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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.

(Rules 6A-6.0900 to 6A-6.0909)

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 support 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 access effectively 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](http://www.fldoe.org/aala)
- Brevard County’s ESOL program
  [www.tinyurl.com/ESOLBPS](http://www.tinyurl.com/ESOLBPS)
- World-Class Instructional Design and Assessment (WIDA)
  [https://www.wida.us/aboutus/AcademicLanguage/](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 between 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 document all data reviewed, parent concerns, teacher feedback, and the committee’s decision in a narrative format.

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

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<td><strong>Administrator:</strong></td>
<td>• implements the ESOL Pre-service Training Agreement&lt;br&gt;• oversees out-of-field procedures for board and parent notification&lt;br&gt;• monitors the use of ESOL strategies and accommodation&lt;br&gt;• selects ESOL Contact and supports the contact in delegating and monitoring tasks related to ESOL procedures&lt;br&gt;• ensures compliance with ELL plan and all state guidelines</td>
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<td><strong>ESOL Contact:</strong></td>
<td>• communicates and ensures site compliance&lt;br&gt;• serves as the liaison between ESOL program and the school&lt;br&gt;• attends district wide contact meetings and trainings&lt;br&gt;• oversees testing, placement, and monitoring of all ESOL students&lt;br&gt;• maintains ELL folders and ESOL audit binder&lt;br&gt;• completes ESOL data entry&lt;br&gt;• notifies teachers and parents of ELL status/progress&lt;br&gt;• informs school-wide personnel of ESOL procedures, mandates, and upcoming ESOL training opportunities&lt;br&gt;• participates in all retention meetings for ELL students&lt;br&gt;• coordinates ELL committee meetings and parent interpretation&lt;br&gt;• prints monthly ESOL reports for monitoring&lt;br&gt;• completes monthly tasks as shared in the virtual waves</td>
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<td><strong>Data Entry Clerk:</strong></td>
<td>• 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&lt;br&gt;• verifies language codes and LEP status for S3K3&lt;br&gt;• ensures that the registration process is understandable to parents by accessing forms translated in their native language whenever feasible&lt;br&gt;• notify ESOL contact, in a timely manner, of all possible ESOL students&lt;br&gt;• Completes data entry for all immigrant students</td>
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<td><strong>Classroom Teacher:</strong></td>
<td>• access, review, and understands English language proficiency levels for all active ESOL students&lt;br&gt;• provides understandable instruction, encouraging language acquisition and proficiency to all ELLs&lt;br&gt;• utilize WIDA Can Dos and Supports to scaffold instruction and assessments&lt;br&gt;• documents the use of accommodations using ESOL Classroom Strategy Checklist&lt;br&gt;• completes ESOL endorsement if applicable (ELA, reading)&lt;br&gt;• communicate student progress to ESOL contact and ELL committee</td>
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<td><strong>ESOL Teacher:</strong></td>
<td>• collaborates with classroom teachers regularly to support ELLs academic progress and ESOL language acquisition&lt;br&gt;• instructs ELLs in the areas of reading and language arts&lt;br&gt;• participates in district’s ESOL teacher professional learning community&lt;br&gt;• facilitates student access in grant activities and programs&lt;br&gt;• acts as advocate for ESOL students and families&lt;br&gt;• provides guidance and resources to bilingual assistant(s)</td>
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<td>(For schools with <strong>50 or more</strong> students)</td>
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<td><strong>Bilingual Instructional Assistant:</strong></td>
<td>• assists students with accommodated lessons designed by subject area teachers&lt;br&gt;• provides instructional support in the areas of math, science, social studies, and computer literacy&lt;br&gt;• uses native language when necessary to assist students and families&lt;br&gt;• completes 18 hours of new bilingual assistant training&lt;br&gt;• attends refresher course for returning bilingual assistants</td>
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<tr>
<td>(For schools with <strong>15 or more</strong> of the same language)</td>
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<tr>
<td>Role</td>
<td>Responsibilities</td>
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| **ESOL Itinerant Teacher:**  | • conducts back to school consultations  
                              • collaborates and provides support to classroom teachers  
                              • provides supplemental language instruction to non-English speakers  
                              • conducts start of the year and May screenings  
                              • participates in FTE labs  
                              • manages supplemental programs and provides orientation (as needed)  
                              • assists assigned schools in state assessments  
                              • attends ELL committee meetings for assigned students (as needed)  
                              • attends open house at designated sites |
| **ESOL Resource Teacher:**    | • monitors for ESOL and Title III compliance  
                              • identifies and monitors ESOL allocations (teachers and assistants)  
                              • manages Title III grant for supplemental ESOL materials  
                              • serves as district liaison to the Florida DOE, district personnel, school administrators, ESOL Contact, ESOL Itinerants, ESOL Teachers, parents, and community organizations  
                              • oversees ESOL itinerant services  
                              • coordinates professional development (ESOL contacts, teachers, and bilingual assistants)  
                              • maintains district website  
                              • collaborates with other federal programs for student assistance  
                              • conducts school and classroom visits  
                              • coordinates charter and private school consultations and services  
                              • allocates supplies and materials  
                              • plans summer assistance |
| **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:** | • ensure equal access and equitable services for ESOL families  
                              • take 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 primarily for the support of English language acquisition.

- The ESOL teacher will provide 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).

- 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 together ELL students within a designated grade level, whenever feasible, is recommended to facilitate classroom support, as well as allocation of resources and services.

- ESOL teachers will provide regular supplemental language instruction to non-English speaking students, as well as students who are at the entering and beginning stages of WIDA.

- The ESOL teacher will actively participate in the ELL committee meeting as well as all other school procedures regarding the progress monitoring of ELL students.

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 bilingual assistant shall be made available for the academic support of active (LY) and monitored (LF) ESOL students and may not be utilized as a substitute.

- The bilingual assistant must have a daily support schedule, shared with faculty and made available for review by all stakeholders.

- The bilingual assistant shall have access to a computer or tablet to facilitate student access to Title III supplemental ESOL programs.

- The bilingual assistant shall not pull out the ELL students from the general education classroom unless providing individualized support and/or intervention as directed by classroom teacher, ESOL contact, administrator or designee.

- The elementary bilingual assistant shall not pull out an ELL student during language arts nor reading instruction.

- The secondary bilingual assistant must have a meeting space available to provide additional time accommodation as needed, as well as assessment and research support.

- The bilingual assistant should maintain a log listing the students they serve. It should include the name of students receiving services, date, time, and subject in which support is provided.
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:
  - ESOL contact should create the ELL monitoring folder for ESOL plan, as well as complete AS400 data entry (S706, S615)
  - Send home the eligibility letter
  - Complete the programmatic assessment
  - Place all forms along with diagnostic test report in monitoring folder
  - Notify classroom teacher

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

For student in grades 3-12
- If screener identifies student as LES or NES:
  - No further assessment is required
  - ESOL contact should create the ELL monitoring folder for ESOL plan as well as complete AS400 data entry (S706, S615)
  - Send home the eligibility letter
  - Complete the programmatic assessment
  - Place all forms along with diagnostic test report in monitoring folder
  - Notify classroom teacher

- If screener identifies student as a fluent English speaker (FES):
Administer the reading and writing portion within 20 additional days
Follow above procedure if non-fluent
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
- 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.
  - If the student was tested and did not meet the criteria for entry, the student does not need to be retested.
  - 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.
  - 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.

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:
  - 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 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.

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 6A1.09941, 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.

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, which can be found in the ESOL Portal.

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:

  o 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.

  o 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:

  o 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 I on approved state assessment:

  o 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:

  o 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.

  o 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 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 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 made to 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).

6A-6.0909
ESOL ACCOMMODATIONS

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

[www.wida.us](http://www.wida.us)

English Language Learners are entitled to specific accommodations 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 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](http://WWW.WIDA.US) is available for resources, reference and training materials.
FSA Accommodations for ELL

School districts are required to offer accommodations 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, please contact the office of Accountability and Testing (extension 370).

- The FSA may be administered with any, or a combination of, accommodations that are decided to be appropriate for the individual needs of the ELL. All testing, with or without accommodations, 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 allowed by FDOE and changes in wording are implemented accordingly. For detailed descriptions of these accommodations 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 available for the students.

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

FAIR Accommodations for ELLs

Accommodations 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 are used when necessary.

Approved FAIR Accommodations 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 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 parent contacts made for each ELL.
- Interventions should be based on the student’s level of English 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 FAILURE 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 made to 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 retention. (ESOL strategies are not an intervention. It is considered part of comprehensible instruction as required by 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(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 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 (ESOL strategies nor accommodations are not considered an intervention; it is part of comprehensible instruction).
• 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 support such as interventions, tutoring, RTI, 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. **Is there documentation of interventions 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 the consistent implementation of accommodations made to 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 failed in a course. (ESOL strategies nor accommodations are not an intervention. It is considered part of comprehensible instruction as required by 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 interventions 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
• Teacher feedback
  o classroom participation
  o district assessments
• Grade level support from ESOL instructional staff
  o bilingual assistant
  o ESOL teacher
  o ESOL itinerant
• Access to supplemental ESOL programs
  o Learning A-Z
  o Rosetta Stone
  o Achieve300
• Participation in tutoring
ELL COMMITTEE MEETING REFERENCE GUIDE

for EXTENSION of SERVICES and RE-EVALUATION

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.
  o WINDOW 1 is applicable to all students with a Date of Entry in US Schools from August to October 1st.
  o 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:
  o Date of Entry in US Schools (DEUSS)
  o FSA and WIDA scores from the previous school year
  o Length of time in the ESOL program (not including the VPK year)
  o Classroom performance/Teacher feedback
  o 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.
  o Student can be exempted from the Oral portion, if fluent based on WIDA.
- Convene an ELL committee meeting within 30 days of the DEUSS.
  o 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 (AMOA)s 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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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 00000.
   - 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)
    o Code LY for language proficiency
  • K-12th grade:
    o Coded temporary “T” until they are tested on IPT.
    o Code according to IPT test codes (A, R).
    o 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**

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

**A.** 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** LEP and Enrolled
- **LF** Former LEP Student
- **LZ** Student has exited ESOL prgm

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
Destination
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 Schl F-G-T Cl Thm Hmrm Tm Asg Csl E S Ecd Wcd Pr-----E/W-----T
                              x xxxxx xx xx xxx xxxx xx xxxx x x xxxx xxx mmddccyy mmddccy
            001 A  ####
                             xxxxxxx
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 I30 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 I30 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 I30 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 form 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

---

**Panel: ____**

**S713. Verifications**

**S: 0000 Y: 20XX R**

**Request: 001**

---

**Title: Limited English Verification**

**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

01 D Y B C 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 x x mmddccyy mmddccyy xxxx x 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
ELL Schedules (LY): S618

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 V Y B A I

Select: A Lin S Year-T A/E Schl F-G-T Cl Thm Hmrn Tm Csl Se S Fr---Updated---To
        x xxxx x x xxxx xx xx xxxx xxxx xx xxxx xx x mmdccyy mmdccyy
        _ 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 “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 F-G-T Cl Thm Hrmn Tm Csl Se S Fr---Updated---To
x xxxx x x xxxx xx xx xx xxxx xx xx xx xx xx xx xx x mnddccyy mnddccyy
_ 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.)
ELL Schedules (LF): S618

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:

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

Request:  001

Title:       ELL Student Schedules Students Identified as ‘LF’    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   LF

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 xx xxxx xx xx xx mmddccyy mmddccyy
        001 A 20XX R E   LF

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 E
Select: A Lin S Schl F-G-T E S Fr-------------To Code D St T-Date T-Date T-Date
_ 001 A #### A

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, THEN 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 S H E 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 xxxxxxx x x

001 20XX R ####

______________________________

l=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 E 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 xxxxxxx x x

A 001 20XX R ####

______________________________

l=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 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 x mmddccyy mmddccyy xxxx x x mmyy x mmyy x mmyy
          001 A      KG 12

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:

Panel: S713. Verifications

Request: 001

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 x x mmddccyy mmddccyy xxxx x x x mmyy x mmyy x mmyy

Request: 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 FDOE:

- 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 (S713)

### 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                  Destination
        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 C1 Thm Ecd Fr----Edate----To Wcd Fr----Wdate----To
       xxxxx xx xx xxx xxx mmddccyy mmddccyy xxx mmddccyy mmddccyy
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>.

---

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

A 001 A #### IMGR

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 I)***
PROGRAMMATIC FORMS & LETTERS (ENGLISH)
**ESOL PROCEDURE PLAN:**

School Name: ___________________________ School #: ________ Contact Name: _________________________

Principal: _____________________________ Principal’s Signature: ____________________________ Date: ____________

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

<table>
<thead>
<tr>
<th></th>
<th>YES</th>
<th>NO</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>All staff is knowledgeable of the basic terminology related to the ESOL program.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>All staff is knowledgeable of the primary goals of the Florida Consent Decree for quality education of students.</td>
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<td></td>
<td>a. Comprehensible instruction</td>
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<td></td>
<td>b. Student identification, assessment, and placement</td>
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<td></td>
<td>c. Equal access to programs and facilities</td>
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<td></td>
<td>d. Qualified teachers with appropriate ESOL training</td>
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<td></td>
<td>e. Parental involvement</td>
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<td></td>
<td>f. Review of student progress</td>
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<td>3.</td>
<td>Comprehensible registration procedures for students and families have been established.</td>
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<td>4.</td>
<td>At the time of registration all parents complete the Home Language Survey and the Notification of ESOL Testing Procedures.</td>
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<td>5.</td>
<td>Qualified personnel have been assigned the ongoing task of identification, assessment, placement, and review of student’s progress.</td>
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<td>6.</td>
<td>The Home Language Survey is on file in student’s cumulative folders.</td>
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<td>7.</td>
<td>All students with a “Yes” on the Home Language Survey are screened within 20 days for ESOL eligibility.</td>
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<td>8.</td>
<td>All ESOL eligible students have the following documents on file in the ELL Monitoring Folder:</td>
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<td></td>
<td>b. IPT Diagnostic Report or WIDA Screener</td>
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<td></td>
<td>c. Programmatic assessment with DEUSS documented</td>
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<td></td>
<td>d. Notification of ESOL Placement</td>
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<td></td>
<td>e. Updated plan date</td>
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<td></td>
<td>f. Current schedule attached to folder</td>
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<td>g. Continuation of Services letter if entering year 2 and beyond</td>
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<td>h. Copy of state language assessment(s) if not year 1</td>
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<td>i. ELL Re-evaluation meeting notes if entering year 4 and beyond</td>
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<td>j. Written documentation of any delay in testing and/or out of field notification (if appropriate).</td>
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<td>9.</td>
<td>All appropriate ESOL fields in AS400 are updated as required</td>
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<td>10.</td>
<td>ESOL contact communicates ESOL enrollment along with English language levels to staff members</td>
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<td>11.</td>
<td>All instructional staff members understand, use, and document established comprehensible instruction procedures which include use of appropriate ESOL instructional strategies.</td>
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<td>12.</td>
<td>All staff members encourage the use of bilingual dictionaries and translation tools for communication and content acquisition.</td>
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<td>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.</td>
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<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>
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<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>ELL students are provided equal access to all school facilities.</td>
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<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>An ELL Committee has been established and functions according to the guidelines established by the Florida Department of Education.</td>
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<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>All instructional staff members understand the professional qualification required by FDOE for personnel who teach ELL students.</td>
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<td>ESOL bilingual assistants are assigned to active ESOL students with assistance schedule readily available for review.</td>
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<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>Teachers and media specialists keep the specific native language groups in mind when acquiring books, resources, and software.</td>
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<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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<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>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>If a student is considered as substantially deficient or for possible retention the Committee meets and makes a recommendation.</td>
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<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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<td></td>
<td>ESOL instructional staff (ESOL teacher and bilingual assistant) participates in district trainings as required for their positions.</td>
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<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>
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</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 & accommodation reminders to faculty
- Schedule September meetings
  - Send home notifications for:
    - Student Eligibility Placement
    - Parent Rights
    - Delay of Testing (if past 20 days or beyond re-evaluation period)
  - Program brochure
- Send teachers updated LF & LF List with accommodation 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 FIE dates
- Run reports and review for errors
- Clerk to update immigrant reports
- Schedule October meetings

### September
- Monitor ELL count for allocations
- Monitor out of field notifications for LA/RD instructional staff
- Print out ACT/SAT dates & ensure all ELL students register (high school)
  - Check if eligible for waiver
- Update audit binder
- 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:
  - Student Eligibility Placement
  - Parent Rights
  - Delay of Testing (if past 20 days or beyond re-evaluation period)
  - Program brochure
- 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)

### October
- Order & distribute dictionaries
  - Email teachers to encourage use of dictionaries.
  - Use Brainpop to teach students how to utilize dictionaries.
- Submit tutoring request (if participating)
- Ensure clerk codes immigrants
- Run monthly reports
- Complete all extensions of services by October 1st
- 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

**WINDOW 2** STUDENT RE-EVALUATIONS (October 2nd) TO INCLUDE A NEW LANGUAGE ASSESSMENT (IPT/WIDA Screener)

- **UPDATE AUDIT BINDER**

**NOVEMBER**
- RUN MONTHLY REPORTS
- SC 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
- SC 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
- IDENTIFY GOOD CAUSE EXEMPTIONS

**FEBRUARY**
- 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 FOR STATE ASSESSMENTS
- VERIFY DICTIONARY COUNTS
- MONITOR TUTORING ATTENDANCE/FUNDS
- MONITOR GRADES AND GRADUATION REQUIREMENTS FOR SENIORS
- LF MONITORING (FOLDER AND S706)
- SC SCHEDULE MARCH MEETINGS
- UPDATE AUDIT BINDER

**MARCH**
- WIDA ASSESSMENT
- RUN MONTHLY REPORTS
- MONITOR TUTORING ATTENDANCE/FUNDS
- MONITOR GRADES AND GRADUATION REQUIREMENTS FOR SENIORS

**APRIL**
- RUN MONTHLY REPORTS
- REVIEW HLS REQUIREMENTS WITH OFFICE CLERK/REGISTRAR
- SC 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 ACCOMMODATION AND STRATEGIES CHECKLIST

<table>
<thead>
<tr>
<th>School:</th>
<th>Student Name:</th>
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<tbody>
<tr>
<td>Instructor:</td>
<td>Grade/Subject:</td>
</tr>
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</table>

### Instruction:

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

### Dates
### Materials Adaptation:

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

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

**IDENTIFICATION**
- Home Language Survey
- Programmatic Assessment
- Notification to Test
- Documentation of Test Results and 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
# Form for Monitoring Reviews After Exit (Optional)

<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>
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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) _______________________

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

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

Parent or Guardian Signature: ____________________________ Date: ____________

FILE IN CUMULATIVE FOLDER
Dear Parent/Guardian,

The "yes" response(s) on the Home Language Survey that 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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<tr>
<th>ESOL Contact</th>
<th>Phone Number</th>
<th>Email</th>
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______________________________
Student Name
______________________________
Parent Signature
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.
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 for 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,

__________________________  _________________________  ________________
ESOL Contact           Phone Number       Email

ESOL Contact Signature: ________________________________
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
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: ________________________________
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:

<table>
<thead>
<tr>
<th>ESOl Contact</th>
<th>Phone Number</th>
<th>Email</th>
</tr>
</thead>
</table>

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:  

(student name)

(student ID #)

(school name)

(grade)

(date)

(DUESS)


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
### ELL Committee Referral/Recommendation Form

**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:

<table>
<thead>
<tr>
<th>Name (please print)</th>
<th>Signature</th>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Administrator/Designee</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ESOL Contact</td>
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<tr>
<td></td>
<td></td>
<td>Classroom Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent/Guardian</td>
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<td></td>
<td></td>
<td>ESOL Teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bilingual Assistant</td>
</tr>
</tbody>
</table>
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: ___________________________
IMMIGRANT VERIFICATION QUESTIONS FOR PARENTS

Name of Student: ________________________________________________________ Student ID#: _________________DUESS:_____________

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)
Nombre del estudiante___________________________________________Grado_________Escuela______________________________

1. ¿En su hogar se usa otro idioma además del inglés?
   En caso afirmativo, ¿qué idioma? (HM) ______________________________
   SÍ    NO

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) ______________________________
   SÍ    NO

Firma del padre o tutor legal: ______________________________________  Fecha: __________________________

COLOQUE EN LA CARPETA ACUMULATIVA
DISTRITO ESCUELAS PÚBLICAS DEL CONDADO BREVARD

NOTIFICACIÓN DE LOS PROCEDIMIENTOS DE PRUEBAS ESOL

Notification of ESOL Testing Procedures

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) requiere 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 Inglés 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 recibiría 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 recibiría 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 de 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.Telefono. Correo electrónico

Nombre del estudiante. Firma del padre/madre/tutor

BPS ESOL - Revised 12/2017
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 ESDL 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.
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_________________________
DISTRITO ESCUELAS PÚBLICAS DEL CONDADO BREVARD

NOTIFICACIÓN DE COLOCACIÓN EN PROGRAMA ESOL

ESOL Placement Notification

Nombre del estudiante: ________________________________________________ Núm. de estudiante: _______________DUESS:___________

Escuela: ______________________________________________________________Grado: ____________Fecha: _________________________

Estimado padre/tutor:

Con base en las respuestas a la Encuesta de idiomas en el hogar, su hijo ha sido evaluado para determinar su competencia en el idioma inglés y su elegibilidad para la colocación en el programa de ESOL. Hemos determinado lo siguiente:

☐ Ubicación recomendada en el programa ESOL
☐ No recomendamos la ubicación en el programa de ESOL

Los estudiantes recomendados califican para los servicios de Inglés para Hablantes de Otros Idiomas (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) 6A.6.0903.

Una vez egresado 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
Nombre del Estudiante________________________________________________    Núm. de estudiante_______________________

Escuela ______________________________________________________________ Grado _________Fecha ___________________

Nombre del entrevistador____________________________________________    Título____________________________________

Evaluación completada a traes 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
68x394 _________________________________________________________________________________________________________
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.)?
68x345  __________________________________________________________________________________________________________

Firma del padre/tutor y fecha__________________________________________________________________________

DISTRITO ESCUELAS PÚBLICAS DEL CONDADO BREVARD
EVALUACION PROGRAMÁTICA Y COLOCACION PARA LOS ESTUDIANTES ESOL
Programmatic Assessment and Placement for ESOL Students
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:
   ___ Réords 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
DISTRITO ESCUELAS PÚBLICAS DEL CONDADO BREVARD
COLOCACIÓN CONTÍNUA REQUISITOS
DEL ACTA CADA ESTUDIANTE TIENE ÉXITO (ESSA)
Continuing Placement ESSA Act

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 Lingüísticas (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.

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

Firma padre/tutor________________________ Fecha________________________
BPS ESOL - Revised 12/2017
ELL Committee Referral and Recommendations

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 ________________________

Notas de la reunión:
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________
_____________________________________________________________________________________________________________

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

SB1108
□ 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
_________________________________________  _______________________________
DISTRITO ESCUELAS PÚBLICAS DEL CONDADO BREVARD

TERMINACIÓN DE LOS SERVICIOS DEL PROGRAMA ESOL

ESOL Program Exit Letter

Nombre del estudiante: __________________________________________________ Núm. de estudiante: _______________ DUESS: ___________

Escuela: ________________________________________________________________ Grado: ____________ Fecha: _________________________

Estimado padre/tutor:

Basándonos en los criterios aprobados por el Departamento de Educación de la Florida, nos complace informarle que su estudiante ha alcanzado el nivel de grado y / o ya no necesita servicios de Inglés para Hablantes de Otros Idiomas (ESOL). Como se requiere, su estudiante será monitoreado durante dos años académicos para asegurar el éxito continuo.

Le agradecemos su apoyo y le animamos a ponerse en contacto con nosotros si tiene alguna pregunta. Si tiene preguntas o inquietudes, no dude en ponerse en contacto con nosotros a través de la siguiente información. Sinceramente,

Atentamente,

Persona de Contacto ESOL ______________________ Núm. de teléfono ______________________ Correo electrónico ______________________

Firma de Persona de Contacto ESOL
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)
Ankèt sou lang ki pale lakay
Home Language Survey

Non Elev 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 elèv la pi souvan pale yon lang ki pa angle?
   Si repons la se Wi, ki lang? (SL) ___________________________________________
   Wi  Non
   □ □

Siyati Paran ouswa gadyen: ____________________________________________ Dat: ___________

FILE IN CUMULATIVE FOLDER
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 sévi l. Distrik lekòl Brevard la itilize Tès Oral Lang IDEA nan tout klas pou détème 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?) Lè sa a pitit ou pap resevwa sèvis ESOL anvan tès la.

  • Si ou reponn "wi" nan kèsyon 2 ou 3 oswa tou lè de (Eske elèv la gen yon premye lang ki pa angle? Ak / oswa Eske elèv la pi souvan pale yon lang ki pa angle?) Lè 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 monstre pitit ou a pale byen e li pa gen dènye nòt tès nòmal 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 few konnen elijiblite pitit ou a pò 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 elèv 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 resèvwa enstriksyon ki konplè.

W ap resèvwa lèt sa a paske ou endike ke yon lang ki pa anglè pale nan kòm 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 piti 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 kòm 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 resèvwa 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 aplike nan lekòl la.

**Paran yo:** Paran yo dwe resèvwa 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 kòm konpetan nan lang angle a ap kontwole pou asire siksè jeneral akademik yo.

**Konsèy Konsiltatif Paran:** Chak distri dwe bay reyinyon konsiltasyon pou paran pou yo gen yon opòtinite pou patisipe nan pwosesis devlopman 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 kołonotè 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 élève la: ____________________________ Nimèwo élève la: ____________________________

Lekòl: ____________________________ Klas: ____________________________ Dat: ____________________________

Chè paran:

Nou regret enfòme w ki gen on reta nan tèt:

☐ Tande ak pale pou détèmine kalifikasyon pitit ou a

☐ Reevalyasyon pou Angle pou moun ki pale lòt lang (ESOL)

Koz reta a se

Baze sou repons nan ankèt 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 ESOL jiskase yo fè tès

Tès la ap fèt le ____________________________________________.

Si ou gen kesyon tanpri rele nimèwo ki anba a: ____________________________________________

Sensèman,

__________________________ ____________________________ ____________________________
ESOL Kontak la Nimèwo telefòn Imel

Siyat ESOL kontak la: ____________________________________________
BREVARD COUNTY PUBLIC SCHOOLS

Notifikasyon sou Plasman ESOL

ESOL Placement Notification

Non elèv la: __________________________________________ Nimewo elèv la: __________________ DEUSS: ______________

Lekòl la: __________________________________________________________ Grad: __________________ Dat: _____________________________

Chè Paran, Gadyen(yo):

Ki baze sou repons yo nan Sondaj sou Lang, yo te evalye pitit ou a pou detèmine konpetans li nan lang angle ak kalifikasyon li pou plasman nan pwogram ESOL la. Nou te detèmine sa ki annapre yo:

[ ] Rekòmande plasman nan Pwogram ESOL
[ ] Pa rekòmande plasman nan pwogram ESOL

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

Plasman nan kòmansman: ________________________________ (Dat)

Non tès la /Not/Nivo tande/pale

____________________________________________________________________

Non tès la /Not/Nivo nan lekti/ Ekriti

____________________________________________________________________

Dat komite ELL la

Objektf pwogram ESOL la se ede pitit ou aprann lang angle pou satisfè nòm akademik apwopriye pou pase nan lòt klas ak pou gradyasyon. Kòm se yon elèv kap aprann lang Angle (ELL), pitit ou a ap resevwa sipò lang ak matyè akademik yo jiskaske li satisfè kritè pou sòti nan ki nan Règleman Leta a (SBR) 6A.B.9003.5

Yon fwa li soti nan pwogram ESOL la, yo pral kontwole pitit ou pandan dezan pou asire siksè akademik li pandan peryòd tranzisyon sa a.4 Komite ELL lekòl la disponib pou rankontre avèk ou nenpòt lè nan eksperyans edikasyon pitit ou pou revize bezwen akademik yo ak rekòmandasyon plasman yo.4 Sèvis ESOL ki apwopriye yo pral enkli tou nan direktiv ak rekòmandasyon nan Plan edikasyon endividyèl elèv (IEP) si sa nesesè.5

Pwogram ESOL yo ajiste enstriksyon sou fòs ak bezwen timoun nan ak estrateji ansèyanm efikas, ansanm avèk materyèl, ansèyanm siplemantè oswa sipò bileng.5 Antanke paran, yo ankouraje w pou patisipe nan devlope Plan ELL pitit ou a, epi chwazi model enstriksyonèl apwopriye pou pitit ou ki gen ladan: 7

______ Mainstream/Inclusion English Language Arts (instrikson ak ELLs epi sak -ELLS)
______ Mainstream/Inclusio Basic Subject Areas (mat, syans, syans sosyal konpitè)
______ Sheltered English Language Arts (Èlèv resevwa enstriksyon ak ELL sèlman
______ Sheltered Basic Subject Areas (mat, syans, syans sosyal, alfabetizasyon òdinatè)

Kontak ESOL la Nimewo telefòn Imel
Siyati ESOL 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 ankòt 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. 1. 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 kömanse lekòl Özetazini (DEUSS)? ______________________________________________________________________

7. Eske prezans elèv la te konsistan? ______________________________________________________________________

8. Eske elèv la te enskri nan pwogram espesyal? ___________________________ Tanpri presize ______________________________________________________________________

9. Èske elèv la te ekspoze ak lang angle a anvan? ______________________________________________________________________

10. Ki resous ki disponib nan kay la pou sipò lekòl la (òdinatè, entènèt, oratè angle, elatriye)?

Siyan parant / gadyen ak dat ______________________________________________________________________
Du 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

Rézilt Entèvyou a:
* Zòn 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 tradikson lè sa posib.

Tanpri gade Fòm Verifikasyon sou kondisyon Imigrasyon
KONTINYE PLASMAN KONDISYON AK (ESSA) POU SIKSE CHAK ELEV
Continuing Placement Every Student Succeeds ACT (ESSA) Requirements

Non elèv la: _________________________________________________________ Nimewo elèv la: _______________________ DEUSS: ________________

Lekòl la: ____________________________________________________________ Grad: _______________ Dat: _____________________________

Chè Parant / Legal Gadyen,

Lwa federal ak lwa estet la egzije pou elèv yo ki nan yon pwogram ESOL evalye chak ane pou yo ka wè pwogre yo nan lang, ak siksè akademik yo. Rezilta evalasyon sa yo jwe anpil sou desizyon plasman yo. Se poutèt sa, pitit ou a ap kontinye resevwa sèvis ESOL ki baze sou evalasyon 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 siplinemantè pou ELL yo. Paran yo ka chwazi pou refize sèvis siplinemantè 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 konsènan pwogram ESOL oswa Tit III la, tanpri kontakte:

_______________________________          _______________________________                    _______________________________________
ESOL Kontak la                                             Nimewo Telefòn                                                     Imèl

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

Non elèv la: ____________________________________________________________

Non paran an: __________________________________________________________________________________________________

□ mwen pa vle pitit mwen an resevwa sèvis siplinemantè ESSA Title III

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

Non élève: __________________________________________ Nimewo élève: ______________________ DEUSS: ________________

Lekòl la: __________________________________________ Grad: ________________ Dat: ________________

Chê Paran / Gadyen,

Nou rekòmande on reyinyon komite pou Elève 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 lekòl la. Mèsi anpil.

AVI SOU REYINYON KOMITE POU ELEV KAP APRANN 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
**Purpose of Meeting**

- Detèmine Elijibilite & Plasman
- Revize Pwogrè Elèv la
- Pwolonje Sèvis
- Sôti
- Reklassification (LF Reantre)
- _Lòt_ ________________

**Data**

- IPT (O/R/W) ________________
- WIDA _______________________
- FSA _________________________
- ACT/SAT _____________________
- FAIR _________________________
- _Lòt_ _________________________

Nòt nan reyinyon an:

______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________

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, osweyè dekouraje m ’nan envite yon moun nan chwa mwen nan reyinyon jodi a.
□ Pèsonèl lekòl la te entèdi, dekouraje, osweyè dekouraje m ’nan envite yon moun nan chwa mwen nan reyinyon jodi a.

Siyati paran an ___________________________ Dat ________________

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

______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
______________________________________________________________________________________________________________________
BREVARD COUNTY PUBLIC SCHOOLS

Lèt pou soti nan pwogram ESOL
ESOL Program Exit Letter

Non elèv la: ______________________________ Nimewo elèv la: ______________ DEUSS: ______________

Lekòl: ______________________________ Grad: ______________ Dat: __________

Chè Paran / Gadyen:

Anplwaye sipò nan pwogram ESOL a te fè tès depistaj 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 remèsye ou pou èd nou te jwenn bò kotew ki fasilete tranzisyon sa a. Si ou gen kesyon oswa enkyetid, tanpri ou lib pou kontakte nou lè ou itilize enfòmasyon ki anba a.

Sensèman,

__________________________ Nimewo telefòn ______________ Imel

ESOL Kontak la: ______________________________

Siyati ESOL Kontak la: ______________________________
Non elèv la: __________________________ Nimewe elèv la: __________ DEUSS: __________

Lekòl: ____________________________ Grad: ________ Dat: ______

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

**GID SOU ESTATI IMIGRASYON**

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

(ARABIC)
**IMMIGRATION STATUS FORM**

**student's name:** __________________________

**student's ID number:** __________________________

**school:** __________________________

**grade:** __________________________

**date:** __________________________

**student's age:** __________________________

**student's birthplace:** __________________________

**Are the student's parents American citizens or does the student have a military affiliation?**

**Yes:** 

**No:** __________________________

**Has the student been enrolled in an American school for more than 3 years or more?**

**Yes:** 

**No:** __________________________

**Has the student registered for school for the first time?**

**Yes:** 

**No:** __________________________

**Date of registration for the first time:** __________________________

**Signature of the student's parent:** __________________________

**Date:** __________________________
التاريخ: / / 

الي: السادة أولياء أمر الطالب:

بناءً على تعليمات وزارة التربية والتعليم بولاية فلوريدا، فإنه يتحتم علينا إخطاركم بأنه معلم صف الطالب المذكور أعلاه، ___لم يتم بعد تجميع 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 لتتأهيله لتدريس الطلبة الناطقين بغير اللغة الإنجليزية.

لمزيد من المعلومات بخصوص هذا الأمر، بإمكانكم الإتصال بإدارة المدرسة،

وتقبلوا منا فائق الاحترام.

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 الإستغناء عن الخدمات الإضافية في اللغة الإنجليزية.

لمزيد من الاستفسارات، بإمكانكم الإتصال بنا على الرقم التالي:

مع فائق إحترامنا,
Florida’s Commitment to All English Language Learners

Brevard County Public Schools
Parents’ Rights Letter

Florada’s Commitment to All English Language Learners

The County schools in Florada are committed to providing a quality education to all students, including those who are English Language Learners (ELLs). Despite any language barriers, parents have a right to know how their children are being educated.

The school system in Florada will:

- Provide services to ELL students,
- Provide language services tailored to meet the needs of each student,
- Maintain records on the progress of ELL students,
- Provide opportunities for parents to participate in the educational process,
- Ensure that ELL students are placed in the appropriate level of instruction,
- Notify parents if their child is placed in an English language immersion class,
- Ensure that ELL students have access to professional development opportunities,
- Provide support for ELL students and teachers,
- Maintain a districtwide ELL parent council,
- Provide resources for parents to understand the educational process.

Parents have the right to:

- Inspect and review records maintained by the school system about their child,
- Obtain prior written notice before their child is placed in an English language immersion class,
- Be notified of the results of any evaluation or reevaluation,
- Be involved in the decision-making process regarding their child’s education,
- Be informed of the results of any kindergarten assessment.

If you have questions or concerns, please contact the school district's ELL Program Coordinator or the district's bilingual support staff.

Contact information:

800-206-8956

Revised November 2017
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
   بأي نوع من المدارس كان الطالب مسجلا من قبل؟ مدرسة خاصة مدرسة حكومية

3. When did the student learn to read (age)? ________________________ Which language(s)
   ______________
   متى 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 the 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 مداوماً 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 للغة}

Parent/Guardian Signature and Date: ____________________________________________

(Programmatic Assessment pg. 2)
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

Merging ESOL Procedures with the MTSS Process 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:

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:
  http://www.edline.net/pages/Brevard_County_Schools/Departments/Departments_KZ/Student_Services/ESOL

- ESOL Reference Guide:

- WIDA Interpretive Guide for Score Reports:
  http://www.edline.net/files/_TPHyN_/6a7ad300f961373745a49d13852ec4/WIDA_interpretive_guide.pdf

- WIDA Can Do Descriptors:
  https://www.wida.us/standards/CAN_DOs/
  http://www.edline.net/files/_TPLby_/0924a298c3dc2cfe3745a49d13852ec4/Can_Do_Descriptors_with_Name_Chart.pdf

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 Teachers
Patricia Alfaro
Dolores Ciriello
Mercedita Ortiz

ESOL Parent Liaison
Blanca Garcia

Thank you!

The Multilingual/Multicultural Workgroup
School Psychologists
Brevard Public Schools
### ELL/IPST Programmatic Review

<table>
<thead>
<tr>
<th>Name of Student:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Birth:</td>
<td></td>
</tr>
<tr>
<td>Age:</td>
<td></td>
</tr>
<tr>
<td>Grade:</td>
<td></td>
</tr>
<tr>
<td>Country of Birth:</td>
<td></td>
</tr>
<tr>
<td>Date of Entry in USA (DEUS):</td>
<td></td>
</tr>
<tr>
<td>Native Language:</td>
<td></td>
</tr>
<tr>
<td>Age when student started speaking in sentences:</td>
<td></td>
</tr>
<tr>
<td>Does the student have articulation problems in the first language?</td>
<td></td>
</tr>
<tr>
<td>What is the level of proficiency in the first language?</td>
<td>Fluent, Limited, Negligible</td>
</tr>
<tr>
<td>At what age was the student introduced to the second language?</td>
<td></td>
</tr>
<tr>
<td>What is the level of competence in the second language?</td>
<td>Fluent, Limited, Negligible</td>
</tr>
<tr>
<td>Primary language used for communication at home:</td>
<td></td>
</tr>
<tr>
<td>Did the student attend school in the native country? If yes, list highest grade completed.</td>
<td></td>
</tr>
<tr>
<td>Number of years in ESOL:</td>
<td></td>
</tr>
<tr>
<td>How often does the student receive direct ESOL Services?</td>
<td></td>
</tr>
<tr>
<td>Check the student’s status (refer to WIDA scores): Attach copy of student’s WIDA report if available.</td>
<td>Non English Speaker, Limited English Speaker, Fluent English Speaker</td>
</tr>
<tr>
<td>Has the student had any retentions? If yes, which grade(s)?</td>
<td></td>
</tr>
<tr>
<td>Area of Concern:</td>
<td>Language, Academic, Behavior, Attendance</td>
</tr>
<tr>
<td>List classroom accommodation(s) and ESOL strategies implemented.</td>
<td></td>
</tr>
<tr>
<td>List RTI interventions being implemented.</td>
<td></td>
</tr>
<tr>
<td>Date(s) of ELL Committee Meeting(s):</td>
<td></td>
</tr>
<tr>
<td>ELL Committee Meeting Notes (or attach a copy of the completed ELL Committee Referral/ Recommendation Form):</td>
<td></td>
</tr>
</tbody>
</table>

(Refer to completed Programmatic Assessment)
State any concerns mentioned by the parents(s):
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________

State any concerns mentioned by the teacher(s):
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________

Additional information or comments:
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________
___________________________________________________________________________________________________________________

(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