEND CONTACT ORIENTATION (IF NEW)
☐ MONITOR STUDENT ENROLLMENT
☐ COMPLETE OUT OF FIELD NOTIFICATION FOR LA/RD INSTRUCTIONAL STAFF
☐ FINISH PROGRAMMATIC ASSESSMENTS
☐ MAINTAIN OUT OF FIELD FORMS IN STUDENT FOLDERS AND AUDIT BINDER
☐ SEND HOME NOTIFICATIONS FOR:
  o Student Eligibility Placement
  o Parent Rights
  o Delay of Testing (If past 20 days or beyond re-evaluation period)
  o Program Brochure
☐ SEND TEACHERS UPDATED LY & LF LIST WITH ACCOMODATION CHECKLIST
☐ INFORM TEACHERS OF BILINGUAL ASSISTANT SERVICES & LIMITATIONS
☐ SUBMIT SCHOOL BASED ELL PLAN & SELF MONITORING CHECKLIST TO DISTRICT
☐ ATTEND GENERAL CONTACT MEETING
☐ BE AWARE OF FTE DATES
  o Run reports and review for errors
  o Clerk to update immigrant reports
☐ SCHEDULE OCTOBER MEETINGS
☐ ORDER & DISTRIBUTE DICTIONARIES
  o Email teachers to encourage use of dictionaries.
  o Use Brainpop to teach students how to utilize dictionaries.
☐ SUBMIT TUTORING REQUEST (if participating)
☐ ENSURE CLERK CODES IMMIGRANTS
☐ RUN MONTHLY REPORTS
☐ COMPLETE ALL EXTENSION OF SERVICES BY OCTOBER 1ST

OCTOBER
☐ FTE MONITORING & DATA CORRECTION
☐ ATTEND QUARTERLY ASSISTANCE LAB
☐ REVIEW OF ELL MONITORING FOLDERS
☐ REVIEW WIDA TIER PLACEMENTS
☐ SEND TUTORING NOTIFICATION TO PARENTS (if approved)
☐ MONITOR OUT OF FIELD NOTIFICATION FOR LA/RD INSTRUCTIONAL STAFF
☐ CHECK ON BOARD APPROVALS FOR OUT-OF-FIELD TEACHERS – PRINT MINUTES
☐ SCHEDULE NOVEMBER MEETINGS
☐ IDENTIFY IMMIGRANT STUDENTS
☐ MONITOR TUTORING & FUNDS
☐ INFORM TEACHERS OF SUPPLEMENTAL PROGRAMS
☐ LF MONITORING (FOLDER AND S706)
ESOL PROGRAM WORK CALENDAR

**NOVEMBER**
- Run monthly reports
- Schedule December meetings
- Monitor grades and graduation
- Monitor immigrant students
- Monitor tutoring attendance/funds
- Send reminders regarding grading policies and accommodations for upcoming exams

**DECEMBER**
- Run monthly reports
- Schedule January meetings
- Monitor grades and graduation requirements for seniors
- Monitor tutoring attendance/funds
- Request Act/SAT vouchers (for seniors)
- Submit Semester 1 tutoring logs

**JANUARY**
- Run monthly reports
- Update plan date S706 (secondary)
- Print S615 and staple to folder
- Run “F” reports
- LF monitoring (Folder and S706)
- Review ELL retention guidelines with teachers
  - Meeting notes, communication, accommodations and supports
- Identify good cause exemptions

**FEBRUARY**
- Be aware of FTE dates
  - Run reports and review for errors
  - Clerk to update immigrant reports
  - Verify that all teachers were board approved for the academic school year.
- LY & immigrant monitoring
- Hold possible retention meetings
- Schedule February meetings
- Monitor tutoring attendance/funds
- Attend General WIDA Training
- Complete WIDA certification

**MARCH**
- WIDA assessment
- Ensure WIDA assessment of all active students (LY)

**FTE MONITORING & DATA CORRECTION**
- Attend quarterly assistance lab
- Set up March ELL committee meetings
- Review approved accommodations and supports for state assessments
- Verify dictionary counts
- Monitor tutoring attendance/funds
- Monitor grades and graduation requirements for seniors
- LF monitoring (Folder and S706)
- Schedule March meetings
- Update audit binder

**APRIL**
- Run monthly reports
- Review HLS requirements with Office Clerk/Registrar
- Schedule May meetings

**MAY**
- Complete VPK screenings
- Monitor grades & graduation
- LF monitoring (Folder and S706)
- Submit Semester 2 tutoring logs
- Review all folders for compliance
- Run upcoming ESOL student report
- Update audit binder

**NOTES**
- Audits & FTE: Elaine Sims
- Certification: L. Buffum & L. Conroy
- ESOL data entry: Lisa Slavens
- Immigrant data: Nihal Knutson
- Instruction: ESOL itinerants
- Folder & IPT: Kaye Benton
- Overall program: Judith Magloire
- Compliance: Blanca Garcia
- Parent activities: Neyda Francis
## CLASSROOM ACCOMMODATIONS AND STRATEGIES CHECKLIST

<table>
<thead>
<tr>
<th>Instruction</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.1</strong> Place student close to front of the room and/or teacher.</td>
<td></td>
</tr>
<tr>
<td><strong>I.2</strong> Allow the student ample/additional time to complete the assignment.</td>
<td></td>
</tr>
<tr>
<td><strong>I.3</strong> Speak clearly/simplify vocabulary and grammatical structures to match student’s language proficiency.</td>
<td></td>
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<tr>
<td><strong>I.4</strong> Provide background/prior knowledge.</td>
<td></td>
</tr>
<tr>
<td><strong>I.5</strong> Identify and teach essential vocabulary before lesson/unit.</td>
<td></td>
</tr>
<tr>
<td><strong>I.6</strong> Present new information in small sequential steps.</td>
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<tr>
<td><strong>I.7</strong> Utilize a variety of visual materials which support multi-sensory approach.</td>
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<tr>
<td><strong>I.8</strong> Teach through modeling.</td>
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<tr>
<td><strong>I.9</strong> Utilize maps and charts.</td>
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<tr>
<td><strong>I.10</strong> Provide frequent repetition and review.</td>
<td></td>
</tr>
<tr>
<td><strong>I.11</strong> Assign peer tutor/buddy.</td>
<td></td>
</tr>
<tr>
<td><strong>I.12</strong> Use hands-on activities.</td>
<td></td>
</tr>
<tr>
<td><strong>I.13</strong> Teach how to use the text features: table of contents, headings, subtitles, bold face print, etc.</td>
<td></td>
</tr>
<tr>
<td><strong>I.14</strong> Provide additional support via bilingual/itinerant assistant.</td>
<td></td>
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</tbody>
</table>
### Materials Adaptation

<p>| | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>M.1</strong></td>
<td>Reduce non-essential details.</td>
</tr>
<tr>
<td><strong>M.2</strong></td>
<td>Present concrete ideas first.</td>
</tr>
<tr>
<td><strong>M.3</strong></td>
<td>Use visual representations: maps, charts, timelines.</td>
</tr>
<tr>
<td><strong>M.4</strong></td>
<td>Provide outlines/cloze passages/word banks.</td>
</tr>
<tr>
<td><strong>M.5</strong></td>
<td>Use manipulatives.</td>
</tr>
<tr>
<td><strong>M.6</strong></td>
<td>Utilize learning centers as alternative instruction to provide reinforcement.</td>
</tr>
<tr>
<td><strong>M.7</strong></td>
<td>Use role play.</td>
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</tbody>
</table>

### Accommodated Assessment

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<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td><strong>A.1</strong></td>
<td>Allow students to answer fewer questions as long as they acquire the key concepts.</td>
</tr>
<tr>
<td><strong>A.2</strong></td>
<td>Provide word bank.</td>
</tr>
<tr>
<td><strong>A.3</strong></td>
<td>Modify test format/Provide alternative assessment.</td>
</tr>
<tr>
<td><strong>A.4</strong></td>
<td>Allow usage of home dictionary or online translator.</td>
</tr>
<tr>
<td><strong>A.5</strong></td>
<td>Utilize chunking.</td>
</tr>
<tr>
<td><strong>A.6</strong></td>
<td>Provide extended time.</td>
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</tbody>
</table>

### Notes & Observations
# ESOL Audit Checklist

This checklist is used during FTE school visit to review accuracy of audit folders. Ensure that data entry reflects the ESOL folder’s content.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>ID #</th>
<th>SCHOOL</th>
<th>Number of Years in ESOL</th>
</tr>
</thead>
</table>

## Identification
- Home Language Survey
- Programmatic Assessment
- Notification to Test
- Documentation of Test Results (student info listed)
- Delay of Testing (if applicable)

## Placement
- Letter of Eligibility
- Entry Date
- Current Plan Date
- Current Schedule (Stapled)
- Classroom Teacher (Reading/LA)
- Out of Field Board Approval
- Out of Field Parent Notification
- 30 Day Continuation of Services
- ELL Minutes (concerns)

## Extension of Services
- Documentation of retest or Test Scores
- Re-Evaluation Date
- ELL Committee Minutes

## Exit
- Exit Code
- ELL Committee Minutes (if code is L)
- Reclassification Date
- Exit Letter

## Monitoring
- 1st RC
- 2nd RC
- 4th RC
- End of Year 2
<table>
<thead>
<tr>
<th>STUDENT ID</th>
<th>STUDENT NAME (Last, First)</th>
<th>EXIT DATE</th>
<th>REVIEW 1</th>
<th>REVIEW 2</th>
<th>REVIEW 3</th>
<th>REVIEW 4</th>
<th>END OF 2ND YEAR AFTER EXIT</th>
</tr>
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<tbody>
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THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA
HOME LANGUAGE SURVEY

Student Name: ____________________________  Grade: _____  School: ___________________

1. Is a language other than English used in the home?
   If yes, what language? (HM) ______________________

   Yes  No

2. Did the student have a first language other than English?
   If yes, what language? (PL)____________________

   Yes  No

3. Does the student most frequently speak a language other than English?
   If yes, what language? (SL)_____________________

   Yes  No

Parent or Guardian Signature: ____________________________  Date: ________________

FILE IN CUMULATIVE FOLDER
Date________________

Dear Parent/Guardian,

The "yes" response(s) on the Home Language Survey you completed for your son/daughter require(s) assessment of his/her English proficiency so that teachers can better serve him/her. The Brevard School District uses the IDEA Oral Language Proficiency Test in all grades to determine listening and speaking proficiency. In grades 3-12, the reading and writing proficiency in English is also assessed.

- If you answered "yes" to question one only (Is a language other than English used in the home?) then your son/daughter will not receive ESOL services before the testing.
- If you answered "yes" to either question two or three or to both (Did the student have a first language other than English? and/or Does the student most frequently speak a language other than English?) then your son/daughter will receive ESOL services before testing.
- If your son/daughter is in grades 3-12, tests fluent on the Oral Language Proficiency Test, and has no recent standardized test scores for reading and writing, a reading and writing test will be given.
- If the testing cannot be administered within 20 days of the Home Language Survey you will receive an explanation from the school.

The school will give the tests and you will be notified regarding your son’s/daughter’s eligibility for ESOL services. The ESOL program provides services to Limited English Proficient students by placing students with classroom teachers who have had training in strategies to make English and subject area content understandable to them.

If you have questions concerning the ESOL services or assessment of English proficiency, please call the ESOL Contact below.

<table>
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<th>ESOL Contact</th>
<th>Phone Number</th>
<th>Email</th>
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<tr>
<th>Student Name</th>
<th>Parent Signature</th>
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Dear Parent/Guardian:

All schools in Florida are committed to providing a quality educational program for all students. Public schools in Florida must ensure that students whose heritage/home language is other than English have equal access to all programs and services and are provided with comprehensive instruction.

You are receiving this letter because you indicated a language other than English is spoken in your home. Based on this information, a language assessment will be administered and an instructional program will be recommended for your child. The following activities should take place during this enrollment, assessment, and placement process.

**Home Language Survey:** At the time of enrollment, all students (or parent/guardian) must respond to determine an appropriate educational program.

**Language Assessment:** If the survey indicates that a language other than English is spoken at home, the student will be assessed to determine an appropriate educational program.

**Instructional Program Placement:** Based on the language assessment results, students must be provided with comprehensible instruction and be placed in an appropriate educational program. Each district will provide a range of services based on the specific program implementation at the school.

**Parent Notification:** Parents must receive letters, notifications, and school information in a language they understand, unless clearly not feasible, to ensure informed parent consent and meaningful access to the educational program.

**Post Reclassification and Monitoring:** Students who have been re-classified as fluent English proficient will be monitored to ensure their overall academic success.

**Parent Advisory Council:** Each district must provide for parent advisory meetings so parents have an opportunity to participate in the educational program development process.

It is important to recognize that each school provides a variety of services based on different local needs. If you have any questions or concerns, you can contact your local school’s English for Speakers of Other Languages (ESOL) contact person. If you still have additional questions or concerns, you may contact the ESOL Coordinator at the district level.

If you have questions or concerns that have not been resolved at the local or district level, you may direct them to the State of Florida PARENT HOTLINE at 1-800-206-8956.
BREVARD COUNTY PUBLIC SCHOOLS

DELAY OF TESTING TO DETERMINE ELIGIBILITY FOR ESOL SERVICES

Name of Student: ___________________________________________ Student ID#: ____________________

School: __________________________________________________ Grade: _______ Date: ____________________

Dear Parent(s):

We regret to inform you that there is a delay in your son’s/daughter’s

☐ listening and speaking test to determine eligibility

☐ re-evaluation for the English for Speakers of Other Language (ESOL) program

The delay is due to

___________________________________________________________________________

___________________________________________________________________________

Based on the answers on the Home Language Survey filled out at registration and/or previous program enrollment, your son/daughter

☐ Is receiving ESOL services pending testing

☐ Is not receiving ESOL services pending testing

The testing will be completed on _____________________________. If you have any questions, please call the following number: _____________________________.

Sincerely,

_________________________________________ Phone Number ____________________________ Email ____________________________

ESOL Contact Signature: ________________________________
BREVARD COUNTY PUBLIC SCHOOLS
Programmatic Assessment & Placement for ESOL Students

Student Name: ___________________________________________ Student ID#: ___________________________

School: ___________________________ Grade: ___________ Date: ________________

Name of Interviewer: ___________________________ Job Title: ___________________________

Assessment completed through: ___ Interview ____ Previous Records (both sections needed)

To be completed by parent/guardian:

1. What is the student’s date of birth? ___________________________ Age ________________

2. What type of school did student attend? Rural Urban Private Public

3. When did the student learn to read (age)? ________________ Which language(s) ________________

4. Where (country/city) did the student attend school? ______________________________________

5. How many years did the student attend school? ________________

6. What year did the student start school in the United States (DEUSS)? ________________

7. Was student’s attendance consistent? ________________________________

8. Was the student enrolled in any special programs? ____________________________ Please specify

9. Has student been exposed to English before? ____________________________

10. What resources are available at home for school support (computer, internet, English speaker, etc)?

Parent/Guardian Signature and Date: ___________________________
To be completed prior to placement:

Place a check by all items used to determine the student’s academic experiences:

1. _____ Age appropriateness

2. _____ Interview student and/or student’s parent/guardian to determine prior educational experiences and academic subject competencies

   Results of Interview:
   *
   *Areas of concern __________________________________________________________
   *Courses requested _______________________________________________________
   *Other information _______________________________________________________
   *Was language assistance provided during this interview, when feasible? ____ Yes ____ No

3. _____ Review of student’s cumulative folder:

   _____ Previous school records
   _____ Transcripts
   _____ Standardized and/or criterion referenced tests:
   _____ Previous ESOL/ESE programs, specify ________________________________________

   Test name: ___________________________ Date: __________
   Test name: ___________________________ Date: __________

4. What date did the student first enroll in a U.S. school (DEUSS)? __________________________
   (default to registration date if unknown)

5. Does the student meet the immigrant status guidelines? ____ Yes ____ No

***Schools should provide translation when feasible.

   Please see Immigration Verification Form for immigration status requirements
Name of Student: ________________________________ Student ID#: ___________ DUES: ___________

School: ________________________________________ Grade: _________ Date: ____________

Dear Parent/Legal Guardian,

Based on the responses to the Home Language Survey, your child has been evaluated to determine his/her proficiency in the English language and his/her eligibility for placement in the ESOL program. We have determined the following:

☐ Recommended placement in the ESOL Program

☐ Do not recommend placement in the ESOL Program

Recommended students qualify for English for Speakers of Other Languages (ESOL) services. Qualification for the ESOL program is determined using the following criteria:

INITIAL PLACEMENT: ____________________________ (Date)

Name of Test/Score/Level on Listening/Speaking

Name of Test/Score/Level on Reading/Writing

ELL Committee Date

The goal of the ESOL program is to help your child learn English in order to meet appropriate academic standards for grade promotion and graduation. As an English language Learner (ELL), your child will receive language and academic support until meeting exit criteria outlined in State Board Rule (SBR) 6A.6.0903.

Once exited from the ESOL program, your child will be monitored for two years to ensure academic success during this transition period. The school’s ELL Committee is available to meet with you anytime throughout your child’s educational experience to review academic needs and placement recommendations. Appropriate ESOL services will also be included in the guidelines and recommendations in a student’s Individualized Education Plan (IEP) if necessary.

ESOL programs adjust instruction to the child’s strengths and needs by providing effective teaching strategies, as well as supplemental instructional materials or bilingual support. As a parent, you are encouraged to participate in developing your child’s Student ELL Plan, as well as choose the appropriate instructional model for your child which includes:

☐ Mainstream/Inclusion English Language Arts (instruction with both ELLs and non-ELLs)
☐ Mainstream/Inclusion Basic Subject Areas (math, science, social studies, computer)
☐ Sheltered English Language Arts (students receive instruction with ELLs only)
☐ Sheltered Basic Subject Areas (math, science, social studies, computer literacy)

ESOL Contact ____________________________ Phone Number ____________________________ Email ____________________________

ESOL Contact Signature: ____________________________
Name of Student: _______________________________ Student ID#: __________ DUESS: __________

School: __________________________________________ Grade: __________ Date: ___________________

Dear Parent/Legal Guardian,

Federal and state law requires that students in an ESOL program are assessed annually to show linguistic growth, as well as academic achievement. These assessment results impact program placement decisions. Therefore, your child will continue to receive ESOL services based on the following assessment data:

ACCESS for ELL proficiency levels:

_____________________________________________________________________________________

FSA English Language Arts (ELA) assessment results: _________________________________________

ELL Committee/Assessment Criteria __________________________________________________________

**REFUSAL of TITLE III SERVICES**

ESSA Title III guidelines allow districts to use federal funding to support their ESOL programs and provide supplemental services to ELLs. Parents may elect to refuse these supplemental Title III services. However, your child will still receive language and academic support and be annually assessed for English proficiency. If you need additional information regarding the ESOL or Title III program, please contact:

_____________________________________________________________________________________

ESOL Contact Phone Number Email

*If you do not want your child to receive supplemental services through Title III, please indicate by signing and returning the form below.*

_____________________________________________________________________________________

Student Name: ________________________________________________________________

Parent Name: _________________________________________________________________

☐ I do not want my child to receive ESSA Title III supplemental services.

Parent/Guardian Signature: ____________________________ Date: ____________________
Dear Parent/Legal Guardian,

Your student, ____________________________, has been referred to the English Language Learner (ELL) Committee for the following reason:

- To review placement in the English for Speakers of Other Languages (ESOL) Program.
- To review student’s progress in the ESOL Program.

The ELL Committee requests your participation in the Committee meeting on

____________________________________________________________________ at ____________________________________________

Sincerely,

_________________________________________________________  ____________________________  ____________________________
ESOL Contact                                          Phone Number                          Email

ESOL Contact Signature: _______________________________________

Please complete the form below and return to the school. Thank you.

Notification of English Language Learner (ELL) Committee Meeting

Student’s Name ____________________________________________ Grade __________________

☐ I plan to attend the scheduled meeting.

☐ I DO NOT plan to attend the scheduled meeting. Please notify me of the Committee’s recommendations.

_________________________________________________________  _________________
Signature of Parent/ Legal Guardian                          Date
Student’s Name: _______________________________________
Grade: ___________
DEUSS ____________
School: ____________________________________________
Student ID: ___________________ Date ________________

Purpose of Meeting
__ Determine Eligibility & Placement
__ Review Student’s Progress
__ Extend Service
__ Exit
__ Reclassification (LF Reentry)
__ Other __________________________

Data
__ IPT (O/R/W) __________________
__ WIDA ______________________
__ FSA _________________________
__ ACT/SAT _____________________
__ FAIR _________________________
__ Other _________________________

Meeting Notes
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Please use the back of this form to document all pertinent information presented and final committee decisions.

SB1108
☐ 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.

Parent’s Signature _______________________________________________ Date ________________

In Attendance: Name (please print) Signature Title:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Administrator/Designee
ESOL Contact
Classroom Teacher
Parent/Guardian
ESOL Teacher
Bilingual Assistant
NAME OF STUDENT: ___________________________ STUDENT ID#: __________________ DUSS: __________

SCHOOL: ___________________________________ GRADE: __________ DATE: __________________

DEAR PARENT/GUARDIAN:

Based on the Florida Department of Education’s approved criteria, we are glad to inform you that your student has reached grade level proficiency and/or is no longer in need of English for Speakers of Other Languages (ESOL) services. As mandated, your student will be monitored for two academic years to ensure continued success.

We thank you for your support and encourage you to contact us if you have any questions. If you have questions or concerns, please feel free to contact us using the information below:

Sincerely,

_________________________  ___________________________  ___________________________
ESOL Contact                  Phone Number                  Email

ESOL Contact Signature: ___________________________
Dear Parent/Guardian:

Students who perform below grade level, as indicated by classroom performance toward mastery of the Florida Standards, may be eligible for a promotion under one of the “Good Cause Exemptions”. I have carefully reviewed your child’s performance records. These records indicate that ____________ meets the Good Cause Exemption indicated below and will be promoted, for Good Cause to grade _____ for the _______ school year.

___ Student who has received intensive remediation in reading for one or more years, but who still demonstrates a deficiency in reading; previously retained or assigned to TK-1

___ English Language Learner student with less than two years of instruction, based on the Date of Entry in US Schools (DEUSS)

___ Students with disabilities whose individual education plan (IEP) indicates that participation in the statewide assessment program is not appropriate

___ Student who received a passing score on state approved standardized test (3rd Grade)

___ Student who demonstrates through a student portfolio that he or she is performing at least at Level 2 on the statewide, standardized English Language Arts assessment (3rd Grade)

___ Student who takes the statewide, standardized English Language Arts assessment and who have an individual education plan or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for more than 2 years but still demonstrates a deficiency and was previously retained in kindergarten, grade 1, grade 2 or grade 3

___ A third grade student who has received intensive remediation in the area(s) for two or more years but still demonstrates a deficiency, and who was previously retained for a total of two years

Please acknowledge your receipt of this notification by signing and returning this letter to the school office by _____________. This signed copy will be placed in your child’s cumulative record and will serve as a reference in planning your child’s education program. If you wish to discuss this matter, please call to schedule an appointment at your earliest convenience.

Sincerely,

Principal

Parent/Guardian Signature: ___________________________ Date: ____________________
BREVARD COUNTY PUBLIC SCHOOLS

IMMIGRANT VERIFICATION QUESTIONS FOR PARENTS

Name of Student: ___________________________________________ Student ID#: ___________ DUSS: ___________

School: __________________________________________________ Grade: _________ Date: ________________

1. Student’s Age _________________________________

2. Country of Birth ________________________________

3. City/Place of Birth ______________________________

4. Is this student the son or daughter of a United States Citizen or a son or daughter of a member of the military?
   [ ] Yes   [ ] No

5. Has the student attended a U.S. school for three years or longer?
   [ ] Yes   [ ] No

6. What date did the student first enter the U.S.?
   ________________________________________________

7. What date did the student enroll in a U.S. school for the FIRST time? ________________________________

Parent/Guardian Signature: ___________________________ Date: _______________________

IMMIGRATION STATUS GUIDELINES

• Student must be between the ages of 3 and 21
• Student must not have been born in the states, DC, or Puerto Rico
• Student must not have been enrolled for more than 3 FULL academic years.
• Status is applicable to military children born outside of US territory.
PROGRAMMATIC LETTERS

(Spanish)
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<td>Grado</td>
<td>Escuela</td>
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1. ¿En su hogar se usa otro idioma además del inglés?  
   En caso afirmativo, ¿qué idioma? (HM) ___________________________  

2. ¿Tuvo el estudiante un primer idioma que no es el inglés?  
   De ser así, ¿qué idioma? (PL) ___________________________  

3. ¿Frecuentemente habla el estudiante otro idioma que no es el inglés?  
   De ser afirmativo, ¿qué idioma? (SL) ___________________________  

Firma del padre o tutor legal: ___________________________  
Fecha: ___________________________

**COLOQUE EN LA CARPETA ACUMULATIVA**
Fecha_____________________

Estimado(s) padre(s):

La(s) respuesta(s) afirmativa(s) en la “Encuesta sobre el Idioma que se Habla en el Hogar”, que completó para su hijo(a) require una evaluación del dominio del idioma inglés, de manera que los maestros puedan servirles mejor. El Distrito Escolar del Condado de Brevard utiliza la Prueba del Dominio del Idioma Ingles Oral (IDEA Proficiency Test - IPT) en todos los grados para determinar el dominio de las destrezas auditiva y oral. En los grados de 3 al 12 se usa también un examen para determinar el dominio de los estudiantes en la lectura y escritura del inglés.

- Si usted contestó “Sí” a la pregunta número uno solamente (¿Se usa otro idioma además del inglés en el hogar?) su hijo/a no recibirá los servicios del programa ESOL antes de tomar esa prueba.
- Si contestó “Sí” a la pregunta dos o tres o en ambas (¿Tuvo el estudiante un primer idioma además del inglés? y/o ¿Frecuentemente el estudiante habla otro idioma además del inglés?), entonces su hijo/a recibirá los servicios del programa ESOL antes de tomar la prueba.
- Si su hijo/a está en los grados del 3 al 12, demuestra dominio en la Prueba de Dominio del Idioma Oral, y no tiene puntuaciones en las pruebas estandarizadas recientes en lectura y escritura, se le dará una prueba en lectura y escritura.
- Si la prueba no se puede administrar dentro de los 20 días después de haber tomado la Encuesta del Idioma Hablado en el Hogar, usted recibirá una explicación por parte de la escuela.

La escuela hará los exámenes y posteriormente usted será notificado(a) si su hijo(a) es elegible para recibir los servicios del Programa ESOL. El Programa ESOL proporciona servicios a los estudiantes con limitado dominio del inglés, colocando estudiantes con maestras que han tenido entrenamiento en estrategias para que el inglés y las áreas de contenido académico sean comprensible para ellos. Si tiene alguna pregunta relacionada con los servicios de ESOL o las evaluaciones del dominio del inglés, favor de llamar a la persona de contacto que aparece a continuación.

Representante de ESOL_______________________ Teléfono_______________________ Correo electrónico_______________________

Nombre del estudiante_______________________ Firma del padre/madre/tutor_______________________
Estimado padre/tutor:

Las escuelas en la Florida están comprometidas a proporcionar un programa educativo de calidad a todos los estudiantes. Las escuelas públicas en Florida deben asegurarse de que los estudiantes que su herencia/idioma principal no es el inglés, tengan igualdad de acceso a todos los programas y servicios, y que éstos sean proporcionados de manera que ellos entiendan.

Está recibiendo esta carta porque indicó que otro idioma que no es el inglés se habla en su hogar. De acuerdo con esta información, se le administrará una evaluación del idioma a su hijo(a) para luego recomendar un programa de enseñanza adecuado. Durante el proceso de admisión, evaluación y ubicación, se llevarán a cabo las siguientes actividades:

**Encuesta sobre el idioma que se habla en el hogar:** Al momento de registrarse en la escuela, todos los estudiantes (o el padre/tutor) deberán responder a una encuesta sobre el idioma principal en su casa.

**Evaluación del idioma:** Si la encuesta indica que un idioma que no es el inglés se habla en el hogar, todo estudiante de ese hogar será evaluado para determinar su nivel de aptitud en inglés y determinar el programa educativo apropiado.

**Colocación del programa educativo:** De acuerdo a los resultados de la evaluación, se les proporcionará a los estudiantes una instrucción que ellos puedan entender y serán colocados en un programa educativo apropiado. Cada distrito proveerá una variedad de servicios basados en el programa que esté implementado en la escuela.

**Notificación para los padres:** Los padres deben recibir cartas, notificaciones y la información de la escuela en el idioma que entiendan, a menos que claramente no sea viable, para asegurar consentimiento y acceso informado del padre al programa educativo.

**Reclasificación y seguimiento:** Los estudiantes que han sido reclasificados como competentes en la fluidez del inglés, serán observados para asegurar su éxito académico total.

**Consejo Asesor de Padres:** Cada distrito debe proporcionar reuniones consultivas de padres, de manera que ellos tengan la oportunidad de participar en el proceso de desarrollo del programa educativo de su hijo(a).

Es importante reconocer que cada distrito escolar proporciona una variedad de servicios basados en las necesidades locales. Si usted tiene preguntas o dudas, puede comunicarse en su escuela local con la persona encargada del Programa de Inglés para Personas que Hablan Otros Idiomas (ESOL). Si usted todavía tiene preguntas o preocupaciones adicionales, puede comunicarse con el coordinador de programa de ESOL a nivel de distrito al (321) 633-1000. Si sus preguntas o dudas no han sido resueltas a nivel local o de distrito, puede dirigirlas entonces a la LÍNEA DIRECTA DE ASUNTOS DE PADRES del Estado de la Florida, al 1-800-206-8956.
Delay of Testing to Determine Eligibility for ESOL Services

Nombre del estudiante: ____________________________ Núm. de estudiante: ____________ DUESS: __________

Escuela: ____________________________________________ Grado: _________ Fecha: ________________

Estimado(s) padre(s):

Sentimos informarle que hay una demora en su hijo(a) en cuanto a:

☐ Prueba de escuchar y hablar para determinar la elegibilidad
☐ Re-evaluación para el Programa de Inglés para Personas que Hablan otros Idiomas.

La demora se debe a:
____________________________________________________________________________________
____________________________________________________________________________________

Basado en sus respuestas en la Encuesta del Idioma Hablado en el Hogar que completó al momento de la inscripción y/o previa matrícula al programa, su hijo(a)

☐ Está recibiendo servicios del Programa ESOL pendiente para prueba
☐ No está recibiendo servicios del Programa ESOL pendiente para prueba

El examen será completado en ____________________________________________.

Si tiene preguntas, por favor llame al siguiente número de teléfono: ________________.

Atentamente,

Persona Contacto ESOL ____________ Núm. de teléfono ____________ Correo electrónico ____________________

Firma Persona Contacto ESOL ____________________________
La calificación para el programa ESOL se determina utilizando los siguientes criterios:

COLOCACIÓN INICIAL ____________ (Fecha)

Nombre de la Prueba/Puntuación/Nivel en Escuchar/Hablar Nombre de Prueba/Puntuación/Nivel en Escuchar/Escribir Fecha Comité Estudiantes Aprendices de Inglés (ELL) __________________________________________________________________________

La meta del Programa ESOL es ayudar a su hijo(a) aprender inglés para cumplir con los estándares de logro académico para la promoción al próximo grado y graduación. Como aprendiz del idioma inglés (ELL), su hijo(a) recibirá apoyo académico y del idioma hasta completar los criterios de salida trazados en la Norma de la Junta Estatal (SBR) GA.6.0903.

Una vez agresado del Programa ESOL, su hijo(a) será observado por dos años para asegurar el éxito académico durante el periodo de transición. El Comité Ell de la escuela estará disponible para reunirse con usted en cualquier momento durante la experiencia educativa de su hijo(a) para revisar las necesidades académicas y las recomendaciones de colocación. Servicios de ESOL apropiados serán también incluidos en las guías y recomendaciones del Plan de Educación Individualizada (IEP), de ser necesario.

Los programas de ESOL ajustan la instrucción a las áreas fuertes y necesidades de su hijo(a), así como materiales educativos suplementarios o apoyo bilingüe. Como padre, le exhortamos a participar en el desarrollo del plan para Estudiantes Aprendices de Inglés (ELL), así como a escoger el modelo educativo apropiado para su hijo el cual incluye:

- Instrucción Principal/Inclusión Artes Lingüísticas (estudiantes reciben instrucción con otros estudiantes en el Programa ESOL y estudiantes que no son estudiantes del idioma inglés).
- Instrucción Principal/Inclusión/Asignaturas Básicas (matemáticas, ciencias, estudios sociales y educación en informática/computadoras).
- Artes Lingüísticas Protegidas (estudiantes reciben educación con estudiantes aprendices del inglés solamente)
- Asignaturas Básicas Protegidas (matemáticas, ciencias, estudios sociales, educación en informática)

Representante de ESOL ______________ Núm. de teléfono ______________ Correo electrónico ______________

Firma Persona Contacto ESOL __________________________________________________________________________
EVALUACION PROGRAMÁTICA Y COLOCACIÓN PARA LOS ESTUDIANTES ESOL

Programmatic Assessment and Placement for ESOL Students

Nombre del Estudiante_________________________________________

Núm. de estudiante_________________________________________

Escuela_____________________________________________________

Grado____Fecha_____________________

Nombre del entrevistador_____________________________________

Título_____________________

Evaluación completada a traves de: ______ Entrevista _____ Récords Previos (se necesitan ambas secciones)

Para ser completado por el padre/tutor:

1. ¿Fecha de nacimiento del estudiante? _____________________ Edad___________

2. ¿Qué tipo de escuela asistió el estudiante? Rural Urbana Privada Pública

3. ¿Cuándo el estudiante aprendió a leer (edad)? ___________ ¿Qué idioma(s)? __________________________

4. ¿Dónde (país/ciudad) el estudiante asistió a la escuela?_____________________________________

5. ¿Cuántos años el estudiante asistió a la escuela? _____________

6. ¿En qué año el estudiante comenzó la escuela en Estados Unidos (DEUSS)? ______________________

7. ¿Fue consistente la asistencia del estudiante a la escuela? ____________________________

8. ¿El estudiante estuvo matriculado en algún programa especial? _____________________________ Especifique, por favor ____________________________________________________________

9. ¿El estudiante ha estado expuesto al idioma inglés anteriormente? __________________________

10. ¿Qué recursos están disponibles en el hogar para apoyar el trabajo escolar (computadora, internet, persona que hable inglés, etc.)? ____________________________________________________________

Firma del padre/tutor y fecha_______________________________
Para ser completado antes de la colocación:

Coloque una marca en todos los ítems usados para determinar las experiencias académicas del estudiante:

1. ______ Edad apropiada
2. ______ Entrevista a estudiante y/o padre/tutor del estudiante para determinar experiencias educativas previas y competencias académicas

Resultados de la entrevista:

* Áreas de preocupación ________________________________________________________________
* Cursos solicitados ________________________________________________________________
* Otra información ________________________________________________________________
* ¿Se proporcionó asistencia con el idioma durante esta entrevista?
  ___ Sí ___ No

3. ___ Revisión del expediente acumulativo del estudiante:

  ___ Records anteriores de la escuela
  ___ Transcripciones
  ___ Pruebas estandarizadas y/o criterios de referencias:
  ___ Programas anteriores de ESOL/ESE, especifique __________________________________________

  Nombre de Prueba: __________________________________________________ Fecha: __________

  Nombre de Prueba: __________________________________________________ Fecha: __________

4. ¿En qué fecha se registró el estudiante por primera vez en una escuela de Estados Unidos (DEUSS)?
   __________________________________________ (Si se desconoce, la fecha de matrícula/inscripción).

5. ¿El estudiante cumple con las guías de condición de inmigrante? _____ Sí _____ No

***Las escuelas deben proporcionar traducción cuando sea posible.

Vea la Forma de Verificación de Inmigración para los requisitos del estado de inmigración
Nombre del estudiante: ____________________________ Núm. de estudiante: _______ DUESS: _______

Escuela: ____________________________ Grado: _______ Fecha: __________________________

Estimado padre/tutor legal:

Las leyes federales y estatales requieren que los estudiantes en un programa ESOL sean evaluados anualmente para mostrar crecimiento lingüístico, así como logro académico. Estos resultados de la evaluación impactan las decisiones de colocación al programa. Por lo tanto, su hijo(a) continuará recibiendo servicios ESOL basado en los datos de las siguientes evaluaciones:

ACCESS para niveles de habilidad de ELL: ____________________________

Resultados de la evaluación de Artes Linguísticas (ELA) FSA: ____________________________

Criterios de Evaluación / Comité ELL ____________________________

**DENEGACIÓN DE SERVICIOS TÍTULO III**

Las directrices de Título III ESSA permiten a los distritos usar fondos federales para apoyar sus programas ESOL y proporcionar servicios suplementarios a los ELLs. Los padres pueden optar por rechazar estos servicios suplementarios del Título III. Sin embargo, su hijo(a) seguirá recibiendo apoyo académico y del lenguaje, y anualmente ser evaluado sobre el dominio del idioma inglés. Si necesita información adicional sobre el programa ESOL o Título III, por favor comuníquese con:

Persona Contacto ESOL ____________________________ Núm. De teléfono ____________________________ Correo electrónico ____________________________

*Si no desea que su hijo(a) reciba servicios suplementarios a través de Título III, por favor indíquelo firmando y devolviendo el formulario a continuación.*

Nombre del estudiante: ____________________________ Nombre padres/tutores: ____________________________

☐ **No quiero que mi hijo(a) reciba servicios suplementarios ESSA Título III.**

Firma padre/tutor ____________________________ Fecha ____________________________
Nombre del estudiante: __________________________________________ Núm. de estudiante: ___________ DUESS: ___________

Escuela: _____________________________________________ Grado: ______ Feche: ______________________

Estimado padre/tutor legal:

Su hijo(a), __________________________________________, ha sido referido(a) al Comité de Estudiantes con Inglés Limitado (ELL) por la siguiente razón:

- Revisar la colocación de su hijo(a) en el Programa de Inglés Para Personas que Hablan Otros Idiomas ESDL
- Revisar el progreso de su hijo(a) en el Programa de Inglés Para Personas que Hablan Otros Idiomas.

El Comité para los Estudiantes con Inglés Limitado (ELL) requiere su participación en la siguiente reunión:

__________________________________________ en ____________________________________________.

Atentamente,

Representante de ESDL ___________________ Núm. de teléfono ___________________ Correo electrónico ___________________

Firma Persona Contacto ESDL ____________________________

Favor de completar el siguiente formulario y devolverlo a la escuela. Muchas gracias.

-------------------------------------------------------------------------------------------------------------------------------------

Notificación de Reunión del Comité de Estudiantes del Idioma Inglés

Nombre del estudiante: __________________________________________ Grado: __________________

[ ] Yo asistiré a la reunión fijada.

[ ] Yo NO asistiré a la reunión fijada.

Firma padre/tutor ____________________________ Fecha ______________________
Nombre del estudiante: ____________________________ Grado: _____ DEUSS ________ □ LP □ LY □ LF

Escuela ____________________________ Núm. de estudiante: ______________ Fecha ____________

Propósito de reunión datos

___ Determinar elegibilidad y colocación
___ Revisión progreso estudiantil
___ Extender servicio
___ Salida
___ Reclasificación (LF Reentrada)
___ Otro _______________

Datos

___ IPT (O/R/W) _________________
___ WIDA _______________________
___ FSA _________________________
___ ACT/SAT _____________________
___ FAIR _________________________
___ Otro _________________________

Notas de la reunión:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Utilice el reverso de este formulario para documentar toda la información pertinente presentada y las decisiones finales del comité.

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□ El personal de la escuela no ha prohibido, desalentado o intentado desalentarme para invitar a una persona de mi elección a la reunión de hoy.
□ El personal de la escuela ha prohibido, desalentado o intentado desalentarme para invitar a una persona de mi elección a la reunión de hoy.

Firma padre/tutor ____________________________ Fecha ____________

Presentes/Título: Name (por favor imprimir) Firma Título:

__________________________________________ ____________________________ Administrator/Designee

__________________________________________ ____________________________ ESOL Contact

__________________________________________ ____________________________ Classroom Teacher

__________________________________________ ____________________________ Parent/Guardian

__________________________________________ ____________________________ ESOL Teacher

__________________________________________ ____________________________ Bilingual Assistant
NAME OF STUDENT: ____________________________________________  STUDENT NUMBER: DUESS: ____________

SCHOOL: ___________________________________________________________________________ GRADE: ______  DATE: ______________

Dear Parent/Guardian:

We are pleased to inform you that your student has reached the level of grade and/or does not require English for Speakers of Other Languages (ESOL) services. As required, your student will be monitored for two academic years to ensure continued success.

We appreciate your support and encourage you to contact us if you have any questions. If you need assistance, please do not hesitate to contact us through the following information. Sincerely,

Atentamente,

CONTACT PERSON ESOL   PHONE  EMAIL

____________________________________________________________  ______________________________  __________________________

SIGNATURE OF ESOL CONTACT PERSON
Nombre del estudiante: ____________________________________________
Núm. de estudiante: ___________ DUESS: ___________

Escuela: __________________________________________________________
Grado: _______ Fecha: ____________________

1) Edad del estudiante: ______________________________

2) País de nacimiento: ________________________________

3) Ciudad/ Lugar de nacimiento: _________________________

4) ¿Es este estudiante hijo(a) de un ciudadano de Estados Unidos o hijo(a) de un miembro de las fuerzas armadas?
   Sí [ ]  No [ ]

5) ¿El estudiante ha asistido a escuelas en Estados Unidos por tres años o más?
   Sí [ ]  No [ ]

6) ¿En qué fecha el estudiante entró por primera vez en Estados Unidos? _________________________________

7) ¿En qué fecha el estudiante se registró en una escuela de Estados Unidos por PRIMERA vez? ____________________

DIRECTRICES ESTATUS DE INMIGRACIÓN

- Los estudiantes tienen que tener entre 3 y 21 años
- Los estudiantes tienen que no haber nacido en los estados, DC, o Puerto Rico
- Los estudiantes tienen que haber estado registrados por más de 3 años completo.
- El status se aplica a los hijos de militares nacidos fuera del territorio de Estados Unidos.
PROGRAMMATIC LETTERS

(HAITIAN CREOLE)
Non Élève la: ___________________________ Klas: _______ Lekòl: ___________________

1. Eske gen lòl lang ke angle ki pale nan kay la?
   Si repons la se Wi, ki lang? (HM) ________________________________ 
   Wi  Non

2. Eske timoun nan gen on premye lang ki pa angle?
   Si repons la se Wi, ki lang? (PL) ________________________________
   Wi  Non

3. Eske élèv la pi souvan pale yon lang ki pa angle?
   Si repons la se Wi, ki lang? (SL) ________________________________
   Wi  Non

Siyat Paran ou swa gadyen: ________________________________ Dat: ______________

FILE IN CUMULATIVE FOLDER
Notification of ESOL Testing Procedures

Dat________________________

Chè Paran (yo):

Repons "WI" (yo) nan Ankèt sou lang ki pale lakay ke ou te ranpli pou pitit ou a egzije evalyasyon konpetans li nan lang angle pou pwofesè yo ka pi byen sèvi I Distrik lekòl Brevard la itilize Tès Oral Lang IDEA nan tout klas pou dètérmine konpetans pou tande ak pale. Nan klas 3yèm-12yèm ane, ya p evalye konpetans nan lekti ak ekriti nan lang angle.

- Si ou reponn "wi" pou kesyon Isèlman (Eske se yon lòt lang ki pa Angle ki itilize nan kay la?) Là sa a pitit ou pap resevwa sèvis ESOL anvan tès la.
- Si ou reponn "wi" nan kesyon 2 ou 3 oswa tou lè de (Éske elèv la gen yon premye lang ki pa angle? Ak / oswa Éske elèv la pi souvan pale yon lang ki pa angle?) Là sa a, pitit ou a pral Resevwa sèvis ESOL anvan tès la.
- Si pitit ou nan klas 3yèm-12yèm ane, e egzamen pale "Oral Language Proficient Test" la montre pitit ou a pale byen e li pa gen dènye nòt tès nómal pou lekti ak ekriti a, y ap bay yon tès lekti ak ekriti.
- Si yo pa administrè tès la nan lespas 20 jou nan Sondaj sou Lang. ou pral resevwa yon eksplikasyon de lekòl la.

Lekòl la ap bay tès yo epi yo pral fòw konnen elijiblite pitit ou a pou sèvis ESOL. Pwogram ESOL la ofri sèvis pou elèv ki pa pale angle byen ka nan on Klas ak on pwofesè fòme nan estrateji pou yo ka konprann kontni nan lang Angle ak sijè yo.

Si ou gen kesyon konsènan sèvis ESOL yo oswa evalyasyon konpetans nan lang angle, tanpri rele kontak ESOL ki anba la a.

____________________________  ____________________________  ____________________________
ESOL Kontak                  Nimewo Telefòn                  Imèl

____________________________
Non élèv la

Siyati paran an
Chè paran / gadyen legal.

Tout lekòl nan Florid yo angaje pou ofri yon pwogram edikatif bon jan kalite pou tout elèv yo. Lekòl piblik nan Florid dwe asire ke elèv ki gen lang eritaj / lang natif natal ki pa anglè gen aksè legal pou tout pwogram ak sèvis yo, epi resevwa enstriksyon ki konplè.

W ap resevwa lèt sa a paske ou endike ke yon lang ki pa anglè pale nan kay la nan ankèt ki te fèt la. Baze sou enfòmasyon sa yo, y ap administrè yon evalyasyon langaj epi yo pral rekòmande yon pwogram enstriksyonèl pou pitit ou a. Aktivite sa yo ta dwe fèt pandan enskripsyon, evalyasyon ak pwosesis plasman an.

**Sondaj sou Lang lakay:** Nan moman enskripsyon, tout elèv (oswa paran / gadyen) dwe ranpli fòm ankèt sou lang ki pale lakay.

**Evalyasyon lang:** Si sondaj la endike ke yon lang ki pa anglè pale nan kay la, y ap evalye chak elèv pou detèmine nivo li nan konpetans lang angle a pou detèmine yon pwogram edikatif apwopriye.

**Plasman Pwogram Enstriksyonèl:** Dapre rezilta evalyasyon lang yo, elèv yo dwe resevwa ansèyman ki fasil epi yo dwe mete yo nan yon pwogram edikatif apwopriye. Chak distri ap bay yon de seri sèvis ki baze nan yon pwogram edikatif apwopriye ki aplikè nan lekòl la.

**Paran yo:** Paran yo dwe resevwa lèt, notifikasyon, ak enfòmasyon lekòl la nan yon langaj yo konprann, sòf si li pa posib, pou asire ke paran yo enfòme e gen aksè a pwogram edikasyonèl la.

**Post Reclassification ak Siveyans:** Elèv ki te re-klase kôm konpetan nan lang angle a ap kontwole pou asire sikse jeneral akademik yo.

**Konsèy Konsiltatif Paran:** Chak distri dwe bay reyinyon konsiltasyon pou paran pou yo gen yon opétinite pou patisipe nan pwosesis deploymen pwogram edikasyonèl la.

Li enpòtan pou rekonèt chak distri lekòl bay yon varyete sèvis ki baze sou diferan bezwen lokal yo. Si ou gen nenpòt kesyon oswa enkyetid, ou ka kontakte ESOL (angle pou moun ki pale lòt Lang) kontak ki nan lekòl la. Si ou toujou gen lòt kesyon oswa enkyetid, ou ka kontakte kòbòdonatè distri ESOL la nan (321) 633-1000. Si ou gen kesyon oswa enkyetid ki pa te rezoud nan nivo lokal oswa distri a, ou ka dirije yo nan Leta Florid “PARENT HOTLINE” nan 1-800-206-8956.
Delay of Testing to Determine Eligibility for ESOL Services

Non élèv la: .............................................................. Nimewo élèv la: ..............................................................

Lekòl: .............................................................. Klas: .............................................................. Dat: ..............................................................

Chè paran:

Nou regret enfôme w ki gen on reta nan tès:

☐ Tande ak pale pou detèmine kalifasyarakat pitit ou a
☐ Reevalyasyonpou Angle pou moun ki pale lòt lang (ESOL)

Koz reta a se

Baze sou repons nan ankét sou Lang ki pale nan kay ki te fèt nan moman enskripsyon an / oswa enskripsyon ki te fèt anvan pou program, pitit ou a

☐ Ap resevwa sèvis ESOL annatant tès fèt
☐ Pap resevwa sèvis ESòl jiskaske yo fè tès

Tès la ap fèt le ..........................................................................................................................

Si ou gen ksyon tanpri rele nimewo ki anba a: ..........................................................................................................................

Senséman,

__________________________________________ Nimewo telefon ________________________________ Imel

Siyayi ESOL kontak la : ..............................................................
Kontpitit ou ki oswa P
Ya
Obj
D
P
Ki baze sou repons yo nan Sondaj sou Lang, yo te evalye pitit ou a pou detemine konpetans li nan lang angle ak kalifikasyon li pou plasman nan pwogram ESOL la. Nou te detemine sa ki annapre yo:

☐ Rekomande plasman nan Pwogram ESOL
☐ Pa rekomande plasman nan pwogram ESOL

Elèv ki rekomande yo kalifye pou Angle pou moun ki pale lòt lang (ESDL).  Pitit ou a kalifye pou pwogram ESOL la lè l sèvi avèk kritè sa yo:

Plasman nan kòm pansman: ________________________________ (Dat)

Non tès la /Nòt/Nivo tande/pale

Dat komite ELL la

Objekti pwogram ESOL la se ede pitit ou aprann lang angle pou satisfè nòm akademik apwoapriye pou pase nan lòt klas ak pou gradyasyon. Kom se yon elèv kap aprann lang Angle (ELL), pitit ou a ap resevwa sipò lang ak matyè akademik yo jisakse li satisfè kritè pou sòti nan ki nan Règleman Leta a (SBR) 6A.6.0903.5

Yon fwa li soti nan pwogram ESOL la, yo pral kontwole pitit ou pandan dezan pou asire skisè akademik li pandan peryòd tranzisyon sa a.4 Komite ELL lekor la disponib pou rankonre avèk ou nenpòt lè la eksperyans edikasyon pitit ou pou revize bezwen akademik yo ak rekòmandasyon plasman yo.4 Sèvis ESOL ki apwoapriye yo pral enkli tou nan direk liv ak rekòmandasyon nan Plan edikasyon endividyèl elèv (IEP) si sa nesse.5

Pwogram ESOL yo ajiste enstriksyon sou fòs ak bezwen timoun nan ak estrateji ansèyan efikas, ansam avèk materyèl ansèyan siplemantè oswa sipò bileng.5 Antanke paran, yo ankouraje w pou patisipe nan devlope Plan ELL pitit ou a, epi chwazi modèl enstriksyonèl apwoapriye pou pitit ou ki gen laden?

Mainstream/Inclusion English Language Arts (instriksyon ak ELLs epi sak -ELLS)
Mainstream/Inclusio Basic Subject Areas (mat. syans, syans sosyal konpitè)
Sheltered English Language Arts (Eleve reserwa enstriksyon ak ELL selman
Sheltered Basic Subject Areas (mat. syans, syans sosyal, alfabetizasyon òdinatè)

Kontak ESOI la
Nimewo telefon
Imel

Siyati ESOI Kontak la: ________________________________
Evalyasyon Pwogram ak Plasman pou Elèv ESOL
Programmatic Assessment & Placement for ESOL Students

Non Elèv la: __________________________________________ Nimewo elèv la: __________________________
Lekòl la: __________________________________________ klas: __________ Dat: __________
Non moun kap fè ankèt la: __________________________________________ Non jòb lap fè a: __________________

Evalyasyon saa fèt pa: _____ Entèvyou _____ Dosye anvan yo (yo bezwen tou lè de)

Pou Paran ouswa gadyen konplete:

1. I. Ki lè elèv la fèt? ___________________________ laj __________________________
2. Ki kalite lekòl elèv la te ale? Andeyò Lavil Prive Piblik __________________________
3. Kilè elèv la te aprann li (laj)? __________________________ Ki lang (yo) __________________________
4. Nan ki (peyi / vil) elèv la te ale lekòl? __________________________
5. Pandan konbyen ane elèv la te ale lekòl? __________________________
6. Ki ane elèv la te kòmanse lekòl Ozetazini (DEUSS)? __________________________
7. Eske prezans elèv la te konsistan? __________________________
8. Èske elèv la te enskri nan pwogram espesyal? __________________________ Tanpri presize __________________________
9. Èske elèv la te ekspoze ak lang ang la anvan? __________________________
10. Ki resous ki disponib nan kay la pou sipò lekòl la (odinatè, entènèt, oratè angle, elatriye)? __________________________

Siyati paran / gadyen ak dat __________________________
Ou dwe ranpli anvan plasman an

Mete yon chèk nan tout bagay ki itilize pou detèmine eksperyans akademik elèv la:

1. _____ Laj apwopriye
2. _____ Entèvyou elèv ak / oswa paran / gadyen elèv la pou detèmine eksperyans edikasyonèl ak konpetans sijè akademik yo

**Rezilta Entèvyou a:**
* Zon ki gen enkyetid ________________________________________
* Kou ke yo mande ___________________________________________
* Lòt enfòmasyon ____________________________________________

*Èske yo te bay asistans lang pandan entèvyou sa a?
  ____ Wi  ____ Non

3. ___ Revizyon dosye elèv la:
  _____ Dosye anvan yo
  _____ Transkripsyon
  _____ Tès referans ki endike ak / oswa kritè:
  _____ Pwogram ESOL / ESE anvan, presize ____________________________

Non tès: ___________________________________________ Dat: ____________
Non tès: ___________________________________________ Dat: ____________

4. Ki premye dat elèv la te enskri nan yon lekòl US (DEUSS)? ________________
   (devine on dat enskripsyon si ou pa konnen)

5. Èske elèv la respekte estati imigran yo? ____ Wi ____ Non

*** Lekòl yo dwe bay tradiksyon lè sa posib.

**Tanpri gade Fòm Verifikasyon sou kondisyon Imigrasyon**
CONTINUE PLACEMENT CONDITION AK (ESSA) POU SIKSE CHAK ELEV

Continueing Placement Every Student Succeeds ACT (ESSA) Requirements

Non elev la: ________________________________ Nimewo elev la: __________________________ DEUSS: __________________________

Lekol la: ________________________________ Grad: __________________ Dat: __________________________

Chè Paran / Legal Gadyen,

Lwa federal ak lwa estet la egzije pou elev yo ki nan yon pwogram ESOL evalye chak ane pou yo ka wè pwogrè yo nan lang, ak sikse akademik yo. Rezilta evalyasyon sa yo jwe anpil sou desizyon plasman yo. Se poutèt sa, pitit ou a ap kontinye resevwa sèvis ESOL ki baze sou evalyasyon sa yo ki pi ba a:

ACCESS pou nivo konpetans ELL ____________________________

FSA Evalyasyon Lang Angle (ELA) ____________________________

Komite ELL / Kritè pou Evalyasyon ____________________________

REFIZE sèvis TITLE III

Gid direktiv ESSA Tit III pèmèt distri yo itilize finansman federal pou sipòte pwogram ESOL yo epi yo ofri sèvis siplemantè pou ELL yo. Paran yo ka chwazi pou refize sèvis siplemantè Tit III yo. Sepandan, pitit ou a ap toujou resevwa sipò lang ak akademik epi li dwe evalye konpetans nan lang angle chak ane. Si w bezwen plis enfòmasyon konsénan pwogram ESOL oswa Tit III la, tanpri kontakte:

_________________________ ____________________________

ESOL Kontak la Nimewo Telefòn Imèl

Si ou pa vle pitit ou a resevwa sèvis siplemantè nan Tit III, tanpri montre sa pa siyen epi retounen fòm ki anba la a

Non elev la: ________________________________

Non paran an: ________________________________

☐ mwen pa vle pitit mwen an resevwa sèvis siplemantè ESSA Title III

Siyati paran/ gadyen : __________________________ Dat: __________________________
Notification of English Language Learner’s Committee Meeting

Non elèv la: __________________________________________ Nimewo elèv la: ________________ DEUSS: ________________

Lekol la: __________________________________________ Grad: __________________ Dat: __________________

Chè Paran / Gadyen,

Nou rekòmande on reyinyon komite pou Elèv Ki Pale Lòt Lang (ELL) pou pitit ou a, ________________________________,
pou rezon sila a:

- Pou diskite plas li nan pwogram ESOL la (Sèvis Angle Pou Moun Ki Pale Lòt Lang)
- Pou evalye pwogrè li fè nan pwogram ESOL la

ELL Komite a envite w patisipe nan reyinyon sila a kap fèt

__________________________________________ a ____________________________________________________________

Sensèman,

__________________________________________

ESOL Kontak ____________________ Téléfon ____________________ Adrès elektwonik

Siyati ESOL Kontak: ________________________________

Tanpri, konplete fòm sa a epi voye repons ou anba lèt sa a nan lekol la. Mèsi anpil.

__________________________________________

AVI SOU REYINYON KOMITE POU ELEV KAP APRAN LANG ANGLE (ELL)

Non Elev la: __________________________________________ Klas __________________

☐ Map vin nan reyinyon an.

☐ Mwen pap ka vini nan reyinyon an. Tanpri fèm konnen sa komite a rekòmande pou pitit mwen an.

Siyati Paran/ Gadyen __________________________ Dat __________________
BREVARD COUNTY PUBLIC SCHOOLS
KOMITE REFERAL AK REKÖMANDASYON ELL
ELL Committee Referral and Recommendations

Non Elev: ________________________________ Klas: _______ DEUSS _______ □ LP □ LY □ LF
Lekol: ____________________________________ Nimewo Elev la#: ___________________ Dat: ____________

**Purpose of Meeting**

_ Determine Eligibilite & Plasman
_ Revize Pwogrè Elev la
_ Pwolonje Sèvis
_ Sòti
_ Reklassification (LF Reantre)
_ Lot ______________________

Nôt nan reyinyon an:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Data**

_ IPT (O/R/W) _______________________
_ WIDA __________________________
_ FSA ____________________________
_ ACT/SAT __________________________
_ FAIR ____________________________
_ Lot ____________________________

Siyati paran an ______________________________ Dat: ____________

**In Attendance:** Non (tanpri enprime) Siyati Tit:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Tanpri, sèvi ak do fòm sa a pou dokimante tout enfòmasyon enpòtan ki prezante ak desizyon komite final yo.

SB1108

□ Pèsonèl lekòl la pa entèdi, dekouraje, osaye dekouraje m ‘nan envite yon moun nan chwa mwen nan reyinyon jodi a.
□ Pèsonèl lekòl la te entèdi, dekouraje, osaye dekouraje m ‘nan envite yon moun nan chwa mwen nan reyinyon jodi a.

Siyati paran an ______________________________ Dat: ____________

Administrator/Designee
ESOL Contact
Classroom Teacher
Parent/Guardian
ESOL Teacher
Bilingual Assistant
Lèt pou soti nan pwogram ESOL
ESOL Program Exit Letter

Non èlev la: __________________________ Nimèwo èlev la: ______________ DEUSS: ____________

Lekòl: __________________________ Grad: ____________ Dat: ____________

Chè Paran / Gadyen:

Anplwaye sipò nan pwogram ESOL a te fè tèès dépistaj pitit ou a epi li te detèmine ke pitit ou a pa kalifye pou sèvis ESOL yo depi li te vin gen ase konpetans nan lang angle, nan lekti ak nan konpreyansyon oral.

Nou remèsyè ou pou èd nou te jwenn bò kòtew ki fasilite tranzisyon sa a. Si ou gen kèsyon oswa enkyetid, tanpri ou lib pou kontakte nou lè ou itilize enfòmasyon ki anba a.

Sensèman.

ESOL Kontak la: __________________________ Nimèwo téléfòn: ____________ Imèl: ____________

Siyayi ESOL Kontak la: __________________________

Revised July 2019
Non élèv la: ____________________________ Nimewo élèv la: _____________ DEUSS: _____________
Lekòl: ____________________________ Grad: ____________ Dat: _____________

1. Laj élèv la ____________________________
2. Peyi li fèt ____________________________
3. Vil/ Plas li fèt ____________________________
4. Éske élèv sa a se pitit gason oswa pitit fi yon Sitwayen Etazini oswa yon pitit gason oswa yon pitit fi yon militè?
   WI ________ Non ________
5. Éske élèv la te ale nan yon lekòl nan US pandan/ouswa plis ke twa zan?
   WI ________ Non ________
6. Ki dat élèv la te premye antre nan peyi Etazini? ______
7. Ki dat élèv la te enskri nan yon lekòl US pou premye fwa? ____________________________________________

**GID SOU ESTATI IMIGRASYON**

- Elev la dwe gen ant 3 ak 21 an
- Elev la pa dwe fèt nan eta yo, DC, oswa Puerto Rico
- Elev la pa dwe enskri pou plis pase 3 an akademik konplè.
- Status a aplikab pou timoun militè ki fèt anisyò teritwa ameriken
Letters & Forms

(ARABIC)
BREVARD COUNTY PUBLIC SCHOOLS
IMMIGRATION STATUS FORM

اسم الطالب: ____________________
الرقم المدرسي: ____________________
المدرسة: ____________________
الصف: ____________________
التاريخ: ____________________
سن الطالب: ____________________
محل الميلاد: ____________________

هل والد الطالب أمريكي الجنسية أو عضو في الجيش الأمريكي؟ نعم: _______ لا: _______
هل كان الطالب مسجل بمدرسة بأمريكا لمدة 3 سنوات أو أكثر؟ نعم: _______ لا: _______

متى دخل الطالب الولايات المتحدة الأمريكية لأول مرة؟
متى تسجل الطالب بمدرسة أمريكية لأول مرة؟

إمضاء ولي الأمر: ____________________التاريخ: ____________________
السادة أولياء أمر الطالب:

بناءً على تعليمات وزارة التربية والتعليم بولاية فلوريدا، فإنه يتحتم علينا إخطاركم بأن معلم صف الطالب المذكور أعلاه،_____________لم يتم بعد تحصيل الكفاءات اللازمة لتدريس الطلبة الناطقين بغير اللغة الإنجليزية.

نود أن نؤكد لكم بأن المعلم المذكور حاصل على شهادة التدريس المعتمدة من ولاية فلوريدا ويعمل حالياً تجاه ما ينقصه من الكفاءات لتготовه لتدريس الطلبة الناطقين بغير اللغة الإنجليزية.

للمزيد من المعلومات بخصوص هذا الأمر، بإمكانكم الإتصال بإدارة المدرسة، وتقبلوا منا فائق الإحترام.

مدير المدرسة
إخطار بإنتهاء الخدمات الإضافية في اللغة الإنجليزية

التاريخ:   /   /

إلى ولي أمر الطالب:

تود اللجنة المختصة بالناطقين بغير اللغة الإنجليزية إخطاركم بأن الطالب المذكور أعلاه قد توصل إلى مرحلة إجادة اللغة إجادة كافية في مجالات القراءة والكتابة والإستيعاب الشفوي لتمكنه من الاستغناء عن الخدمات الإضافية في اللغة الإنجليزية.

لمزيد من الاستفسارات، بإمكانكم الإتصال بنا على الرقم التالي:

مع فائق إحترامنا،
BREVARD COUNTY PUBLIC SCHOOLS
PARENTS’ RIGHTS LETTER
FLORIDA’S COMMITMENT TO ALL ENGLISH LANGUAGE LEARNERS

Rights of Parents of Students Speaking Non-English Language

Floridians' Commitment to All English Language Learners

The schools in Florida are committed to providing all students with high-quality education, including those who are not yet fluent in English. Despite language barriers, efforts are made to ensure that these students receive the same level of educational support as their English-speaking peers.

We inform you of this matter based on the information we have that the student's primary language is not English. As you indicated on the registration form at the beginning of the academic year.

This is followed by:

- A test will be administered to the student to determine their English language proficiency and to tailor educational services.
- The school will provide a comprehensive and suitable educational program for the student.
- It is necessary to notify parents of all information related to the education of their children, and these notifications should be provided in the language they understand.
- Even after classifying the student as an English language proficient, they will continue to be monitored to ensure that they meet the academic standards.

Every educational region should provide opportunities for dialogue and exchange of opinions with parents to enable them to participate and voice their views on educational plans.

To inquire further about this matter, contact the English Language Program Coordinator at your school or the educational region.

In case of no satisfactory resolution, parents can call the following number:
8956-206-8956

This statement; refers to the transfer of decision-making to parents in this area.

For more information in this matter, contact the English Language Program Coordinator by phone or visit the public educational region. In case of difficulty in contacting the Indian; parents can contact the following number:
8956-206-8956

Revised July 2019
Programmatic Assessment and Placement for ESOL Students

Student Name: ____________________________________________________  Student ID#: _______________________
School: _____________________________________    Grade: ________________    Date: __________________________
Name of interviewer _________________________    Job Title _____________________

Assessment completed through: ___ Interview ___ Previous Records (both sections needed)

To be completed by parent/guardian:

1. What is the student’s date of birth? ____________________________
   Age________________________________
   ما سن الطالب؟

2. What type of school did student attend?    Rural    Urban
   Private    Public
   باي نوع من المدارس كان الطالب مسجل من قبل؟ مدرسة خاصة    مدرسة حكومية

3. When did the student learn to read (age)? _____________________ Which language(s)
   متي تعلم الطالب القراءة {السن}؟    اللغة

4. Where (country/city) did the student attend school?
   ما هي الدولة التي درس فيها الطالب؟

5. How many years did student attend school?
   كم سنة قضى الطالب في مدرسته السابقة؟

6. What year did the student start school in the United States (DEUSS)?
   في أي سنة بدأ الطالب الدراسة في أميركا؟

7. Was student’s attendance consistent?
   هل كان مداولماً في الحضور؟

8. Was the student enrolled in any special programs? ____________ Please specify____________________
   هل كان الطالب مسجلاً بأي برنامج تعليمي خاص في أثناء دراسته؟

9. Has student been exposed to English before?
   هل سبق للطالب تعلم اللغة الإنجليزية من قبل؟

10. What resources are available at home for school support (computer, internet, English speaker, etc)?
    ما هي الموارد التعليمية المتاحة للطالب في المنزل؟ [الحاسوب الإلكتروني، الإنترنت، شخص يتحدث الإنجليزية]

Parent/Guardian Signature and Date: ____________________________
To be completed prior to placement:

Place a check by all items used to determine the student’s academic experiences:

II. _____ Age appropriateness
12. _____ Interview student and/or student’s parent/guardian to determine prior educational experiences and academic subject competencies

Results of Interview:

*Areas of concern ____________________________________________________________

*Courses requested ___________________________________________________________

*Other information ____________________________________________________________

*Was language assistance provided during this interview, when feasible? ____ Yes ____ No

13. _____ Review of student’s cumulative folder:

______ Previous school records
______ Transcripts
______ Standardized and/or criterion referenced tests:

______ Previous ESOL/ESE programs, specify ___________________________________________

Test name: _______________________________________ Date: __________

Test name: _______________________________________ Date: __________

14. What date did the student first enroll in a U.S. school (DEUSS)? _______________________
   (default to registration date if unknown)

15. Does the student meet the immigrant status guidelines? ____ Yes ____ No

***Schools should provide translation when feasible.

Please see Immigration Verification Form for immigration status requirements
Appendix E

ELL and the MTSS PROCESS
Procedure & Resources: Prior to Entering the MTSS Process with the ELL Student

When merging ESOL Procedures with the MTSS Process it is imperative to understand a student’s language proficiency level, his/her performance, and to address any documented concern(s). Please refer to the following presentation: http://www.edline.net/files/_IJKMO_74d2D9bc23fcb7b3d3745e40203652ee/MTSS-_ELL_Presentation.pdf

The ESOL Contact is to convene an ELL Committee Meeting for a performance review, prior to starting the MTSS process:

- ELL Committee Meeting (can be held at any point when the teacher or team feels the student needs support)
- Refer to the Committee Meeting portion of this manual to review the procedure and topics covered

Following the ELL Committee Meeting, the ESOL Contact or designated team member will complete the ELL/IPST Programmatic Review form prior to coming to the first IPST meeting.

Available Resources:

- BPS ESOL Website: https://1102201431.schoolwires.net/domain/2185


- WIDA Can Do Descriptors: https://www.wida.us/standards/CAN_DOs/

The Can Do Descriptors work in conjunction with the WIDA Performance Definitions of the English language proficiency standards. The Performance Definitions use three criteria (1. linguistic complexity; 2. vocabulary usage; and 3. language control) to describe the increasing quality and quantity of students’ language processing and use across the levels of language proficiency.

Available for support are:

Judith Magloire, M. Ed.
ESOL Resource, Immigrant Students, Title III Coordinator
(321) 633-1000 ext. 302

ESOL Itinerant Facilitators
Elementary (2)
Elementary and Special Projects (1)
Secondary (1)

ESOL Parent Liaison
Districtwide

Thank you!

The Multilingual/Multicultural Workgroup
School Psychologists
<table>
<thead>
<tr>
<th><strong>ELL/IPST PROGRAMMATIC REVIEW</strong></th>
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<tbody>
<tr>
<td><strong>Name of Student:</strong></td>
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<tr>
<td><strong>Date of Birth:</strong></td>
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<td><strong>Age:</strong></td>
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<td><strong>Grade:</strong></td>
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<td><strong>Country of Birth:</strong></td>
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<tr>
<td><strong>Date of Entry in USA (DEUSS):</strong></td>
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<tr>
<td><strong>Native Language:</strong></td>
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<td><strong>Age when student started speaking in sentences:</strong></td>
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<td><strong>Does the student have articulation problems in the first language?</strong></td>
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<td><strong>What is the level of proficiency in the first language?</strong></td>
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<td><strong>At what age was the student introduced to the second language?</strong></td>
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<tr>
<td><strong>What is the level of competence in the second language?</strong></td>
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<td><strong>Primary language used for communication at home:</strong></td>
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<tr>
<td><strong>Did the student attend school in the native country? If yes, list highest grade completed.</strong></td>
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<td><strong>Number of years in ESOL:</strong></td>
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<td><strong>How often does the student receive direct ESOL Services?</strong></td>
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<td><strong>Check the student’s status (refer to WIDA scores):</strong></td>
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<td><strong>Attach copy of student’s WIDA report if available.</strong></td>
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<td><strong>_____ Limited English Speaker</strong></td>
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<td><strong>_____ Fluent English Speaker</strong></td>
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<td><strong>Has the student had any retentions? If yes, which grade(s)?</strong></td>
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<td><strong>Area of Concern:</strong></td>
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<td><strong>List classroom accommodation(s) and ESOL strategies implemented.</strong></td>
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<td><strong>List RTI interventions being implemented.</strong></td>
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<td><strong>Date(s) of ELL Committee Meeting(s):</strong></td>
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<td><strong>ELL Committee Meeting Notes (or attach a copy of the completed ELL Committee Referral/ Recommendation Form):</strong></td>
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<td>State any concerns mentioned by the parents(s):</td>
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<th>State any concerns mentioned by the teacher(s):</th>
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(REFER TO COMPLETED PROGRAMMATIC ASSESSMENT)
GLOSSARY TERMS
**Anniversary Date:** Use Date of Entry into US School to determine the anniversary date

**Aural/Oral Test:** A test in speaking and listening in a particular language

**Basic Subject Areas:** Instruction in computer literacy, mathematics, science and social studies using ESOL strategies (according to the META Agreement and Florida law)

**Basis of Entry/Exit:** A one character code used to indicate the basis of entry and exit out of the program

**Bilingual ESOL Instructional Assistant:** A teacher assistant who helps students in mathematics, social studies, science, and computer literacy using the student’s native language, if necessary, for understanding

**Brevard Public Schools’ District Plan:** A plan which explains how students are identified to receive ESOL services and how Brevard Public Schools provide understandable instruction and equal access to all programs

**Classification Date:** The initial date a student who responded “Yes” to the Home Language Survey is determined eligible or not eligible for the ESOL program based on assessment of the student. Temporarily use the Home Language Survey date as the classification date. Once the student is tested, use the test date for classification date. The only exception would be a Pre-K classification date; this remains the same.

**Chunking:** Repeated opportunities to use “chunks” of language (phrases) in a meaningful, appropriate, and playful context. For example: Simon Says, a map rap, a rap to teach the bones of the human body, poetry.

**Date of Entry in US Schools (DEUSS):** used specifically for students classified as English Language Learners (ELLs [LY and LP]) and immigrant. First day student started school in a US state (not territories, i.e. Puerto Rico, Guam). If exact date is not known, default to 08/31 of the year provided by parent/guardian.

DEUSS will be used to monitor:

1. ELLs to be included in State Accountability System
2. Extension of Services (students who have entered a Florida school in 2012-2013 or after)
3. Promotion/Retention—Good Cause (third grade)
4. Immigrant Information (necessary to calculate whether a student has attended a US school for 3 full academic years. Note: remember that immigrant students may or may not be classified as ELLs.)

DEUSS will not be used for calculating weighted ESOL FTE funding.

**ELL Committee:** A group composed of ESOL Language Arts and basic subject area teacher(s), an administrator or designee plus certified school counselor(s), social workers, school psychologists, parents (must be invited), ESOL Contact, ESOL teacher, or other educators as appropriate for the situation.

**ELL (English Language Learner):** A student whose home language is one other than English as determined by a home language survey and whose English aural comprehension, speaking, reading, or writing proficiency is below the average English proficiency level of English speaking students of the same age and grade.

**ELL Student Plan/Monitoring Folder:** An audit folder used for data collection and programmatic documentation. It contains the student’s name, instruction by program, including programs other than the ESOL provided, amount of instructional time and the instructional schedule, the date the student’s English language proficiency is identified, assessment data used to classify or reclassify the student as an English Language Learner, date of exit, and assessment data used to exit students as English Proficient.

**Entry Date:** The initial date a student enters an ESOL program

**ESOL:** English for Speakers of Other Languages
ESOL Language Arts Instruction: The teaching of English to persons whose native language is other than English using the English language as the medium of instruction applying ESOL strategies.

ESOL Strategy: Any technique or combination of techniques that help to make English and subject area information comprehensible to the student.

Exit Date: The initial date a student exits an ESOL program.

Extension of Instruction: A one character code (Y) used to indicate that an English Language Learner is receiving services beyond the base three years of eligible ESOL FTE funding; however, do not collect weighted FTE for ESOL after the 6th year.

FES: Fluent English speaking

FTE: Full-time equivalent (students identified as ELL receive ESOL funding, weighted funding)

Home Language: The predominant language spoken in the home by parents or guardians.

Home Language Survey Date: The date that indicates completion of the Home Language Survey.

Home Language Survey: Three question survey completed for each student upon registration to find out what language is spoken by the student and/or parents.

LES: Limited English speaking

META: Multicultural Education, Training and Advocacy, Inc.

Native language: When used with reference to an English Language Learner, the language normally used by such individual.

NES: Non-English Speaking

Other Instructional Services: Services such as Title I, Drop-Out Prevention, Exceptional Educational, Vocational Educational, 504 Plan.

Other Subject Areas: Instruction in courses other than basic ESOL and basic subject areas, such as music, physical education, and vocational courses.

Parent Leadership Council: A group comprised of parents of English Language Learners, ESOL teachers, administrators and other interested participants. The purpose of the council is to provide an opportunity to become involved in planning and implementing the ESOL program. Parents of students are to be informed of the opportunity to be represented on existing school and/or district advisory councils.

Primary Language (per AS400): The language first spoken by the student (native language).

Post Reclassification Date: Each date that the former English Language Learner’s performance has been reviewed to ensure parity of participation once the student has been classified as English proficient. These reviews shall take place automatically at the student’s first report card, 2nd report card, 4th report card, and end of 2nd year after exit (8th report card).

Reclassification Date: The date a former English Language Learner is reclassified as an English Language Learner.

Re-evaluation Date: The most recent date the English Language Learner was re-evaluated via an ELL Committee meeting.

Secondary Language (per AS400): A language spoken by the student in addition to the native/primary language.

State Board of Education vs. LULAC, et al., Consent Decree: An agreement (the META Agreement) which gives specificity to the identification, placement, screening, instruction, and classification of students in Florida.
Student Progression Plan: A Brevard School District handbook which explains and clarifies the county's policies and procedures for student placement, promotion, retention, etc.

Student Support Services: Services provided by certified school counselors, psychologists, social workers, visiting teachers, occupational placement specialists, health service providers, school administrators, district level program coordinators, teachers as advisors, or parents

Student Plan Date: The most recent date the English Language Learner Student’s Plan was developed or changed
  - For grades K-6, all plans must be updated annually and whenever a change is made to the student’s schedule
  - For grades 7-12, an updated plan needs to be entered each semester and with every schedule change

Test Date: The month, day, and year in which the student was tested for entry or for exit from the ESOL program. This will also be the student’s classification date for K through 12 (Pre-K not included).

Test Name: A code representing the name of a test given to an individual student

Test Score: The IPT proficiency level score may be entered as NES, LES, or FES. Reading and Writing Test scores are entered as national percentiles.

Test Score Type: A code used to indicate the kind of score being submitted (SS-Oral, NP-IRW)

Test Subject Content: A code for each subject area of the test
  - 14 = listening
  - 17 = speaking
  - 09 = reading
  - 36 = writing