SEMINOLE COUNTY PUBLIC SCHOOLS

ESOL World Languages & Student Access

District ELL Plan Procedural Handbook 2021-2026

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The purpose of the District ELL Plan is to present school personnel and parents of Seminole County with information concerning the teaching of English Language Learners (ELLs) through the English for Speakers of Other Languages (ESOL) program. It assists schools with the implementation of the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree and the September 2003 modification to the Consent Decree. To download a copy of the Florida Consent Decree go to:
https://www.scps.k12.fl.us/_resources/documents/ESOLMETAConsentSummary.pdf

This plan outlines ESOL program goals, policies, and procedures that are based on federal and state law mandates. The ESOL program implementation helps each student achieve his/her potential and assists English Language Learners (ELLs) in their new academic and cultural setting.

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SEMINOLE COUNTY PUBLIC SCHOOLS
DISTRICT ELL PLAN
2021-2026

Introduction

This document addresses the most immediate needs of Seminole County Public Schools as one of the State's Local Educational Agencies (LEA's) under the State Formula Grant Program.

Seminole County Public Schools is eligible for Title III funds to be used to enhance educational services for children who are English Language Learners, including immigrant students. **Title III is a federal entitlement through the Elementary and Secondary Education ACT (ESEA). The focus is to ensure that English Language Learners (ELLs) and immigrant students attain English proficiency and develop high levels of academic achievement in English. The requirements are considered an integral part of the approved District ELL Plan 2021-2026.**

Project Purpose

The purpose of Title III is to ensure that English Language Learners (ELLs), including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that other students are expected to meet. Seminole County Public Schools use the funds appropriated under Title III to provide supplementary services, language instruction, professional development, family engagement, and educational programs designed to help ELLs and immigrant students achieve these standards.

Schools will be accountable for:

- Increasing the English proficiency and core academic content knowledge of ELLs,
- holding ELLs to the state academic content and academic achievement standards established by the Department of Education, and,
- providing a language instruction educational program that increases the English proficiency and academic achievement of ELLs.

To achieve these expectations, only evidence-based programs that have been proven to be successful for ELLs, shall be implemented. The funds shall be used to enhance services for ELLs and immigrant students as stated in the District Approved ELL Plan 2021-2026.

Based on these premises, Seminole County Public Schools will utilize Title III sub grant funds to carry out activities that use approaches and methodologies that are evidence-based to be effective for teaching both English Language Learners and immigrant children for the following purposes:

- To provide ALL students with the evidence-based research best practices to acquire the English language,
- To expand or enhance existing language instruction educational programs carried out during the school day,
- To promote parental and community engagement in educational language instruction programs for the parents of ELLs through the Family Connection Center, and
- To provide high quality professional development trainings for teachers and administrators on evidence-based strategies that work with ELLs.

I. REGISTRATION / IDENTIFICATION / ELIGIBILITY PROCEDURES

A. REGISTRATION (K-12)

All students entering Seminole County Public Schools must be enrolled in and attend the public school that serves the child's residential attendance zone, unless otherwise authorized by the Student Assignment and Program Access Department (SAPA). Parents complete, with assistance in their language when feasible, the Student Entry Form that contains the Home Language Survey. The student entry form is presently available in English, Spanish, and Haitian Creole.

During the registration process, all ELL or immigrant students are required to have a DEUSS (Date Entered United States Schools) date. The DEUSS date is captured on the enrollment form.

The term immigrant children and youths mean individuals who:
- are ages 3 through 21; and
- were not born in any State, the District of Columbia or Puerto Rico; and

- have not been attending one or more schools in any one or more States for more than 3 full academic years.

B. HOME LANGUAGE SURVEY (HLS)

All students entering Seminole County Public Schools for the first time are surveyed with the Home Language Survey through the online registration process. Parents can register at the school with assistance if needed. However, if a student has been surveyed in any other school district in the State of Florida, the survey data from that district will be used.

The survey is composed of the following three questions required per Rule 6A-6.0902.

(1) Is a language other than English used in the home?
(2) Does the student have a first language other than English?
(3) Does the student most frequently speak a language other than English?

Any student whose parents answered "yes" to any questions on The Home Language Survey is referred by the Registrar/designee to the district ESOL Testing Specialist, the ESOL teacher, or the personnel who will be responsible for the administration of the Aural/Oral test. The WIDA Screener and the WIDA Kindergarten Screener test will be used at the elementary level through secondary level. This entry assessment is on the approved list of tests recommended by the Florida Department of Education.

A copy of the Student Entry Form must be sent to the ESOL Teacher at the zone school and/or ESOL Testing Specialist for non-ESOL centers. The ESOL Testing Specialist will administer the WIDA Screener at the Non-ESOL centers. When an attempt to screen a student is made and the student is not available, a notification of attempt to screen (form V-921001) is sent home and a copy is kept in the student's ELL folder. **If the student comes from another Florida school district, he/she will not be tested unless records are not attainable within the first 30 days of attendance.**

✓ **IF ALL THREE QUESTIONS ARE ANSWERED "NO" ON THE FIRST HOME LANGUAGE SURVEY IN THE STATE OF FLORIDA**
The student must not be tested for ESOL. The student is placed in the regular education program.

✓ **IF ONLY ONE QUESTION IS ANSWERED "YES**"
The student is placed in the regular education program.
The WIDA Screener for students in K-12, plus reading and writing (grades 3-12 will be administered within the first 30 school days of entrance in accordance with State Rule #6A-6.0902.

✓ **IF TWO OR MORE QUESTIONS ARE ANSWERED "YES"**
The student is automatically placed in the ESOL Program with an ESOL endorsed or ESOL Certified teacher.

The WIDA Screener for students in K-12, plus reading and writing (grades 3-12) will be administered within the first 30 school days of entrance in accordance with State Rule #6A-6.0902.

Reference Entry Flow chart below

Entry Flow Chart

Home Language Survey

NO ← Parent answers YES to one or more of the three HLS questions → YES

DO NOT assess student for program placement

Programmatic Assessment is completed (form #1233a)

Administer the WIDA Screener K-12

Grades K, 1 & 2
WIDA Screener
K: Tested in Listening & Speaking
1st-2nd: Testing in all four domains

Grades 3-12th
WIDA Screener
Tested in all four domains
Listening, Speaking, Reading and Writing

Achievement Level
4.0 or Higher in Listening AND Speaking

Achievement Level
1.0-3.9 in Listening AND Speaking

Achievement Level
4.0 or Higher in Reading and Overall

Achievement Level
1.0-3.9 in Reading and Overall

Student does _not_ qualify for ESOL Services

Student _qualifies_ for ESOL Services

If Testing is not completed within the 30-day timeline, the following procedures are as followed:
1. The ESOL Compliance Specialist notifies the ESOL teacher and ESOL Director if a student was possibly not tested within the 30-day timeframe.
2. The ESOL director contacts the school administrator.
3. Documentation of the delay will be included in the ELL plan including:
   a. Reason for the delay
   b. Evidence that the student is accorded the programming required for ELLs pending the delay and
   c. Specific timetable for completing the assessment.

4. Upon request, above documentation will be sent to parents in a language they understand.

C. PROGRAMMATIC ASSESSMENT

Rule 6A-6.0902 states that **all** students entering Seminole County Public Schools who have answered "YES" to any of the Home Language Survey (HLS) questions must have a Programmatic Assessment Form (#1233a). Previous academic experiences and academic records are considered. In the absence of academic records, the administrators of the school with parent/guardian guidance, make the decision for grade placement based on student interviews, social history, chronological age and physical size. The SCPS Student Progression Plan outlines registration requirements for all students.

The student's best interest will be considered in the final placement decision. If the parent does not speak English, the school counselor may request the assistance of the ESOL teacher, bilingual paraprofessional or from the ESOL/World Languages Department.

D. PARENT CHOICE OPTION (Form #1233b)

This form **must** be completed by the **counselor or registrar** and **signed by the parent** at the time of registration. If the HLS indicates immediate entrance to the ESOL Program, students will be tested immediately at the school.

E. STUDENT PLACEMENT

For students transferred from another Florida school, counselors or designee must immediately contact the previous school to obtain all ELL data including testing. Schools will use the first Home Language Survey data in the State of Florida. The data must be shared with the FTE Clerk and the ESOL teacher. If no information is received within a week, notify the District ESOL Compliance Specialist.

Students transferred from another state or country to Florida will be tested using the WIDA Screener.

F. PRE-KINDERGARTEN

If the parents answered "YES" to any one question on the Home Language Survey, the student is placed with a certified instructor. The ESOL code in the demographic records is LY. These students are not tested for English proficiency nor are ELL plans required. Students in the Pre-K and Early Intervention programs receive developmentally appropriate instruction which addresses the language development and cultures of the students. Once a student is registered for Kindergarten, the student will be tested with

WIDA Kindergarten Screener by the end of the Pre-K school year, or by the beginning of Kindergarten for entrance into the ESOL Program.

GRADES K-2 (If only 1 YES is marked on the Home Language Survey)

A student in grades K-2 who is proficient on the **WIDA Screener Assessmen**t does not meet the criteria for the ESOL Program. The student remains in the regular classroom and the code will be "ZZ".

A **Kindergarten student** may be re-designated at the beginning of the second semester. Data showing unsatisfactory grade level performance will be needed to support the decision to re-designate the student through the ELL Committee. The student will be re-assessed with the **WIDA Kindergarten Screener**. Based on the scores obtained from the test, the student will either receive ESOL services or remain in the mainstream classroom. The student's ELL code will change from ZZ to LY if he/she qualifies for the program. The student entry date, the classification date, and the student plan date will be determined by the date of the re-assessment test. The student plan is immediately written. If the student does not qualify, then the code remains ZZ.

II. TESTING ACCOUNTABILITY

After the tests are administered and scored, the parents are notified of the test results. If their child qualifies for ESOL services, he/she is placed in the ESOL Program and an ELL plan is developed immediately. The ESOL code will change from <u>ZZ</u> to <u>LY</u>. If it is determined by the ELL Committee prior to placement that the student <u>does not need</u> ESOL services, then the student code will remain ZZ (does not qualify) and the student will remain in the mainstream classes.

A. ELL Student Plan Development
The ESOL teacher is responsible for setting up the ELL Committee meeting to establish the Student ELL Plan. The following procedures are followed.
1. A form 940 (invitation to the meeting) is sent home with the student
2. The parent signs and returns the form to the ESOL teacher
3. The Student ELL Plan is developed and includes the following elements:
    a. Student's first and last name
    b. Home Language Survey data
    c. Classification date
    d. Basis of Entry
    e. Entry date
    f. Plan date
    g. Re-Evaluation date
    h. Exit date
    i. Basis of exit
    j. Re-evaluation dates
    k. Re-classification dates

l. Re-classification exit date
m. Primary Language
n. Home language
o. Monitoring Status
p. Student's schedule/program model/ELL committee signatures
q. Entry testing information
r. ESOL Forms Checklist

B. ACCESS for ELLs 2.0 Assessment

Per Rule 6A-1.09432, all students classified as English Language Learners (ELLs) must participate in the statewide assessment ACCESS 2.0 for ELLs. The assessment will measure the student's language performance in speaking, listening, reading, and writing.

1. ACCESS FOR ELLs 2.0/ WIDA Screener- Tiers

Tier	Definition/Example
A	Tier A- placement based on one of the following criteria: • Placement determined from the WIDA Screener. • Student arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English. • Student currently receives literacy instruction ONLY in their native language. • Student recently achieved an overall composite score of 1.0-2.0 on the statewide English language proficiency assessment.
B	Tier B- placement based on one of the following criteria: • Placement determined from the WIDA Screener. • Student has social language proficiency and some, but not extensive, academic language proficiency in English. • Student has acquired some literacy in English though has not yet reached grade level literacy. • Student recently achieved an overall composite score of 2.1-3.0 on the statewide English language proficiency assessment.
C	Tier C- placement based on one of the following criteria: • Placement determined from the WIDA Screener. • Student is approaching grade level in literacy and academic language proficiency in the core content areas. • Student will likely meet the state's exit criteria for support services

by the end of the academic year.
- Student recently achieved an overall composite score of 3.1-6.0 on the statewide English language proficiency assessment.

D	Alternate Tier- placement based on one of the following criteria: • Student has a significant cognitive disability and receives special education under IDEA (2004). • Student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age-appropriate curriculum. • Student is enrolled in grades 1-12.
Z	Not applicable- Use for all KG students and for ELL students coded as LF, LP LA or LZ on the English Language Learners, PK-12 data element.

Notes: This code should be reported for all English Language Learners, PK-12 students. Select the appropriate Code/Tier for all LY students only. All others should be coded as Z.

III. PROGRAM DESCRIPTION, GOALS, AND MODELS

A. PROGRAM DESCRIPTION

Language Arts through ESOL is designed for students K-12 whose native language is other than English. It is a language arts and cultural program based on first and second language acquisition. This program uses strategies necessary for second language acquisition. The Language Arts through ESOL curriculum is aligned Florida's B.E.S.T (Benchmarks for Excellent Student Thinking) Standards and the WIDA Standards which include Reading Standards. English Language Arts through ESOL includes listening, comprehension, oral expression, pronunciation, reading, and writing as it supports the skills and concepts presented in the regular English/Language Arts curriculum.

The goal of the ESOL Program is to develop, as effectively and efficiently as possible, each student's English language proficiency and academic potential aligned with the SCPS Comprehensive Evidence-Based Reading Plan. Instruction is based on research-based second language teaching methodologies. Teachers concentrate on listening, speaking, reading and writing simultaneously with appropriate ESOL strategies being implemented at all levels of language proficiency.

ELLs enrolled in the Seminole County ESOL Program range in grade levels from Kindergarten to grade twelve. ESOL services are offered to all elementary, middle and high school students. Middle and high school students are taught using the Sheltered English Instructional Model.

B. GOALS

The ESOL Program of Seminole County has four primary goals:

1) To meet the immediate communication needs of the ELLs by teaching English as expeditiously as possible so that they can be successful in the mainstream

academic classes. English Language Learners (ELLs) will be able to achieve English proficiency at a rate which is appropriate to their own age, ability, grade level, and previous educational experiences.

2) To provide a curriculum that promotes cultural awareness to enhance self-esteem, develop respect, and an appreciation of each student's own culture and the culture of others.

3) To provide comprehensible and academic instruction using the WIDA CAN DO DESCRIPTORS and ESOL strategies of instruction to meet the required Florida's B.E.S.T. Standards which include Reading Standards and concepts inherent in each subject area (see Language Arts through ESOL Curriculum).

4) To prepare ELLs for 21st Century learning which includes blending Communication skills, Citizenship knowledge, and College readiness (3 C's).

C. MODELS

There are several factors that influence the types of programs that Seminole County can offer at this time:

1) Student population to be served
2) Individual student's characteristics
3) Evidence- based resources
4) Evidence- based instructional models

Seminole County Public Schools offers English Language Learners (ELLs) instructional services through the English as a Second Language Program (ESOL).

Mainstreaming/Inclusion is one model used at the elementary and secondary levels. As Seminole County's demographics continue to change, so may the type of ESOL programs offered. However, schools can use a combination of the push-in, co-teaching and Dual Language models.

Types of English as a Second Language instructional programs include:

Program Model	Description	Schools
Push-in	The ESOL teacher pushes in during the Language time for specialized interventions, still meeting the B.E.S.T. Standards. The instruction the ELL receives consists of English language development activities and is reinforced in language arts using ESOL strategies and assessment modifications by an ESOL endorsed or ESOL certified teacher. The ESOL teacher and classroom teachers are responsible for planning and modifying instruction as well	Elementary schools

	as giving grades and writing a progress report and a report card. The identification, placement and progress monitoring are documented on an ELL plan by the ESOL teacher.	
Sheltered English	In the middle schools and high schools, ELLs receive language arts instruction by an endorsed or certified ESOL Language Arts teacher, which utilizes "Best Practices" and evidence-based strategies such as: SIOP, CALLA, and WIDA CAN DO DESCRIPTORS, to make subject matter content comprehensible. In the Developmental Language Arts through ESOL classes, students are grouped according to proficiency levels and/or grade level.	Middle High
Mainstream/Inclusion Model	In this model, the regular classroom teacher is ESOL endorsed or certified. ELLs are mainstreamed in the regular classroom. The teacher is responsible for planning, teaching and assessing all students utilizing ESOL strategies and modifications. All teachers of ELLs must document in their lesson plans ESOL evidence-based strategies. A successful mainstream model consists of four essential components: 1. Staff Development - To effectively meet the needs of ELLs in an inclusive setting, all staff members need training in second language acquisition, appropriate instructional strategies, and cultural diversity. 2. Adaptation of Instruction and Curriculum to meet the needs of ELLs. 3. ESOL support to assist the mainstream classroom with additional instruction, intervention support,	Elementary Middle High

	parent communication, and monitoring of ELLs' progress. 4. A positive attitude towards ELLs through Culturally Responsive Teaching	
Co-teaching	Co-teaching is another delivery model. Co-teaching can be accomplished in several ways including: • Co-Teaching – a model in which teachers take turns teaching. The classroom teacher generally takes responsibility for delivery of the content while the ESOL teacher is responsible for the ELLs instructional strategies. The teachers plan, teach, and assess together. • Parallel teaching- a model in which two teachers divide the class into two groups. Each teacher assumes the responsibility for teaching each group. Each teacher is responsible for planning, teaching, and assessing their students. The ESOL teacher could have ELLs and non-ELLs in his/her group. • Shadow teaching - a method of a delivery model that involves re-teaching the concepts taught by the classroom teacher to the ELL students. Teachers plan, teach, and assess together.	
Dual Language	Dual language programs, which provide instruction in both English and a second language, provides benefits for both English-language learners (ELLs) and those fluent in English. The Two-way Spanish dual language immersion program promotes the development of bilingualism, biculturalism, and biliteracy. The program features are: • A variety of instructional techniques responding to different learning styles and language proficiency levels	Elementary Middle

	- Positive interactions between teachers and students - A reciprocal interaction model of teaching, featuring genuine dialog - Cooperative learning or group work situations, including students working interdependently on tasks with common objectives - Individual accountability and social equity in groups and in the classroom - Extensive interactions among students to develop bilingualism - Language input that uses sheltering strategies to promote comprehension - Uses visual aids and modeling instruction, allowing students to negotiate meaning - Is interesting, relevant, and of sufficient quantity - Is challenging enough to promote high levels of language proficiency and critical thinking - Language objectives that are integrated into the curriculum - Structured tasks and unstructured opportunities for students to use language - Language policies that encourage students to use the language of instruction	

D. PROGRAM STRATEGIES AND GOALS

The instruction is delivered in English. Languages other than English can be used only as tools for clarification when possible and necessary. The program is characterized by the following elements as well:

- High and rigorous expectations
- CALLA, SIOP, WIDA Standards, WIDA performance Definitions, and Can-Do Descriptors
- Concept development and support through the native language when feasible
- High quality staff development is provided for all faculty and staff

- The entire school environment supports the second language learner
- Active support from other peers
- A low student-teacher ratio
- An individual student education plan for each student
- Individualized instruction, including the use of audio-visual equipment, Internet, and technology, allowing each student to progress at his/her own rate
- All content classes are introduced in English using ESOL evidence-based strategies in a way that is comprehensible to the ELLs
- Teacher/paraprofessional-student interaction is in both languages when possible
- Cooperative Learning Techniques are implemented throughout the day
- Specialized teaching techniques and materials geared to meet the needs of the students
- Team teaching
- Close cooperation and consultation with classroom teachers, administrators, and guidance staff (on-going)
- Frequent communication with parents
- Formal/informal counseling
- Culture awareness
- Thematic Units
- Literacy Strategies
- Second Language Acquisition Strategies
- Scaffolding Strategies/ Differentiated Instruction
- Culturally Responsive Teaching
- Active Learning Strategies
- Vocabulary and Writing Strategies

E. CURRICULUM CONTENT ACCOMMODATIONS

The prior knowledge and cultural background of the student is recognized and incorporated into the basic subject area curriculum. Comprehensible instruction is achieved by implementing the Cummins' Language Proficiency Model throughout the curriculum (Appendix F). The term basic subject area curriculum refers to the content area classes such as: social studies, science, mathematics, and computer literacy. These classes are delivered through a special approach in which the techniques of second language teaching are used to assist English Language Learners in acquiring the skills and concepts being presented. The primary goal in this approach is the acquisition of basic subject area knowledge and second language learning through the use of the WIDA Standards and Can-Do Descriptors (Appendix G).

The core materials of instruction in the content areas are used with native English language students. These grade level materials must be adapted by the teacher using WIDA Can Do Descriptors and research-based strategies according to the language proficiency levels of the ELLs. ***Teachers should include evidence of ESOL strategies in their lesson plans.***

ELLs must be grouped by grade level for their Language Arts classes. Developmental Language Arts through ESOL classes (Intensive Reading) can be grouped by English language proficiency levels.

At the elementary level, the ESOL program may use the "mainstream/inclusion" model for ESOL instruction. The students are immersed into the regular classroom, honoring previous grade level achievements and promotions from their native country. All classes are taught by ESOL endorsed or ESOL certified teachers (K-12 coverage) using WIDA Can Do Descriptors and evidence-based strategies for instruction. (see Appendix G) Teachers should include evidence of using ESOL strategies in their lesson plans. Resource teachers, support teachers and teacher assistants, who have been specially trained, will also provide services such as tutorials, mentoring, and academic or career counseling for ELLs and immigrant students.

All students who are classified as ELLs (LYs) are <u>required</u> to receive ESOL services. All schools with students classified as ELLs must provide an appropriate English program to meet the specific needs of the students. The program must include language learning and cultural integration consistent with and supportive of goals established by the Florida Department of Education. Such instruction will also follow the guidelines contained in this Seminole County ESOL Procedural Handbook (District ELL Plan).

IV. ELEMENTARY ESOL PROGRAM

A. INSTRUCTIONAL TIME
<u>Average Number of Hours per Day is as follows</u>:

<u>Elementary</u> – Teachers work with students in small groups on a regular basis. The instructional time of an ELL must be equal to the instructional time of a non-ELL.

The instruction must be understandable, equal, and comparable in amount, scope, sequence, quality, and rigor as provided to English proficient students. Full participation in classroom activities is expected at the student's language proficiency level. Teachers of ELLs must document their ESOL strategies in their lesson plans.

B. CURRICULUM

The Language Arts through ESOL curriculum is aligned to Florida's B.E.S.T. Standards.

C. GRADING

ELLs will not be marked as "below grade level" the first two years from the DEUSS date. A comment will be noted on the report card addressing the student's grade level of performance. An example could be, **"*This student has a DEUSS date two years or less.*"**

ELLs in Grades K-1 will receive *S* = Satisfactory or *N* = Needs Improvement.

ELLs in Grades 2-5 will receive letter grades. During the adjustment period of two years or less, ELLs will receive grades based on their efforts in acquiring English skills (speaking, listening, reading, and writing based on results from ACCESS for ELLs 2.0 Assessment). WIDA performance Definitions will assist teachers with defining the language that English Language Learners process, understand, produce, or use at each proficiency level. Teachers must document ESOL evidence-based strategies for all ELLs in their classes.

D. PROMOTION/RETENTION

Promotion:

Promotion is based on criteria as defined in the District's Student Progression Plan. No student may be assigned to a grade level based solely upon the student's age or other factors that constitute social promotion. Social promotion is defined as the promotion of a student based on factors other than the student achieving the district and state levels of performance for student progress. Other options for promotion may occur at varying times during the school year.

Retention:

ELLs with a DEUSS Date (Date Entered US Schools) within two years of the test, with deficiencies in reading, writing, or math shall be exempt from mandatory grade three retention for "good cause" according to the state and the approved ESOL Procedural Handbook. According to their level of linguistic proficiency, the ELLs will master these skills at different rates. Some students may take longer than a year for each level which is supported by scientific research. The ESOL teacher will check mastery of these skills at the end of each grading period.

"Good Cause" as defined by Seminole County Public School system refers to
   Florida Statue 1008.25(6)

- Amount of time in the country,
- Academic experience(s),
- Research on time needed to reach proficiency,
- Oral language proficiency,
- Mobility,
- Heritage language background.

PROCESS FOR GOOD CAUSE EXEMPTIONS FROM MANDATORY THIRD GRADE RETENTION (Florida Statues 1008.25(6))

English Language Learners who have had less than 2 years of instruction in an English for Speakers of other Languages program based on the initial date of entry into a school in the United States will be exempt from mandatory third grade retention.

In addition to good cause documents, requests for good cause exemptions for students from mandatory retention must include the following:

1. **Documentation** submitted from the student's teacher to the principal indicating that promotion of the student is appropriate and is based upon the student's academic record. Documentation shall consist of the existing monitoring plan, Individual Education Plan, English Language Learner Plan, report card, standardized reading assessments score reports, and student portfolio, if applicable.

   BEFORE THE RETENTION OF ANY ELL, THEN THE ELL COMMITTEE WILL CONVENE FOR A REVIEW. (*ESOL forms 970 and 1005 must be used with a narrative showing all interventions and ESOL strategies used with the student.***)**

   The review is based on the ELL's academic proficiency in grades K-5. Documentation must be provided showing comprehensible instruction appropriate for his/her level of English proficiency. The instruction must be equal in time, amount, scope and sequence as provided to non-ELLs. The ELL Committee, by majority decision and with __parental input__, may assign the ELL that has been served for two years or more to the next grade or retain the student in his/her current grade.

   ELL COMMITTEE CONSISTS OF A COMBINATION OF FOUR OF THE FOLLOWING:
   - School Principal and / or Assistant Principal
   - Parent(s) or Guardian(s) of the student
   - School Counselor or grade level Counselor
   - ESOL teacher
   - Mainstream Classroom Teacher
   - ESOL Director and / or ESOL Compliance Specialist

2.) **Instructional Strategies, Materials, and Assessment**

   ELLs may not be retained or fail a class __if instructional accommodations, strategies, materials, and assessment have not been utilized and documented to meet their needs.__ *Students cannot be retained based solely on their level of language proficiency.*

F.S.232.245 requires districts to determine each student's progress from grade to grade. This determination must be based (in part) on proficiency in reading, writing and math. Specific district levels of mastery in these areas determine the student's academic achievement. **The parents or guardians are to be informed of the student's academic progress no later than the end of the third grading period.**

The **ELL Committee**, functioning in accordance with Rule 6A-6.0900, F.A.C., the 1990 League of United Latin American Citizens et al. V. the State Board of Education, et al Consent Decree, and the district's ESOL Procedural handbook, will make the appropriate decisions regarding the retention of an English Language Learner.

3.) **MTSS (Multi-tiered System of Support) and ELLs**

English Language Learners (ELLs) in the ESOL program for more than two years who have "been diagnosed" with deficiencies in reading, writing and/or math (according to the diagnostic progress monitoring assessment identified by the school district) must meet the performance levels and requirements as set forth in the School District of Seminole County. If the student doesn't meet the levels of requirements, he/she may be referred to the MTSS process.

What is MTSS?

Florida Statute **1008.25** requires a school-wide system of progress monitoring for all students who are deficient in reading, writing, math, and/or science.

Multi-Tiered System of Support (MTSS) – A Multi-tiered System of Support, in Florida, represents the integration of Response to Intervention (RTI) for academics and RTI for behavior into a unified model of service delivery that recognizes the reciprocal influence academic performance and social/emotional/behavior performance has on each other. A three-tiered model for instruction and intervention is based on the principle that academic and behavioral supports are first provided at a core or universal level to effectively address the needs of **all** students in a school (referred to as Tier 1). However, not all students will respond to the same curricula and teaching strategies. As a result, **some** students with identified needs receive supplemental or targeted instruction and intervention at Tier 2. Finally, at Tier 3, a **few** students with the most severe needs receive intensive and individualized behavioral and/or academic support. ESOL Tier Chart- see below.

Appendix F
MTSS Tier 2 and ELLs
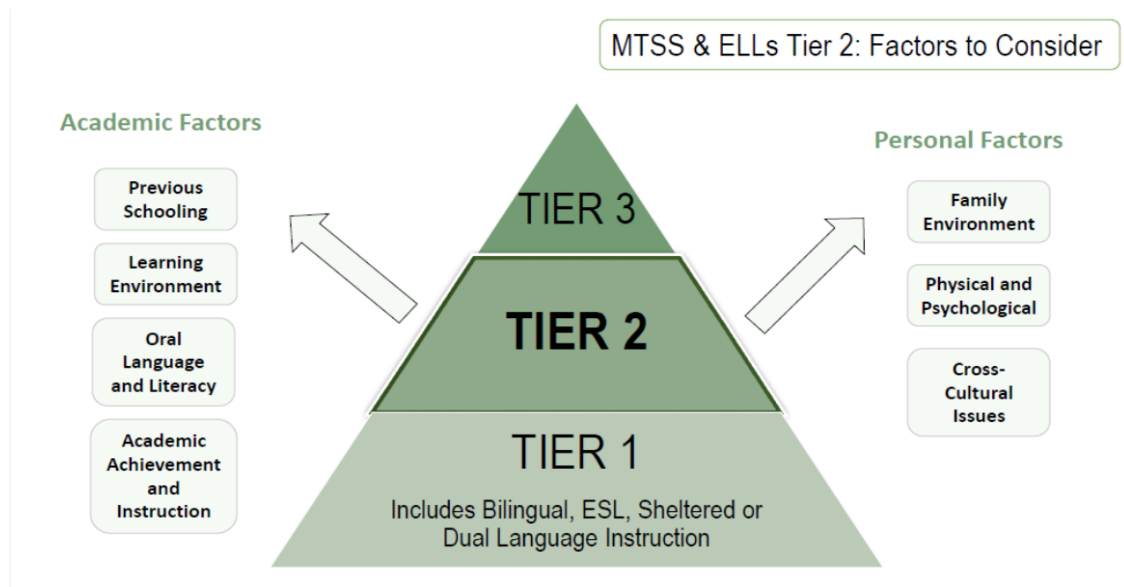
4.) <u>Retention</u>

An ELL, who has a DEUSS date of 2 or more years and has not met grade level standards, **may** be considered for retention. Retention of English Language Learners (ELLs) must be determined by a school's ELL Committee except in the case of mandatory retention for reading deficiencies in grade 3. ACCESS for ELLs 2.0 may not be used for any retention purposes.

E. MANDATORY GRADE THREE RETENTION

English Language Learners (ELLs) with a DEUSS date two years or more who have a reading deficiency and are not **remediated** by the end of grade three as demonstrated by scoring at Level 1 on FSA must be retained, **unless for good cause as defined by <u>Florida Statue 1008.25</u>**.

MIDDLE SCHOOL & HIGH SCHOOL

Participation in Language Arts through ESOL is required of all students classified as ELLs (LY). If more than one hour of ESOL is scheduled for a student, then an elective course number (Developmental Language Arts/Intensive Reading) should be used in addition to the Language Arts through ESOL course number.

A. INSTRUCTIONAL TIME

Students will be placed in the Language Arts through ESOL class according to their grade level. In elective courses, ELLs can be grouped according to their level of language proficiency level. Students receive ESOL instruction five to ten hours per week. In addition, individual tutoring is provided in many schools by ESOL teacher assistants/paraprofessionals that reinforce what has been taught by the ESOL teacher or by the content area teacher.

- All ELLs are enrolled in the appropriate grade level Language Arts through ESOL and an ESOL Developmental Language Arts/Intensive Reading courses.

B. GRADE PLACEMENT

If a child transfers from another state or country with evidence that he/she has completed a grade and does not meet Florida age requirements, the student placement shall be based on their previous state's age requirements and shall be in accordance with Florida administrative Rule 6 A.1. 0985 which states:

Any student who transfers from an out-of-state public or nonpublic school shall be admitted upon presentation of the following data:

(1) Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school;
(2) Official letter or transcript from a proper school authority which shows records of attendance, academic information, and grade placement of the student;
(3) Proof of immunization;
(4) Proof of date of birth; and
(5) Proof of a medical examination completed within the last twelve months (first time entry into Florida public schools only).

When a student transfers from another country, transcripts and other evidence of educational experiences are taken into consideration to determine placement. It is the responsibly of the School Certified Counselor/s to evaluate foreign transcripts with the help of the ESOL Director.

If grade level cannot be determined and/or academic records of the previous school are not available, the ESOL contact, or designee will interview the student and parents of the

student to determine the previous educational experiences of the individual. It will be the responsibility of the principal or principal designee to assess the student's achievement level. **The principal shall have the final decision regarding student placement.**

C. GRADING

Students will be graded with letter grades A-F based on their progress made with classroom instruction **utilizing differentiated instruction, accommodations, ESOL strategies, WIDA Can Do Descriptors, materials, and assessments.** During the adjustment period of two years or less, ELLs will receive grades based on their efforts in acquiring English skills (speaking, listening, reading, and writing) based on ACCESS for ELLs 2.0 Assessment. WIDA performance Definitions will assist teachers with defining the language that English Language Learners process, understand, produce or use at each proficiency level. Teachers must document ESOL research-based strategies for all ELLs in their classes.

These ESOL strategies, WIDA Can Do Descriptors, and accommodations will be documented in the teachers' daily lesson plans.

D. PROMOTION

Students in the ESOL program will be required to meet the <u>same state standards</u> in the content subject areas such as social studies, science, mathematics, and computer literacy. **The state standards will be met by using ESOL evidence- based strategies and WIDA Standards in the content areas.**

Content area ESOL instruction **implies that teachers will utilize differentiated instruction, accommodations, strategies, materials, and assessments** to ensure academic success.

E. SCHEDULING

As per the META Consent Decree, ELLs in middle school must be grouped by grade level for the Language Arts through ESOL class. Examples are:

- 6th   grade Language Arts
- 7th   grade Language Arts
- 8th   grade Language Arts
- 9th   grade ELA
- 10th grade ELA
- 11th grade ELA
- 12th grade ELA

English Language Learners may be assigned by Reading Level such as Developmental Language Arts through ESOL course number 1002181 or Language Proficiency levels such as course number 1002180.

ELLs attend content area classes with non-ELLs and receive the same instruction. The content area teachers have been and continue to be trained to provide comprehensible instruction **utilizing differentiated instruction, accommodations, WIDA Can Do Descriptors, ESOL strategies, and assessments** to ensure academic success.

F. STANDARD DIPLOMAS AND CERTIFICATES OF COMPLETION

In order to receive a Standard Diploma, a student must satisfy the state and school graduation requirements as prescribed in *s. 1003.428 (1), (2), and (3), F.S.*; accumulate a minimum 2.0 unweighted on a 4.0 scale and demonstrate mastery of the Florida State Assessment or earn a concordant score on the ACT or SAT after attempting the 10th grade FSA.

Each Standard Diploma may include, as applicable,
- a designation reflecting completion of four or more accelerated college credit courses if the student is eligible for college credit pursuant to *s. 1007.27, F.S.* or in Advanced Placement, International Baccalaureate, or Early College (Dual Enrollment) courses.
- a designation reflecting the attainment of one or more industry certifications from the list approved by Workforce Florida, Inc., under *s. 1003.492, F.S.*

If, at the time of graduation, the student earns the appropriate credits but does not meet the testing requirements, he/she will receive a Certificate of Completion in lieu of a Standard Diploma.

Students who have been enrolled in an ESOL program for less than two school years and have met all requirements for the standard high school diploma except for passage of the Grade 10 Reading FSA and End-of-Course Exams or alternate assessment may receive immersion English language instruction during the summer following their senior year. Students receiving such instruction are eligible to take the FSA or alternate assessment and receive a standard high school diploma upon passage of the Grade 10 Reading FSA and End-of Course Exams or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

Additional High School Diploma Opportunities- Pathway Designation
- Scholar Diploma Pathway Designation (For requirements visit: www.scps.us)
- Merit Diploma Pathway Designation (For requirements visit: www.scps.us)
- Seminole County School Scholars with Distinction Diploma Pathway Designation (For requirements visit: www.scps.us*)*
- AP Capstone Diploma currently at Lyman, Lake Howell, Lake Mary, Winter Springs, and Seminole High Schools)

G. Florida Seal of Biliteracy
The Florida Seal of Biliteracy Program is established to recognize a high school graduate who has attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages in addition to English.

- There are two levels of competency (Silver and Gold)
  6A-1.09951 Requirements for the Florida Seal of Biliteracy Program:
  - **Silver Seal**
    - Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale in those foreign language courses: or

    - Has earned a score of 3 or higher on the Advanced Placement Exam or a score of 4 or higher on the International Baccalaureate Language Exam or other Exams per Rule 6A-1.09951.

  - **Gold Seal**
    - Has earned four foreign language course credits in the same foreign language with a cumulative 3.0 grade point average or higher on a 4.0 scale in those foreign language courses; and has earned a performance level of 4 and higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA).

    - Has earned a score of 4 or higher on the Advanced Placement Exam or a score of 5 or higher on the International Baccalaureate Language Exam or other Exams per Rule 6A-1.09951; and has earned a performance Level of 4 and higher on the Grade 10 English Language Arts (ELA) Florida Standards Assessment (FSA).

VI. PROCEDURES FOR STUDENT EVALUATION

A. DISTRICT PROGRESS REPORT FOR ELLS

The ESOL program is committed to assess and continuously monitor the progress of ELLs. To accomplish this, the following guidelines have been established:

1. **Elementary grade report cards/Progress reports:** All students will receive the same grade level report card evaluating students in the different content areas as well as comprehensible instruction, accommodations, attitudes, habits, and skills will be marked according to their Language Proficiency Level.

2. **Secondary Report Cards/Progress Reports:** Secondary students receive regular report cards and mid-term progress reports. Teachers need to provide comprehensible instruction, appropriate accommodations for all ELLs.

3. **Student Cumulative Folder:** All schools keep the cumulative folders of ELLs for ESOL teachers to examine. In addition, the ELL plan is updated yearly by the ESOL teacher. The plan is then discussed with the ELL Committee which includes the parent/s.

B. STANDARDIZED ACHIEVEMENT TEST(S)

Seminole County Public Schools does not exempt any ELL's from participating in the statewide achievement tests.
The following are the Standardized Achievement Tests administered to students:

- Florida State Assessment (FSA)
- FSA Writes – Grades 3-10
- End of Year Course Exams (EOCs)
- ACCESS FOR ELLs 2.0

C. Per Rule 6A-6.09091: STANDARDIZED TESTS ACCOMMODATIONS FOR ELLS

The following accommodations for standardized tests are in place for ELLs taking the state assessments:

- Additional time and flexible schedule.
- Students may have access to the English to heritage or primary language (word to word) reference dictionary or an approved Bilingual Glossary
- ELLs may be offered the opportunity to be tested in a separate room with the ESOL teacher acting as the test administrator; and,
- The ESOL teacher or test administrator may answer student questions about any test directions.
- Math or Science: The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but the teacher is prohibited from giving assistance that will help the student solve math problems and answer science test items

School Site Testing Coordinator, School Site administrators, ESOL teachers, and ESOL Testing Specialist are responsible for ensuring and documenting that ELLS are provided appropriate testing accommodations.

Parents are notified by letter sent home explaining the process that ELLs participate in Florida statewide assessment programs. This letter provides testing accommodations and procedures and is translated in the top ten languages represented in the district as well as other languages upon request.

D. ELL COMMITTEE REVIEW

The ELL Committee may request a review of the student's progress at any time after he/she has been served one semester in the program. The committee may accordingly recommend changes in the student's curriculum.

E. EXTENSION OF PROGRAM (RE-EVALUATION)

As per State Rule: 6 A-6.09022
Annual re-evaluation for extension of program services is required after the basic 3-year period of ESOL Services.

Following the basic 3-year period in the ESOL program, a re-evaluation on an annual basis is conducted if the student is to continue in the program. The re-evaluation consists of the following:

- Window 1: If the student's DEUSS date falls between August- October 1st, the yearly Spring Assessment: ACCESS for ELLs 2.0 will be used for re-evaluation. During this window, the re-evaluation meeting is done during the annual committee meeting held in the beginning of the school year.
- Window 2: If the student's DEUSS date falls between October 2nd to the end of the school year, the WIDA Screener will be used for re-evaluation. It must be given within 30 school days of the DEUSS date but not past the DEUSS date. Once the test has been completed, a re-evaluation meeting must also be held before the DEUSS date.
- A student has less than a level 3 in FSA Reading.
- A student has not passed state required End of Course Exams (EOC's)

Rule: 6A-6.09022 Extension of Services in English for Speakers of Other Languages (ESOL) Program.

(1) Three (3) years after the date of an English Language Learner's (ELL's) initial enrollment in a school in the United States (DEUSS) an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) <u>school</u> days prior to the third anniversary of the student's initial enrollment date <u>in a school in the United States</u>, and no later than the anniversary date, except if the student's anniversary date falls within the first two (2) weeks of any school year, the ELL committee may convene no later than October 1st. This process shall be completed annually thereafter.

(2) Any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. <u>The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing.</u>

(3) The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under subsection (2) of this rule and the following criteria to determine whether the student is English language proficient:

(a) Extent and nature of prior educational or academic experience, social experience, and a student interview;
(b) Written recommendation and observation by current and previous instructional

and supportive services staff;
(c) Level of mastery of basic competencies or skills in English and/or heritage
language according to state or national criterion-referenced standards, if any;
(d) Grades from the current or previous years; and
(e) Test results from tests other than the assessment according to subsection (2) of
this rule.

(4) If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services shall be extended. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the ESOL program. The parents' preference as to whether the student is determined English language proficient or not English language proficient shall be considered in the final decision. If an ELL Committee extends services, the Committee shall refer the student as necessary for appropriate remedial, compensatory, special and supportive service evaluations, and programs.

(5) The basis and nature of the ELL Committee's decision on whether to extend or not to extend ESOL services shall be documented and maintained in the student's file. All data collected is documented in the Green Folder and is reviewed by the ELL Committee.

VII. EXITING PROCEDURES

Exit: Regular- Dismissal from the ESOL program is based upon the following criteria:

Grades K-2

- ACCESS for ELLs 2.0 language proficiency level needs to meet both criteria:

  o 4 or higher on the Reading Domain
  o 4 or higher on the Overall Score

  **Alternate ACCESS for ELLs 2.0 needs to meet the following proficiency level of P1 composite score or greater

Grades 3-9

  1. ACCESS for ELLs 2.0 language proficiency level needs to meet both criteria:

  o 4 or higher on the Reading Domain
  o 4 or higher on the Overall Score

  2. Must have a level 3 or better in FSA Reading

  **Alternate ACCESS for ELLs 2.0 needs to meet the following proficiency level of P1 composite score or greater

Grades 10-12

  1. ACCESS for ELLs 2.0 language proficiency level needs to meet both criteria:

- o 4 or higher on the Reading Domain
- o 4 or higher on the Overall Score

2. Students in grades 10-12 must meet graduation requirements in FSA reading or receive a concordant score on ACT or SAT.

**Alternate ACCESS for ELLs 2.0 needs to meet the following proficiency level of P1 composite score or greater

- Forms to use for <u>regular exit</u>: 775 & 895

Exit: ELL Committee

ELL Committee may also exit students who are already served in another program that meets their educational needs (e.g. ESE students). In these cases, students will take all parts of the WIDA Screener for exit during the school year. The assessement will include all four domains: listening, speaking, reading, and writing. If exit is at the end of the school year or the beginning of the following year, the state Language Proficiency Assessment, ACCESS for ELLs 2.0 assessment will be used for exit. **All ELL committee exits must be approved by the ESOL Department before the ELL committee meeting is held.**

The ELL Committee will meet to review and discuss the documentation presented and will make the recommendation to exit the student from the ESOL program. If the majority of the ELL committee determines that the student is English language proficient, the student shall be exited from the program.The recommendation will be documented and placed in the student's ELL Plan. The Committee should use the following forms:

1. 970 (ESOL Invitation Form)
2. 895 (ESOL Dismissal Form)
3. 775 (Letter of Dismissal)
4. 1005 (ESOL Conference Form)

VIII. MONITORING

ESOL teachers and the content area teachers review the former ELL's progress after dismissal from the ESOL program. Using the last active ELL plan, they will review the student's latest report card to complete monitoring information on the ELL plan in the green folder. The post- monitoring form (#1576) is filled out and signed by the ESOL teacher and content area teacher. The most recent report card is also placed in the green folder.

In most schools, the ESOL teacher is the one responsible for checking the progress of the student and documenting it in the appropriate spot/s on the Green Folder (Student Plan).

In schools that do not have an ESOL teacher, the counselor or the ESOL Compliance Specialist checks the progress and places the documentation in the appropriate spot/s on the Green Folder (Student Plan).

Monitoring takes place as follows from the date a student exits ESOL: (Data entry code changes from LY to LF)

What	When
1st monitoring -	First report card after exit
2nd monitoring -	First semester after exit
3rd monitoring -	One year after exit
4th monitoring -	Two years after exit

IX. RE-CLASSIFICATION

If a student has been exited from ESOL and is not performing on grade level in the regular class, he/she may be re-classified and placed back into the ESOL program **within the two-year monitoring period**.

First, if the former ELL is not on grade level, an unsatisfactory mark is recorded for that period on the Green Folder (ELL plan). Second, a re-classification test (WIDA Screener) must be given and recorded in Skyward before the ELL Committee meets. Next, the ELL Committee meets and discusses the information and what further action should be taken, whether to bring the student back into the ESOL program or to give the student one more grading period to bring up their grades.

When re-classifying the student, the information already determined regarding entry and exit would remain the same. The re-classification is placed under "Re-Classification Information" (line 11) on the ELL plan, and the **LF** designation will change to **LY** once again. The student, when exited a second time, exits through re-class exit (line 12).

When a student becomes **LA** (completely monitored), the green folder must remain in the student's permanent cum folder as it is the ELL plan.

Once a student is LA, he/she is considered exited from the ESOL Program and cannot be re-classified.

X. HOME/SCHOOL COMMUNICATION

A. PARENTAL NOTIFICATION PROCEDURES

As per **Rule 6A-0902** the parental notification procedures are:

- Notify parents of ELLs about placement decisions no later than 30 days after enrollment at the beginning of the school year,

- Parents must thoroughly understand:

- Reasons for identification as ELL and placement in a language instruction educational program
- The child's level of English proficiency, how it was assessed, and the status of his/her academic achievement
- The method of instruction used in the program which the child will be participating
- Other available options for program delivery models and how the programs will assist the student in acquiring English proficiency and academic achievement
- How the program will capitalize the educational strengths of the student
- That the program addresses age-appropriate curriculum and assists the student in achieving grade level promotion
- Achievement of the transitional and exit processes
- That the program addresses the needs of children with disabilities
- The parent's right to choose a specific program delivery model,
- How the program model assists ELLs in achieving annual measurable achievement objectives

SCPS represents many different languages and countries. The majority of the ELLs in Seminole County are Spanish-speaking students; therefore, the district provides home language communication to parents in Spanish. The majority of the ESOL teachers are bilingual, Spanish/English. In most schools, instructional assistants and/or trained Spanish speaking volunteers are placed in their classrooms. There are many languages other than Spanish spoken by the English Language Learners. If a parent needs help in any of the other languages, the ESOL Department Language Bank will make an effort to address these needs utilizing the Language Bank and other resources.

The following services are being provided to improve the communication between non-English speaking parents and schools:

- Written translations provided in Spanish forms, letters, and the student entry form. (Other Languages are provided upon request)
- Basic Conversational English classes are being offered to the parents to improve their English language proficiency.
- The ESOL Department is available to communicate on the phone with parents who only speak Spanish or are limited in English, use of "Talk System" and interpreter services are available for other languages.
- Most of the ESOL teachers speak two or more languages.
- Use of "Talk System" at meetings with parents to facilitate translation.
- Use of the Seminole County Public Schools Language Bank dividends speaking various languages.
- Use of Optimal Phone Services for other Languages

B.   DISCIPLINE

Seminole County Public Schools adheres to the standard that no national origin minority or ELL is subjected to any disciplinary action because of their use of a language other than English.

XI. FAMILY LEADERSHIP COUNCIL

Every school in Seminole County has an ESOL Parent Leadership Council. These Parent Leadership Councils have been organized under the direction of the school administrators. At least 51% of the council members must be parents of ELLs. The role of the council is to discuss school issues and make recommendations to school and program officials.

In addition to a school council, there is a District Parent Leadership Council. This council provides a forum for parents to express their concerns with a school or the school district in general. They are responsible for the district's monitoring procedures of ELLs and the ELL Plan. The council meets at least twice a year to discuss school and parent concerns. The parents are also asked to give input into the District ESOL Plan. At each meeting, the council receives an update on the ESOL program at the district and state level. Topics of vital importance are discussed at these meetings such as:

- Homework collaboration between parents and students
- Discipline – Student Code of Conduct
- Parenting and English classes for adults
- College and Career Readiness
- Community services
- The ESOL Procedural Handbook in Spanish and English
- *Family Engagement with activities* with the Title I Department
- Student Assignment Department / EPathways
- FSA and ACCESS 2.0 Assessments information
- SAT and ACT information
- WIDA Training
- ESOL Parent Academy

A. TRAINING

Training for the Family Leadership Institute is provided in the following areas:

- Procedural Handbook District ELL Plan
- Rights and Responsibilities of Parents
- Family Literacy workshops
- Family Leadership Institute
- Adult ESOL Classes, Basic Computer
- Civics and Citizenship

Research has demonstrated that meaningful parent engagement and participation in school activities impacts student academic achievement.

XII. PARENTAL ENGAGEMENT

Seminole County school district welcomes parental involvement in the schools. Their volunteer services are invaluable. Parents are encouraged to participate in their children's school activities and in the existing school/parent organizations.

Parents are encouraged to participate in school activities to keep abreast with their student's educational plan. The expectation is that the school-home connection will strengthen through meaningful parental advocacy and involvement.

Parental involvement is shown in the following activities:

- Participate as volunteers in the schools,
- Engage in multicultural presentations at the schools,
- Chaperones on field trips,
- Help with classroom parties and activities,
- Members of curriculum and textbook adoption committees,
- Members of S.A.C., P.T.A., and ESOL District Parent Leadership Council,
- District Hispanic Task Force
- Participate in the revision process of the ESOL Procedural Handbook
- Invite family members to serve as resources and to share special knowledge
- Provide academic and fun activities for parents and students to do together at home.
- Provide *Make & Take* Workshops
- Provide Parent Programs that include topics in communication, parenting and school involvement.
- Provide youth leadership skills for ELL's.

XIII. EQUAL ACCESS

A. STRATEGIES FOR EQUAL OPPORTUNITY

ELLs receive ESOL research-based instruction designed to develop their English communication skills. Certified teachers trained in ESOL strategies provide basic subject area instruction. Students have access to categorical programs based on need.

Placement decisions are made in two ways:

1. Any teacher, parent, or administrator may refer a student for participation in any of the categorical programs based on the need of the student and if the student meets the programs' criteria such as: Pre-Kindergarten, Title I, Applied Technology, student Alternative Placement, Exceptional Education, Honor & AP Classes, and Magnet schools.

2. A student may also be referred for other programs and/or services through the ELL Committee after careful review of the testing data and student's needs. If the referral is for the Exceptional Education program, the ELL Committee will meet with the Student Study Team to make the recommendation for placement.

B. STUDENT ASSIGNMENT & PROGRAM ACCESS

The Student Assignment Department is responsible for the implementation of all School Board approved school choice options for K-12 students, including ELLs. School choice options are available to Seminole County students providing an opportunity for students to attend schools other than their zone school. These educational experiences, including magnet school programs, region schools and school transfer options provide families with the choice to customize their child's education. Programs are inclusive and will accept ALL students who meet criteria on the application including ELLs.

C. MAGNET PROGRAMS

Seminole County Public Schools offers a wide variety of magnet schools and programs for ALL students, grades K through 12. These opportunities provide students with innovative, theme-based learning that match a student's special interests and abilities. ALL Seminole County Public Schools students, including ELLs, have an equal opportunity to participate by submitting an application before the established deadline and being selected by a random process.

*Information on the variety of Magnet programs in SCPS can be found at
https://www.scps.k12.fl.us/district/departments/assignment-access/magnet-schools.stml

Elementary Magnet School

Goldsboro Elementary Magnet School
Math, Science, and Technology

Idyllwilde Elementary
Future Ready Academy

Pine Crest Elementary Magnet School
School of Innovation

Wicklow Elementary Magnet School
Global Pathways

Elementary Region Magnets

Hamilton Elementary Cluster Magnet
School of Engineering & Technology

Midway Elementary Cluster Magnet
Fine Arts

Middle School Magnets

Millennium Middle School
A Fine Arts and Communication Program designed to serve the academic and creative needs of every student

Milwee Middle School
Pre-engineering magnet centering on math and science investigation and discovery

Sanford Middle School
Sanford Middle is a magnet school focusing on math, science, and technology

South Seminole Middle School
Leadership and Global Connection Magnet focusing on initiative and leadership potential in a global society

High School Magnets

Crooms
Crooms Academy of Information Technology (AOIT)

Lyman
Institute for Engineering

Seminole
Academic of Health Careers
International Baccalaureate Diploma Program

Winter Springs
International Baccalaureate Diploma Program

Academy of Construction Technologies
This is a partnership with Seminole County School Board and Central Florida's Construction industry contractors and trade associations which offers 11th and 12th graders the opportunity to begin a rewarding career while attending high school.

D. STUDENT SERVICES

There are no eligibility criteria for students and their families to receive student services. ELLs and immigrant students have access to a wide range of services such as social, health, psychological and career orientation through the counseling services. There are bilingual social workers, psychologists and certified school counselors. Translators from the Language Bank are utilized for conferences with students and parents. Student Services personnel assist with the staffing of ELLs, with parental involvement, and with progress assessments. Emphasis is ongoing to locate, recruit, and hire qualified bilingual or multilingual personnel.

E. EXCEPTIONAL STUDENT EDUCATION

ELLs who are also in the exceptional student program will be ensured appropriate services pursuant to federal and state laws and regulations for exceptional students.

ADMISSION AND PLACEMENT OF STUDENTS
The admission and placement procedures for the enrollment of students into Exceptional Student Education (ESE) are written in the Exceptional Student Education Policies and Procedures (SP&P).

- The ELL Committee along with the school's Student Study Team will determine eligibility for appropriate services for the ELLs.

- Procedures for identification, assessment, and evaluation will provide for the use of valid tests and evaluation materials that are administered and interpreted by trained personnel in conformance with instruction which is provided by the producer of the tests or evaluation materials.

- Data, including but not limited to, diagnostic, evaluation, educational, or social data, will be reviewed by the school-based Student Study Team and this team will follow Seminole County Public Schools Special Programs and Procedures for Exceptional Student's Manual in determining eligibility, non-eligibility, and dismissal from exceptional programs.

- Exceptional students must have an Individual Educational Plan (IEP) prior to assignment to exceptional programs. The English Language Learners (ELL) Plan will be developed and can be completed as one plan. A staff representative of the ELL committee shall be invited to participate at that meeting.

- The district will report to the Florida Department of Education the number of exceptional students served by race, national origin, limited English Proficiency, and type of exceptional program.

- Exceptional Student Educational Services will be coordinated with the provisions of other instruction.

- Exceptional students will be served in the **least restrictive environment**.

F. TITLE I, TITLE II, and TITLE III

Title I, Title II, and TITLE III funds in Seminole County are used for:

- Programs to meet the educational needs of students who are at risk of failure in school and who are at risk of dropping out.
- Programs for the acquisition and use of instructional educational materials including library books, reference materials, computer software, and other curricular materials that would be used to improve quality of instruction.
- Professional Development opportunities for teachers.

XIV. PROFESSIONAL DEVELOPMENT

A. ESOL TRAINING

ESOL training is available in on-line or face-to-face format. Information regarding ESOL on-line and face-to-face training opportunities may be obtained from the Seminole County Public Schools Home Page/Professional Development Department/ESOL Department.

ESOL training programs are in progress throughout the year. Teachers may register on-line by logging onto the SCPS Employer intranet site.

Seminole County has a teacher certification timeline policy: 3292

Teachers may obtain the ESOL Endorsement by taking the 300 hours of ESOL that includes the following classes:

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

If a teacher has 120 ESOL hours he/she may also obtain ESOL Certification by passing the ESOL subject area test and applying to the state to have the coverage added to their teaching certificate.

All Category 1 teachers who have obtained the 300 ESOL hours must apply to the state to have the endorsement added to their teaching certificate.

Teachers may also earn certification by completing Florida DOE approved college courses that cover the ESOL components. ESOL courses are offered at four-year colleges, universities, and other training institutions. However, not all ESOL courses are State approved. Participants are required to check with the Human Resources/Certification Department before taking a college ESOL course.

B. ESOL TRAINING FOR TEACHERS

According to Rule 6A-5.066 (3) (d) 4 and Seminole County policy 3292
All teachers of ESOL students are required to complete ESOL training. The number of points that a teacher needs depends on his/her teaching assignment and the amount of time to complete the ESOL training depends on the teacher's experience.

- A "primary" Language Arts/English teacher who is responsible for assigning the Language Arts grade for an ELL must have 15 semester hours or 300 in-service points (Category I).

- Content Area Classes such as Computer Literacy, Mathematics, Science, Social Studies, and all ESE teachers who teach any of the listed subjects must have 3 semester hours or 60 ESOL in-service points (Category II).

- All teachers who teach subjects not included in Categories I and II must have 18 ESOL in-service points (Category III).

- In order to obtain ESOL endorsement, a teacher must complete 15 semester hours or 300 in-service hours in ESOL. The trainings focus on the following areas: ESOL Methods, ESOL Testing, ESOL Curriculum, Applied Linguistics, and Cross-Cultural Issues.

C. SCHOOL ADMINISTRATORS AND CERTIFIED SCHOOL COUNSELORS

As of September 10, 2003, all school based administrative and certified school counselors are required to take 60 hours of in-service training or continuing education in ESOL.

The 60 in-service hours must be completed within the timeline given in Seminole County's School Board Policy 1292

D. SCHOOL PSYCHOLOGIST AND SOCIAL WORKERS

18 hours of in-service training for psychologists and social workers are provided. These training hours can be obtained through the ESOL Teacher training through the Essentials course.

E. BILINGUAL PARAPROFESSIONALS

Regular in-services are provided through meetings and professional development in the areas of Cross-Cultural Sensitivity, Culturally Responsive Teaching, Consent Decree and

Instructional WIDA Standards Methodology and Can-Do Descriptors. These assistants are assigned to meet the needs of the 15 or more ELLs who speak the same language.

Duties to include:
- Being assigned to work with ELLs the majority of their time
- Assisting ELLs utilizing ESOL strategies in the subject content areas
- Providing academic support for all ELLs in mainstream classes
- Preparing materials to reinforce the regular classroom lesson under the teacher's direction
- Participating in in-service activities involving program orientation, curriculum design, materials, and evaluation procedures
- Interpreting test questions and homework assignments for ELLs
- Translating home/school communication to parents on an as needed basis
- Assisting with Testing and compliance folders
- Other duties as assigned by the ESOL Director

XV. STUDENT DATA COLLECTION PROCEDURES

The Department of Information Services in Seminole County, in conjunction with the Department of Information Services at the Florida Department of Education, have developed a computer ESOL network for the collection of data for all information related to English Language Learners and the ESOL program:

- Identification
- Entry/Exit Criteria
- Instructional Services
- Demographic Data
- Grades
- Test Scores
- Annual Progress Score
- DEUSS date (Date Entered United States Schools)

Every ELL must have a Student Plan. All the information mentioned above is recorded in the Student Plan. The schools report this information through the ESOL computer network to the Seminole County Department of Information Services.

Once the information is in the student database, the percentage of students exiting the program will indicate the percentage of the total ELL population who achieved English proficiency.

Students are exited after they have passed the required tests for State Assessment ACCESS for ELLs 2.0 grades K-2. Students in grades 3-12 will be exited when they have passed the Florida FSA in reading with a level 3 or higher.

The original copy of the student plan is kept in the schools' records room. Parents also receive a copy. The student data is directly correlated to Florida Education Finance Program (FEFP) funding.

XVI. MONITORING ISSUES

The school-based administrators are responsible for monitoring compliance at their individual schools. The ESOL Office personnel are responsible for the monitoring of the overall District ELL Plan. The Department of Information Services collects student data through the ESOL computer network. Data is in direct correlation with the FEFP funding report, which is done twice a year.

The audit is to include the following items:
- ELL Student Plan and meeting documentations
- Proper signatures on all necessary documents
- ACCESS for ELLs score reports
- Student Schedules
- Programmatic Assessment
- Parent Notification of Placement
- Entry Form
- ELL dates reflected on the green folder (must match skyward & paperwork)
- Narrative (if applicable)
- Post-monitoring paperwork (if applicable)

Teacher certification and ESOL training is monitored by the Human Resource Department and ESOL Department. The Educational Equity Administrator has the district role to facilitate the grievance process to ensure that all students are treated equally under the Florida Education Equity Act.

- Home Language Survey (HLS) Registration Form
- SCPS Form 971- Green Folder Student Plan
- SCPS Form 1233a- Elementary, Programmatic Assessment and Grade Placement
- SCPS Form 1233b- Elementary, Parent Notification of Student Placement
- SCPS Form 1233a- Secondary, Programmatic Assessment and Grade Placement
- SCPS Form 1233b- Secondary, Parent Notification of Student Placement
- SCPS Form 774- Notification of Screening
- SCPS Form 1431- Program Re-newel
- SCPS Form 970- Notice of ELL Meeting
- SCPS Form 1005- ELL Committee Conference Report
- SCPS Form 775- Dismissal Letter to Parents
- SCPS Form 895- ESOL Dismissal Committee Report
- SCPS Form 1576- Post Monitoring Form
- SCPS Material Request Form
- SCPS Form V-921001

SEMINOLE COUNTY PUBLIC SCHOOLS

STUDENT ENTRY FORM

Students are expected to be withdrawn at their previous school before enrolling at a Seminole County School

STUDENT LIVES WITH: ☐ Both Parents ☐ Parent & Step-Parent ☐ Mother Only ☐ Father Only ☐ Self	Documentation Required (Form #893) ☐ Legal Guardian ☐ Other: Lives With Other
IDENTIFY WHERE THE STUDENT LIVES: (Select ONE Option)	☐ In a house, apartment, or condo that is owned, rented, or leased by parent/legal guardian ☐ Temporarily with a family/friend due to: loss of housing, loss of employment or economic hardship ☐ In an emergency or transitional shelter ☐ Motel or Hotel ☐ Vehicle, Camper/Tent

SIBLINGS STILL ATTENDING SCHOOL	Name Sibling Name in School 1	School Sibling School 1
	Name Sibling Name in School 2	School Sibling School 2
	Name Sibling Name in School 3	School Sibling School 3

EXCEPTIONAL STUDENT AND SUPPORT SERVICES (check all that apply)	☐ Intellectual Disability ☐ Emotional / Behavioral Disability ☐ Orthopedically Impaired ☐ Traumatic Brain Injury ☐ Language Impaired ☐ Deaf/Hard of Hearing	☐ Speech Impaired ☐ Other Health Impaired ☐ Physical Therapy ☐ Occupational Therapy ☐ Specific Learning Disability ☐ Visually Impaired	☐ Gifted ☐ Autism Spectrum Disorder ☐ PreK Disabilities ☐ Developmentally Delayed ☐ Other ESSS - Other Open	Has student ever received special education services? ☐ Yes ☐ No McKay Scholarship Student? ☐ Yes ☐ No	Does the student have an IEP? ☐ Yes ☐ No If Yes, please provide copy

SPECIAL SERVICES INFORMATION

Check programs or services student has received in another school.   ☐ 504 Accommodation Plan
   ☐ Title I

Does the student have an illness or physical condition of which the school should be aware?	☐ Yes ☐ No If Yes, identify ESSS - Illness Aware Open	Is the student currently taking any medications during school hours? ☐ Yes ☐ No

ENGLISH LANGUAGE LEARNER INFORMATION	Has the student been in an ESOL program at another school? ☐ Yes ☐ No		
	NOTE:	IF THE ANSWER TO AT LEAST ONE OF THE FOLLOWING QUESTIONS IS YES, YOUR CHILD WILL BE TESTED TO SEE IF HE/SHE HAS LIMITED ENGLISH PROFICIENCY (LEP) AND POSSIBLY BE PLACED IN THE APPROPRIATE ESOL CLASS.	
	Is a language other than English used in the home?	☐ Yes ☐ No	Student's Native Language ELL - Native Language
	Does the student have a first language other than English?	☐ Yes ☐ No	Language spoken in home by Parent or Guardian? ELL - Lang Spoken at Home
	Does the student most frequently speak a language other than English?	☐ Yes ☐ No	Date Entered U.S. School (for students who moved from outside U.S. ELL - Entered U.S. School Which State? ELL - Which State
	Attended school in the U.S. for 3 or more full academic years? ☐ Yes ☐ No		

Pursuant to 1006.07 (1)(b), Fla. Stat., provide the following information:		
Has the student ever been assigned to an alternative program?	☐ Yes ☐ No	If Yes, when? 1006.07 Alt Program Date
Has the student ever been expelled?	☐ Yes ☐ No	If Yes, when? 1006.07 Expelled Date
Has the student ever been placed in a Juvenile Justice program?	☐ Yes ☐ No	If Yes, when? 1006.07 Juvenile J. Date
Has the student ever had an arrest that resulted in a charge?	☐ Yes ☐ No	If Yes, when? 1006.07 Arrest/ChargeDate
Has the student ever been referred to mental health services?	☐ Yes ☐ No	If Yes, when? 1006.07 Mental HealthDate

Did the student complete Kindergarten? ☐ Yes ☐ No	Years in school, including KG, prior to current year? Total Years in School

Did the student complete a Pre-K Program?   ☐ Yes   ☐ No

If Yes, was the program: ☐ Head Start   ☐ Public School VPK   ☐ Pre-K Disabilities   ☐ Private School VPK   ☐ Other (specify):
   Pre K Other - Blank

Please list the Name and Address of the Last Two Schools Attended (most recent first)   If Home School, provide FL State #:Home School State Number

School Name	Street	City	State	Zip	Phone #	Type
Prev-School Name 1	Prev-School Street 1	Prev-School City 1	Prev-School State 1	Prev. Sch. Zip1	Prev-School Phone 1	☐ Public ☐ Private
Prev-School Name 2	Prev-School Street 2	Prev-School City 2	Prev-School State 2	Prev. Sch. Zip2	Prev-School Phone 2	☐ Public ☐ Private

Has the student attended a Florida School (KG-12)? ☐ Yes ☐ No   If Yes, list most recent below

School Name	County	Entry Year	Last Year Attended	Type
Previously Attn. FL Name	Previously Attn.FL County	Prev. Attn.FL Ent YR	Prev. Attn.FL Last YR	☐ Public ☐ Private

HAVE YOU OR YOUR FAMILY MOVED ACROSS COUNTY OR STATE LINES WITHIN THE LAST FIVE YEARS FOR THE PURPOSE OF SEEKING EMPLOYMENT IN THE AREA OF AGRICULTURE, FISHING OR FORESTRY?		☐ Yes ☐ No
IF STUDENT RECORDS WOULD BE LISTED UNDER A NAME DIFFERENT FROM THE LEGAL NAME ABOVE, PLEASE SPECIFY THAT NAME	Name:Student Alias Name	DOES THE STUDENT HAVE A SOCIAL SECURITY NUMBER? ☐ YES ☐ NO

FLORIDA STATUTES 837.06 PROVIDES THAT WHOEVER KNOWINGLY MAKES A FALSE STATEMENT IN WRITING WITH THE INTENT TO MISLEAD A PUBLIC SERVANT IN THE PERFORMANCE OF HIS OFFICIAL DUTY SHALL BE GUILTY OF A MISDEMEANOR OF THE SECOND DEGREE.

Please type your full name in the box below. Doing so will constitute as your electronic signature.

Parent/Guardian Signature   Parent/Guardian eSign.   Date: Application Date

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
INGLÉS PARA ESTUDIANTES QUE HABLAN OTROS IDIOMAS (ESOL)

Last Name: _____First Name_____Student ID: _____

Grade: _____DOB: _____School: _____Home Phone: _____

Address: _____City_____State: FL Zip Code: _____

*Copies must be made for Parents and ESOL Teacher

ELL INFORMATION

1. ELL	LY (active)	LF (monitor)
2. Date Entered School (LangSurvDate)		
3. Student Plan Date (StuPlanDt)		
Student Plan Expiration Date		
4. Extension of Instruction (Extofinstr)	Z	Y # of years: _____
5. ESOL Entry Date (ELLEntr Dt)		
6. Classification Date (ClassifDt)		
7. Basis of Entry (BasisEntry)	A R L	
8. Exit Date (ExitDt)		
9. Basis of Exit (BasisExit)	H I J L	
10. Re-Evaluation Dates (ReEvalDt)		
11. Re-Classifcation Date (ReclassDt)		
12. Re-Class. Exit Date ReclassDt2)		
13, Primary Language (PrimaryLng)		
14. Home Language (HomeLng)		
15. Monitoring Status 1 (MonitorSta1)	A Sat. Unsat.	
16. Monitoring Date (MonitorDt1)	Date _____ Initials: _____	
17. Monitoring Staus 2 (MonitorSta2)	A Sat. Unsat.	
18. Monitoring Date 2 (MonitorDt2)	Date _____ Initials: _____	
19. Monitoring Status 3(MiniorSta3)	A Sat. Unsat.	
20. Monitoring Date 3 (MonitorDt3)	Date _____ Initials: _____	
21. Monitoring Status 4 (MonitorSta4)	A Sat. Unsat.	
22. Monitoring Date 4 (MonitorDt4)	Date _____ Initials: _____	
23. ELLPrgPart	E (LY) Z (LF,LZ)	
24. Date Entered US Indicator		
25. Date Entered US (DEUSS)		
26. Immigrant Student		
	*MTSS DATE INITIATED	

DATE	
ELL Committee – Signatures	
Parent:	
Administrator:	
ESOL Teacher:	
Teacher:	
Certified School Counselor	
Other:	

STUDENT PLAN DATE

Subject	Min/wk	Teacher	FEFP#	Model	
ESOL/Lang.Arts			130	E	I
Intensive Lang. Arts			130	E	I
Math/Intensive			130	C	
Science			130	C	
Social Studies			130	C	
Computer Literacy			130	C	
Reading/Intensive			130	E	I
Other			130		

SEMINOLE COUNTY PUBLIC SCHOOLS
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
(ESOL)

Programmatic Assessment and Grade Placement for ELLs

Student Name:_____ **Student ID#:**_____ _____

School: _____ **Grade:**_____ **Date:**_____

Print AND Sign name of person completing form:_____ _____ **Job title:**_____

The META Consent Decree requires that a programmatic assessment be conducted for any student who answered 'Yes" on the Home Language Survey to ensure appropriate _academic placement_. Please document all steps taken to determine the academic level of the student registering independent of that student's English language proficiency. This evaluation may be conducted by the school office personnel or by a counselor at the time of registration.

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:
Additional information about courses taken in other schools:
_____

Subject areas or courses expressed as being particularly strong:
_____

Courses requested:
_____

Other information:
                                                 Must Indicate
☐ 3.   Review of student's cumulative folder: ☐ 4.   *Was language assistance provided? *YES* _____ *NO* ____

                  Previous school record
                  Transcripts
                  Standardized and/or criterion Referenced Tests:
      Test Name: Date: /   /
      Test Name: _____ Date: _____/_____/_____
      _____Other test administered in student's native language
      Test Name: Date: /   /

☐ 5.   Other - Describe alternative steps taken by the school to determine appropriate academic placement:
      (Alternative steps may include administration of a teacher-developed test using appropriate modifications or teacher observations) _____

ATTACH PREVIOUS EDUCATIONAL EXPERIENCES

Use school records, formal/informal assessments, and information obtained from student and/or academic history, transcripts and student schedule.

SCPS Form 1233a-Elementary (Rev. 02/19)   Original: School Cum   Copy: ESOL Teacher

To the parents of: _____ Date: _____

School: _____ Date of Placement: _____ Grade: _____

PARENT NOTIFICATION OF STUDENT PLACEMENT IN THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Your child has been identified through the Home Language Survey and will be placed in the ESOL Program until the assessment for English language proficiency is given. The assessment will determine if he/she continues to receive services through the ESOL Program.

Description of Elementary ESOL Program

Delivery Models

The Seminole County Public Schools offer English Language Learners (ELLs) instructional services through two types of instructional delivery models. These three types of instructional delivery models are implemented through the following placement options:

Push-in Model	The ESOL teacher pushes in during the Language time for specialized interventions, still meeting the Next Generation standards. The instruction the ELL receives consist of English language development activities modifications by an ESOL endorsed or ESOL certified teacher. The ESOL teacher and classroom teachers are responsible for planning and modifying instruction as well as giving grades and writing a progress report and a report card. The identification, placement and progress monitoring are documented on an ELL plan by the ESOL teacher
Mainstream/ Inclusion Models	In this model, the regular classroom teacher is ESOL endorsed or certified with 300 hours of training. The ELLs are mainstreamed in the regular classroom. The teacher is responsible for planning, teaching and assessing all students utilizing ESOL strategies and modifications. All teachers of ELLs must document in their lesson plans ESOL evidence-based strategies used with ELLs.
Dual Language Model	Dual language programs, which provide instruction in both English and a second language, provides benefits for both English-language learners (ELLs) and those fluent in English. The Two-way Spanish dual language immersion program promotes the development of bilingualism, biculturalism, and biliteracy.

In these instructional delivery models, the instruction provided to ELLs is equal in amount, sequence and scope to the instruction provided to the non-ELLs at the same grade levels. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs are comparable to those used by their non-ELL counterparts.

Parent Signature: _____ Date: _____

An English Language Learner Education Plan will be developed for the student. For further information, please contact:

_____   (_____)_____
(ESOL Teacher/Designee – Please Print)   (Telephone Number)

Signature of ESOL Teacher/Designee: _____

S **ESCUELAS PÚBLICAS DEL CONDADO DE SEMINOLE, FLORIDA**
INGLÉS PARA HABLANTES DE OTROS IDIOMAS (ESOL)

Evaluación del programa y colocación de grado a los estudiantes ELL

Nombre del estudiante: _____ Id. Del/de la estudiante #: _____
Escuela: _____ Grado: _____ Fecha: _____
La persona que completó el formulario escriba en letra de molde y firme: _____
Puesto de Trabajo_____

El Decreto de Consentimiento META requiere que se le realice una evaluación programática a cualquier estudiante que contestó con un "Sí" en la encuesta del idioma que se habla en el hogar para asegurar la colocación <u>académica apropiada</u>. Por favor, documente todos los pasos tomados para determinar el nivel académico del/de la estudiante que se inscribe; independientemente del dominio del idioma inglés de ese/a estudiante. Esta evaluación puede ser realizada por el personal de la oficina de la escuela o por un/una consejero/a al momento de la inscripción.

<u>Coloque una marca en todos los elementos para determinar la experiencia académica del estudiante:</u>

☐ Edad apropiada

☐ Entreviste al/a la estudiante y/o al padre/tutor del/de la estudiante para determinar las experiencias educativas previas y competencias académicas de las asignaturas (Use el dorso del papel para anotar cursos/materias específicas).

<u>Resultados de la entrevista:</u>
Información adicional sobre cursos tomados en otras escuelas: _____
_____
Asignaturas o cursos demuestren ser particularmente fuertes: _____
_____
Cursos solicitados: _____
_____
Otra información: _____

Debe indicar
☐ 3. Revisar el expediente acumulativo del estudiante: ☐ 4. ***** Se proveyó asistencia con el idioma? Sí___NO___
        Expediente escolares previos
        Expediente académico
        Pruebas de referencia estandarizadas y/o criterios
Nombre de la prueba): _____ Fecha ___/___/___
Nombre de la prueba): _____ Fecha ___/___/___
_____Otra prueba dada en el idioma nativo del estudiante
Nombre de la prueba: _____ Fecha): ___/___/___

☐ 5.   Otro – Describa los pasos y alternativas que tomó la escuela para determinar la colocación académica apropiada: (Los pasos y alternativas pueden incluir dar una prueba que el/la maestro/a haya desarrollado usando modificaciones apropiadas o las observaciones de los maestros.

<u>ADJUNTAR EXPERIENCIAS EDUCATIVAS PREVIAS</u>
Use el registro escolar, evaluaciones formales/informales, información obtenida del estudiante, historial académico y horario del estudiante.

ESCUELAS PÚBLICAS DEL CONDADO DE SEMINOLE, FLORIDA
INGLÉS PARA HABLANTES DE OTROS IDIOMAS (ESOL)

Para los padres/tutores legales de: _____ Fecha: _____

Escuela: _____ Fecha de colocación: _____ Grado: _____

(NOTIFICACION PARA LOS PADRES SOBRE LA COLOCACION DEL/DE LA ESTUDIANTE EN EL PROGRAMA
PARA HABLANTES DE OTROS IDIOMAS (ESOL)

Se ha identificado a su hijo/hija a través de la encuesta del idioma que se habla en el hogar y será colocado/a en el programa de ESOL hasta que la evaluación para el dominio del idioma inglés se le realice. La evaluación va a determinar si él/ella continúa recibiendo los servicios a través del Programa de ESOL.

Descripción del Programa de ESOL de escuela elemental

Modelos de enseñanza

Las Escuelas Públicas del Condado de Seminole ofrecen servicios de enseñanza para los Aprendices del Idioma Inglés (ELL) a través de tres tipos de modelos de enseñanza. Estos tres tipos de modelos de enseñanza son implementados a través de estas opciones de colocación:

Modelo Push - In	El/la maestro/a de ESOL va al salón de clases (push-in) durante el tiempo del idioma inglés para las intervenciones especializadas, sigue cumpliendo con los estándares de Florida. La enseñanza que el/la estudiante ELL recibe, por un personal endosado en ESOL o un/una maestro/a de ESOL certificado/a, consiste en modificaciones de actividades de desarrollo del idioma inglés. El/la maestro/a de ESOL y el/la maestro/a del salón de clases son responsables de planificar y modificar la enseñanza al igual que dar calificaciones, escribir un reporte de progreso y en el reporte de calificaciones. La identificación, colocación y monitorización están documentados en el plan de estudiantes ELL por el/la maestro/a de ESOL.
Modelos en salón de clase con el currículo de educación general principal/inclusión.	En este modelo, el/la maestro/a de salón de clases regular tiene un endoso en ESOL con 300 horas de entrenamiento o es certificado. Los estudiantes ELL son integrados en el salón de clases regular. El/la maestro/a es responsable de la planificación, enseñanza y evaluación, de todos los estudiantes, usando estrategias y modificaciones de ESOL. Todos los maestros con estudiantes ELL deben documentar en sus planes de lección las estrategias basadas en evidencias usadas con los estudiantes ELL.
3. Modelo de dos idiomas	El programa de dos idiomas, el cual provee enseñanza en ambos idiomas, inglés y un segundo idioma, provee beneficios para los ambos aprendices del idioma inglés (ELL) y aquellos con fluidez en inglés. El programa de inmersión de dos idiomas de español de dos vías promueve el desarrollo del bilingüismo, el biculturalismo y de alfabetización bilingüe.

En estos modelos de enseñanza, la enseñanza que se le provee a los estudiantes ELL es igual en cantidad, secuencia y alcance que la enseñanza que se le provee a los estudiantes que no son ELL en el mismo nivel de grado. La enseñanza se apoya a través de uso de estrategias de enseñanza de ESOL. Además, los libros de texto curriculares y otros materiales de enseñanza usados por los estudiantes ELL son comparables con los que usan los estudiantes que no son ELL.

Firma del padre o tutor legal: _____ Fecha: _____

Un plan educacional para Aprendices del Idioma Inglés será desarrollado para e/la estudiante. Por favor, para más información comuníquese con: _____ (____)_____   Maestro/a de ESOL o designado – Por favor escriba con letra legible   Número de teléfono   Firma del/de la maestro/a de ESOL o personal asignado**:** _____

SCPS Form 1233b Elementary- Spanish Rev. 02/19   Distribution: Original – School Cum Folder   Copies to: Parent and ESOL Teacher

Seminole County Public Schools – ESOL Procedural Handbook District ELL Plan 2021-2026   51

SEMINOLE COUNTY PUBLIC SCHOOLS
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
(ESOL)

Programmatic Assessment and Grade Placement for ELLs

Student Name:_____ **Student ID#:**_____
School: _____**Grade:**_____**Date:**_____
Print AND Sign name of person completing form:_____ **Job title:** _____

The META Consent Decree requires that a programmatic assessment be conducted for any student who answered 'Yes" on the Home Language Survey to ensure appropriate _academic placement_. Please document all steps taken to determine the academic level of the student registering independent of that student's English language proficiency. This evaluation may be conducted by the school office personnel or by a counselor at the time of registration.

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.

            <u>Results of Interview:</u>
Additional information about courses taken in other schools:_____
_____
Subject areas or courses expressed as being particularly strong:_____
_____
Courses requested:_____
_____
Other information:_____
                                                        Must Indicate
☐ 3. Review of student's cumulative folder: ☐ 4.   *Was language assistance provided? YES _____ NO ____*
            Previous school record
            Transcripts
            Standardized and/or criterion Referenced Tests:
      Test Name: _____ Date: _____/_____/_____
      Test Name: _____ Date: _____/_____/_____
      _____ Other test administered in student's native language
      Test Name: _____ Date: _____/_____/_____

☐ 5.   Other - Describe alternative steps taken by the school to determine appropriate academic placement:
      (Alternative steps may include administration of a teacher-developed test using appropriate modifications or teacher observations)

ATTACH PREVIOUS EDUCATIONAL EXPERIENCES
Use school records, formal/informal assessments, and information obtained from student and/or academic history, transcripts and student schedule.

SCPS Form 1233a- Secondary (Rev. 02/19)   Original: School Cum   Copy: ESOL Teacher

To the parents of: _____ Date:_____
School:_____ Date of Placement: _____ Grade:_____

PARENT NOTIFICATION OF STUDENT PLACEMENT IN THE ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) PROGRAM

Your child has been identified through the Home Language Survey and will be placed in the ESOL Program until the assessment for English language proficiency is given. The assessment will determine if he/she continues to receive services through the ESOL Program.

Description of Secondary ESOL Program

Delivery Models

The Seminole County Public Schools offer English Language Learners (ELLs) instructional services through two types of instructional delivery models. These two types of instructional delivery models are implemented through the following placement options:

Sheltered English
In the middle schools and high schools, ELLs receive language arts instruction by an endorsed or certified ESOL Language Arts teacher, which utilizes "Best Practices" and evidenced-based strategies such as: SIOP, CALLA, A+RISE, and WIDA CAN DO DESCRIPTORS, to make subject matter content comprehensible. In the Developmental Language Arts through ESOL classes, students are grouped according to proficiency levels and/or grade level.

Mainstream/ Inclusion Models
In this model, the regular classroom teacher is ESOL endorsed or certified with 300 hours of training. The ELLs are mainstreamed in the regular classroom. The teacher is responsible for planning, teaching and assessing all students utilizing ESOL strategies and modifications. All teachers of ELLs must document in their lesson plans ESOL evidence-based strategies used with ELLs.

In these instructional delivery models, the instruction provided to ELLs is equal in amount, sequence and scope to the instruction provided to the non-ELLs at the same grade levels. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs are comparable to those used by their non-ELL counterparts.

Parent Signature: _____ Date: _____

An English Language Learner Education Plan will be developed for the student. For further information, please contact:

_____   (_____)_____
(ESOL Teacher/Designee – Please Print)   (Telephone Number)

Signature of ESOL Teacher/Designee: _____

SCPS Form 1233b- Elementary (Rev. 02/19)   Original: School Cum   Copy: ESOL Teacher

ESCUELAS PÚBLICAS DEL CONDADO DE SEMINOLE, FLORIDA
INGLÉS PARA HABLANTES DE OTROS IDIOMAS (ESOL)

Evaluación del programa y colocación de grado a los estudiantes ELL

Nombre del estudiante: _____ Id. Del/de la estudiante #: _____

Escuela: _____ Grado: _____ Fecha: _____

La persona que completó el formulario escriba en letra de molde y firme: _____

Puesto de Trabajo_____

El Decreto de Consentimiento META requiere que se le realice una evaluación programática a cualquier estudiante que contestó con un "Sí" en la encuesta del idioma que se habla en el hogar para asegurar la colocación <u>académica apropiada</u>. Por favor, documente todos los pasos tomados para determinar el nivel académico del/de la estudiante que se inscribe; independientemente del dominio del idioma inglés de ese/a estudiante. Esta evaluación puede ser realizada por el personal de la oficina de la escuela o por un/una consejero/a al momento de la inscripción.

<u>Coloque una marca en todos los elementos para determinar la experiencia académica del estudiante:</u>

☐ Edad apropiada

☐ Entreviste al/a la estudiante y/o al padre/tutor del/de la estudiante para determinar las experiencias educativas previas y competencias académicas de las asignaturas (Use el dorso del papel para anotar cursos/materias específicas).

<u>Resultados de la entrevista:</u>
Información adicional sobre cursos tomados en otras escuelas: _____
_____

Asignaturas o cursos demuestren ser particularmente fuertes: _____
_____

Cursos solicitados: _____
_____

Otra información: _____

Debe indicar

☐ 3. Revisar el expediente acumulativo del estudiante: ☐ 4. * Se proveyó asistencia con el idioma? Sí___NO___
   Expedientes escolares previos
   Expediente académico
   Pruebas de referencia estandarizadas y/o criterios
Nombre de la prueba): _____ Fecha ___/___/___
Nombre de la prueba): _____ Fecha ___/___/___
_____Otra prueba dada en el idioma nativo del estudiante
Nombre de la prueba: _____ Fecha): ___/___/___

☐ 5. Otro – Describa los pasos y alternativas que tomó la escuela para determinar la colocación académica apropiada: (Los pasos y alternativas pueden incluir dar una prueba que el/la maestro/a haya desarrollado usando modificaciones apropiadas o las observaciones de los maestros.

<u>ADJUNTAR EXPERIENCIAS EDUCATIVAS PREVIAS</u>
Use el registro escolar, evaluaciones formales/informales, información obtenida del estudiante, historial académico y horario del estudiante.

Evaluación del programa y colocación de grado a los estudiantes ELL

Nombre del estudiante: _____ Id. Del/de la estudiante #: _____

Escuela: _____ Grado: _____ Fecha: _____

La persona que completó el formulario escriba en letra de molde y firme: _____

Puesto de Trabajo_____

El Decreto de Consentimiento META requiere que se le realice una evaluación programática a cualquier estudiante que contestó con un "Sí" en la encuesta del idioma que se habla en el hogar para asegurar la colocación <u>académica apropiada</u>. Por favor, documente todos los pasos tomados para determinar el nivel académico del/de la estudiante que se inscribe; independientemente del dominio del idioma inglés de ese/a estudiante. Esta evaluación puede ser realizada por el personal de la oficina de la escuela o por un/una consejero/a al momento de la inscripción.

> Descripción del Programa de ESOL de secundaria

Modelos de enseñanza

Las Escuelas Públicas del Condado de Seminole ofrecen servicios de enseñanza para los Aprendices del Idioma Inglés (ELL) a través de tres tipos de modelos de enseñanza. Estos tres tipos de modelos de enseñanza son implementados a través de estas opciones de colocación:

1. Inglés Sheltered	En la escuela intermedia y superior los estudiantes ELL reciben enseñanza en Artes del Lenguaje por un/una maestro/a, de Artes del Lenguaje, endosado/a o certificado/a, que utiliza "prácticas apropiadas" y estrategias basadas en evidencia como: SIOP, CALLA, A+RISE y los DESCRIPTORES CAN DO de WIDA, para hacer comprensible el contenido de la materia. En el Desarrollo de las Artes del Lenguaje a través de las clases de ESOL, los estudiantes son agrupados según su nivel de dominio y/o por nivel de grado.
Modelos de inclusión y en el salón de clase que usan el currículo de educación general (Mainstream).	En este modelo, el/la maestro/a de salón de clases regular tiene un endoso en ESOL con 300 horas de entrenamiento o es certificado. Los estudiantes ELL son integrados en el salón de clases regular. El/la maestro/a es responsable de la planificación, enseñanza y evaluación, de todos los estudiantes, usando estrategias y modificaciones de ESOL. Todos los maestros con estudiantes ELL deben documentar en sus planes de lección las estrategias basadas en evidencias usadas con los estudiantes ELL.

En estos modelos de enseñanza, la enseñanza que se le provee a los estudiantes ELL es igual en cantidad, secuencia y alcance que la enseñanza que se le provee a los estudiantes que no son ELL en el mismo nivel de grado. La enseñanza se apoya a través de uso de estrategias de enseñanza de ESOL. Además, los libros de texto curriculares y otros materiales de enseñanza usados por los estudiantes ELL son comparables con los que usan los estudiantes que no son ELL.

Firma del padre o tutor legal: _____ Fecha: _____

Un plan educacional para Aprendices del Idioma Inglés será desarrollado para e/la estudiante. Por favor, para más información comuníquese con: _____ (_____) _____

Maestro/a de ESOL o designado – Por favor escriba con letra legible   Número de teléfono

Firma del/de la maestro/a de ESOL o personal asignado**:** _____

SCPS Form 1233b Secondary- Spanish (Rev. 02/19 FL) Distribution: Original – School Cum Folder   Copies to: Parent and ESOL Teacher

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA
(ESCUELAS PÚBLICAS DEL CONDADO DE SEMINOLE, FLORIDA)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES *(ESOL)*
(INGLÉS PARA HABLANTES DE OTROS IDIOMAS) (ESOL)

NOTIFICATION OF SCREENING (*NOTIFICACIÓN DE EVALUACIÓN)*

Dear Parents/Guardians (*Estimados padres o tutores legales):*

Your son/daughter had been screened for English proficiency. The results are listed below: *Su hijo/hija ha sido evaluado/a para determinar su dominio del idioma inglés. Los resultados se enumeran a continuación:*

Student's Name (*Nombre del estudiante*): _____
School (*Escuela*): _____ **Grade** (*Grado*): _____ **Primary Language** (*Idioma principal)*: _____
Teacher/School Counselor *(Maestro/a - Consejero/a escolar)*: _____
Examiner (*Examinador/a*): _____
Home Language Survey *(Encuesta del idioma que se habla en el hogar)*: _____
Yes *(Sí)*
Oral Language Proficiency Test Results *(Resultados de la prueba de dominio del idioma oral*):
WIDA Screener *(Evaluación WIDA)* _____ **W-APT**_____

ENTRY(*ENTRADA*)_____   **PROGRESS**(*PROGRESO)*_____
EXIT(*SALIDA*)_____

TEST (*PRUEBA*)	**DATE** *(FECHA)*	**SCALE/RAW SCORE/** *(ESCALA/PUNTUACIÓN)*	**DESIGNATION** (DENOMINACIÓN)
Speaking (*hablar*):	_____	_____	_____
Listening (*escuchar*):	_____	_____	_____
Reading (*leer)*:	_____	_____	_____
Writing (*escribir*):	_____	_____	_____
Overall *(en total):*	_____	_____	_____

_____**Does qualify for ESOL** (*Cualifica para ESOL)*

_____**Does not qualify for services** (*No cualifica para los servicios.)*

_____**To remain in ESOL** (*Permanecer en ESOL)*

_____**To exit ESOL** *(Salir de ESOL)*

All children, regardless of English proficiency, are eligible to participate in all school-wide programs. If your child has an Individualized Education Plan (IEP), or a 504 plan, the language instruction education program will be utilized in coordination with your child´s existing plan. *(Todos los niños, independientemente de su dominio de inglés, son elegibles de participar en todos programas escolares. Si su hijo/hija tiene un Plan Educativo Individualizado (IEP) o un plan 504, el programa de enseñanza de idiomas será utilizado en coordinación con el plan existente que tiene su hijo/hija)*

Comments (*Comentarios***):**
_____
_____
_____

_____
ESOL Teacher/Designe *(Maestro/a de ESOL/designado/a)*

SEMINOLE COUNTY SCHOOLS, FLORIDA
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
(ESOL)

PROGRAM RENEWAL LETTER TO PARENTS

Name: _____ *Date:* _____ *School:* _____ *Grade:*_____
Nombre: _____ *Fecha:* _____ *Escuela:* _____ *Grado:*

Dear Parent(s) or Guardian(s):

Your son/daughter has not successfully passed the Seminole County's ESOL Program criteria for exiting the program. Therefore, he/she will remain in the ESOL program for the coming school year.

An ELL committee meeting will be held at your son/daughter's school before the end of September. Your school will let you know exactly when the meeting will be held. Please attend this meeting if at all possible, to discuss the educational program of your son/daughter.

If you have any questions, please contact your child's school.

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

_____

ESOL Teacher

UNA CARTA DE RENOVACIÓN DEL PROGRAMA DE ESOL

Estimado Padre(s) o Tutor(es) Legal:

Su hijo(a) no ha pasado satisfactoriamente los criterios establecidos por el Programa ESOL del Condado Seminole para salir del programa. Por lo tanto, permanecerá en el Programa ESOL en el siguiente año escolar.

Una reunión del comité de ESOL será señalada antes que finalice el mes de septiembre. Su escuela le informará exactamente cuando se llevará a cabo la reunión. Por favor asista a esta reunión si le es posible, para discutir el programa educativo de su hijo/a.

Si usted tiene alguna pregunta, por favor, comuníquese llamando a la escuela de su hijo/a.

Gracias por darnos la oportunidad de trabajar con su hijo(a).

_____

Maestro(a) de ESOL

SCPS Form 1431 Rev. 2/19   Original in ESOL Folder   Copies to: Parent and ESOL teacher

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
INGLÉS PARA ESTUDIANTES QUE HABLAN OTROS IDIOMAS (ESOL)

NOTICE OF ELL STAFFING AND/OR ELL MEETING / *AVISO DE REUNIONES DEL COMITE PARA ESTUDIANTES LIMITADOS EN SU NIVEL DE COMPETENCIA DEL INGLÉS (ELL)*

To the Parents or Guardians of / *Para los padres o Tutores de***:** _____

THE MEETING HAS BEEN SCHEDULED FOR/ *LA REUNIÓN HA SIDO PROGRAMADA PARA:*
1ST Notice/*1er Aviso* **(Date/***Fecha***)**_____ **Phone Call/***Llamada Telefónica* **(Date/***Fecha***)**_____
1st Date/*Fecha*_____**Time/***Hora*_____**Place/***Lugar* _____

2nd Notice/*2ndo Aviso* **(Date/***Fecha***):** _____ **Phone Call/***Llamada Telefónica* **(Date/***Fecha***):**_____
2nd Date/*Fecha:*_____**Time/***Hora:*_____**Place/***Lugar:* _____

AN ELL COMMITTEE MEETING WILL BE HELD/EL COMITÉ "ELL" HA PROGRAMADO UNA REUNIÓN PARA:
_____ **To discuss evaluation results and develop an ELL plan/** *Discutir los resultados de evaluaciones y desarrollar el Plan Educativo Individual (ELL)*
_____ **To review your son's/daughter's ESOL Program/***Repasar el Plan "ELL" de su hijo(a)*
_____ **To discuss exiting the ESOL Program/** *Discutir la Salida del Programa ESOL*
_____ **Other/***Otra razón*_____

The following people will be invited to the meeting/Las siguientes personas serán invitadas a la reunión:

Position/*Posición*	Name/*Nombre*	Position/*Posición*	Name/*Nombre*
Classroom Teacher *Maestro(a) del Salón***:**		**Social Worker** *Trabajador(a) Social***:**	
ESOL Teacher *Maestro(a) ESOL***:**		**Certified School Counselor** *Consejero(a)***:**	
Principal/Designee *Director/Representante:*		**Other(s)** *Otros***:**	
Parents/Guardians *Padres/Tutores***:**		**Student (when appropriate)** *Estudiante (si es apropiado)***:**	

Please return this form to the school / *Por favor devuelva esta planilla a la escuela.*
*PLEASE CHECK A CHOICE BELOW AND SIGN/*POR FAVOR MARQUE SU SELECCIÓN Y FIRME*

_____**Yes, I will attend the scheduled meeting. /***Sí, estaré presente en la reunión*.

_____**I request an interpreter/***Deseo un intérprete*   _____**I do not request an interpreter/***No deseo un intérprete*.

_____**No, I do not plan to attend this meeting, but I authorize you to conduct the meeting in my absence and give my permission for the ELL Student Education Plan to be written and reviewed with me at my request.**
No, no podré asistir, pero autorizo a que se lleve a cabo la reunión en mi ausencia.

_____**Please Contact me at** _____**to arrange a more convenient time.**
Por favor, comuníquense conmigo a_____para cambiar la reunión para una fecha más conveniente.

*If we do not hear from you by the second meeting date, the meeting will take place automatically on that date.
*Si para la segunda reunión no recibimos una contestación de usted, la reunión se llevará a cabo en el día señalado.

_____ _____ _____
Parent/Guardian/*Padre/Madre/Tutor Legal*   **Date/***Fecha*   **Student's Name /***Nombre de Estudiante*

_____ _____
School Contact/*Persona Contacto*   **Telephone Number /** *Número Telefónico*

SCPS Form 970   Rev. 2/19   Original in ESOL Folder   Copies to: Parent and ESOL teacher

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
INGLÉS PARA ESTUDIANTES QUE HABLAN OTROS IDIOMAS (ESOL)

COMMITTEE CONFERENCE REPORT / *INFORME DE CONFERENCIA COMITÉ "ELL"*
(This report must also be written in the child's native language whenever possible.)

Student / *Estudiante*: _____   **Date /** *Fecha*: _____

School / *Escuela*: _____   **Student # /** *Número de Estudiante*: _____

Parent or Guardian /
Padre o Tutor: _____   **Grade /** *Grado*: _____

Meeting requested by / *Reunión solicitada por*: _____
Reason for meeting / *Razón para la reunión*:

_____**Discuss ELL Plan /** *Discutir el Plan "ELL* "   _____ **Discuss Progress Monitoring**
　　　Plan / *Discutir el Plan*　　　　　　　　　　　　　*de Monitoreo del Progreso*

_____ **Discuss Exit from Program /** *Discutir la Salida*
　　　del Programa

_____**Other /** *Otro* _____

_____ **Discuss Placement in an Alternate Program /**
　　　Discutir la Ubicación en un Programa Alterno

Recommendations / *Recomendaciones*:
_____**Remain in the ESOL Program /** *Permanecer en el Programa de ESOL*

_____**Remain in regular English (Language Arts) classes at this time /**
Permanecer en la clase regular de inglés (Artes Lingüísticas)

_____**Other /** *Otro*_____

Teacher Comments/*Comentarios del maestro(a)*:
_____
_____

Parent Comments / *Comentarios de los Padres*:
_____
_____

ELL COMMITTEE SIGNATURES / FIRMAS DE LOS REPRESENTATES DEL COMITÉ "ELL"

_____**Parent attended** */ Padre Asistió*   _____**Parent did not attend /** *Padre no Asistió*

Parent / *Padre:* _____
Administrator / *Administrador(a):* _____ _____
ESOL Teacher / *Maestro(a) ESOL:*_____ _____
Classroom Teacher / *Maestro(a) del Salón Hogar:*_____
Certified School Counselor / *Consejero (a):*_____ _____
Other / *Otro:*_____

SCPS Form 1005 Rev. 2/19   **Original: ESOL Folder**   **Copies to: Parent and ESOL Teacher**

SEMINOLE COUNTY SCHOOLS, FLORIDA
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
(ESOL)

Dismissal Letter to Parents

*Name:*_____ *Date:* _____ *School:*_____ *Grade:*_____
Nombre: *Fecha:* *Escuela:* *Grado:*

REGULAR EXIT_____   **ELL COMMITTEE EXIT**_____
SALIDA REGULAR   **SALIDA POR EL COMITÉ DE "ELL"**

Dear Parent(s) or Guardian(s):

Your son/daughter has successfully passed the Seminole County's ESOL Program criteria for exiting the program and qualifies to be dismissed either by regular exit or ELL committee exit.

Classroom teacher evaluations and recommendations indicate sufficient English, social and academic proficiency to function satisfactorily within the regular classroom curriculum.

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

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

_____
ESOL Teacher

Notificación de Salida del Programa ESOL

Estimados Padres o Tutores Legales:

Su hijo(a) ha cumplido satisfactoriamente con los criterios establecidos por el Programa ESOL del Condado Seminole para salir del programa por el proceso regular o por el comité de "ELL".

Las evaluaciones y recomendaciones del maestro(a) indican que su hijo(a) tiene suficiente conocimiento del inglés social y académico para desempeñarse satisfactoriamente dentro del currículo regular del salón de clases.

Si usted tiene alguna pregunta, por favor, comuníquese conmigo llamando a la escuela.

Gracias por permitirnos la oportunidad de trabajar con su hijo(a).

_____
Maestro (a) de ESOL

SCPS Form 775   Rev. 2/19   Original in ESOL Folder   Copies to: Parent and ESOL teacher

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA
(ESCUELAS PÚBLICAS DEL CONDADO DE SEMINOLE, FLORIDA)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES *(ESOL)*
(INGLÉS PARA HABLANTES DE OTROS IDIOMAS) (ESOL)

ESOL DISMISSAL *(SALIDA DE ESOL)*

Name *(nombre)*_____ **Date** *(fecha)*_____
School *(escuela)*_____ **Grade** (g*rado)*_____
ESOL Teacher *(Maestro(a) de ESOL)* _____ **Effective Date** *(Fecha de efectividad)*
_____

REGULAR EXIT (SALIDA REGULAR) ☐   **ELL COMMITTEE** (COMITÉ ELL) ☐

(**ENTRANCE**/*ENTRADA*)	(**EXIT**/*SALIDA*)
SPEAKING *(HABLAR)*	**SPEAKING** *(HABLAR)*
IPT/CELLA/ WIDA Screener*(Evaluación WIDA)/* **W-APT**	**ACCESS for ELLs 2.0**
Date*(fecha)* Level*(nivel)* SS/RS	Date*(fecha)* Level*(nivel)* SCORE*(Puntuación)* SS/RS
LISTENING *(ESCUCHAR)*	**LISTENING** *(ESCUCHAR)*
IPT/CELLA/ WIDA Screener*(Evaluación WIDA)/* **W-APT**	**ACCESS for ELLs 2.0**
Date*(fecha)* Level*(nivel)* SS/RS	Date*(fecha)* Level*(nivel)* SCORE*(Puntuación)* SS/RS
READING *(LEER)*	**READING** *(LEER)*
IPT/CELLA/ WIDA Screener*(Evaluación WIDA)/* **W-APT**	**ACCESS for ELLs 2.0**
Date*(fecha)* Level*(nivel)* SS/RS	Date*(fecha)* Level*(nivel)* SCORE*(Puntuación)* SS/RS
WRITING *(ESCRIBIR)*	**WRITING** *(ESCRIBIR)*
IPT/CELLA/ WIDA Screener*(Evaluación WIDA)/* **W-APT**	**ACCESS for ELLs 2.0**
Date*(fecha)* Level*(nivel)* SS/RS	Date*(fecha)* Level*(nivel)* SCORE*(Puntuación)* SS/RS
	OVERALL *(en total)* ____ **FSA (3-12) LEVEL** *(Nivel)* _____

REGULAR DISMISSAL *(SALIDA REGULAR)***: ESOL Teacher Recommendation** *(Recomendación del/de la maestro/a):*

___**Yes, I recommend this dismissal** ___**No, I do not recommend this dismissal.** _____
(Sí, recomiendo esta salida)   *(No, no recomiendo esta salida)*   **ESOL Teacher Signature** *(Firma maestro/a de ESOL)*

                    Classroom Teacher Recommendation *(Recomendación del/de la maestro/a del salón de clase)***:**
___**Yes, I recommend this dismissal** ___**No, I do not recommend this dismissal.** _____
(Sí, recomiendo esta salida)   *(No, no recomiendo esta salida)*   **Teacher Signature** *(Firma del/de la maestro/a)*

____ **Dismissal Approved**   ____**Dismissal not Approved**
_____
(Salida aprobada)   *(Salida no aprobada)*   **School Administrator Signature** *(Firma del administrador escolar)*

ELL DISMISSAL*(Salida de ELL)***: Copy of Report Card** *(Copia de las calificaciones)* **(Grading Period** *(Periodo de calificaciones)*1__2__3__4__

          ___ **Dismissal Approved** *(Salida aprobada)* ___ **Dismissal not Approved** *(Salida no aprobada)*

Although your child is no longer eligible for English Language Development services, he/she will be monitored for academic achievement for 2 years from the time English Language proficiency was attained. *(Aunque su hijo/hija ya no es legible para los servicios de desarrollo del idioma inglés, él/ella recibirá monitorización por dos años para el logro académico desde el momento en que se haya alcanzado el dominio del idioma).*

Parent/Legal Guardian *(Padre/madre/tutor legal)* _____ **Date** *(Fecha)*_____
Administrator (*Administrador/a*) _____ **Date** *(Fecha)*_____
ESOL Teacher (*Maestro/a de ESOL*) _____ **Date** *(Fecha)*_____
Certified School Counselor*/Consejero/a Escolar Certificado/a*) _____ **Date** *(Fecha)* _____

SCPS Form 895   (Rev.02/19)   Original in ESOL Folder   Copies to: Parent and ESOL teacher

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

ELL STUDENT MONITORING FORM (POST-EXIT)

1st Monitor_____   2nd Monitor _____   3rd Monitor _____   4th Monitor _____

_____   _____
Student   Date

_____ _____   _____
Grade   Current School   Person Completing Form

In an effort to make sure this decision was in the best interest of the student, and to comply with federal law, which requires continued tracking of former ELL's progress for two years following placement in the mainstream, the following questions below need to be answered by the ELL teacher monitoring the student.

Classroom and Academic Observations (as appropriate for grade level.)

1. Is able to grasp main ideas of lesson.   ϒ Yes ϒ Seldom ϒ No
2. Requests help when needed.   ϒ Yes ϒ Seldom ϒ No
3. Contributes to classroom discussions.   ϒ Yes ϒ Seldom ϒ No
4. Frequently needs oral information repeated or expanded.   ϒ Yes ϒ Seldom ϒ No
5. Is able to verbalize understanding/knowledge.   ϒ Yes ϒ Seldom ϒ No
6. Can follow written directions to a satisfactory level.   ϒ Yes ϒ Seldom ϒ No
7. Produces acceptable written work.   ϒ Yes ϒ Seldom ϒ No
8. Performs satisfactorily on exams.   ϒ Yes ϒ Seldom ϒ No
9. Completes homework and assignments in timely manner.   ϒ Yes ϒ Seldom ϒ No

B. Student is: ϒ chronically absent ϒ occasionally absent ϒ seldom/never absent

List any concerns regarding the student's academic success.

_____
_____
_____
_____
_____.

Classroom Teacher Signature _____   ESOL Teacher Signature _____

SCPS 1576 (Rev. 3/4/19) FL   Original: ESOL Folder Attached to Grades   Copy: Parent

S

Seminole County Public Schools

ESOL/World Languages Department
Educational Support Center
400 E. Lake Mary Blvd.
Sanford, FL 32773-7127

MATERIAL REQUEST FORM

Date Sent: _____ School: _____

Requested by: _____

Phone Number: _____

Material Requested: _____

Quantity Requested: _____

Purpose/Objectives of Request: _____

School/District Administrator Signature Approval: _____

School District/Administrator Approval Date: _____

Complete this form for all material requests and send to the ESC, ESOL/World Languages Dept.

Additional Comments:

Office Use Only:

Date Received: _____

Director's Signature: _____Date:_____

Person Sending Material: _____Date:_____

SEMINOLE COUNTY PUBLIC SCHOOLS
English for Speakers of Other Languages
(ESOL)

Notification of Attempt to Screen

Date: _____

Dear Parent/Guardian:

An attempt was made to screen _____ on _____
                                      (Student's Name)   (Date of 1st Attempt)
and_____ for English proficiency. We will try again as soon as possible.
    (2nd or 3rd attempt)
If you have any question, please contact the Guidance Department at your school.

Comments:

Sincerely,

_____
  ESOL Teacher / Designee

Junta Escolar del Condado Seminole
Inglés para Estudiantes que Hablan Otros Idomas
(ESOL)

Notificación de Intento de Evaluar

Estimado padre/madre o tutor legal: Fecha: _____

Intentamos evaluar a _____ en_____ y _____
                            (Nombre del estudiante)   (1er intento)   (2nd y 3er intento)
 para determinar su dominio en el idioma inglés. Trataremos de nuevo lo más pronto posible. Si tiene alguna
pregunta, por favor, comuníquese con la Oficina de Orientación de su escuela.

Sinceramente,

_____
(Maestro(a) de ESOL/Representante

SCPS Form V-921001 (Rev. 09/11)   Original - School Cum   Copy - Parent

APPENDIX

Appendix A

ADDITIONAL INFORMATION FOR PROGRAMS FOR STUDENTS IDENTIFIED AS GIFTED

The following pages are intended for inclusion of additional information as needed for Part III, Section I, Programs for Students Who Are Identified as Gifted. Please indicate inclusion of this information in the appropriate corresponding box (es) in Part III, Section I.

Gifted Plan B
Plan B may be used for the identification of under-represented students for placement in the gifted program. Students who may be considered eligible under Plan B include actively enrolled students in the ESOL Program, and Low SES students. The student study team will verify the ethnicity of the student by checking the student's enrollment form.

Screening
Schools will conduct a systematic screening of available student date for the selection of potential candidates for gifted testing. This process must include all populations of students. Objective and subjective criteria should be used. Examples of objective criteria are data obtained from state and district assessments. Examples of subjective criteria include portfolio information, teacher observations of classroom performance, depth of detail in project presentations, extracurricular participation, areas of interest. Leadership and service activities. Students may be referred from various data sources.

Students from represented groups should be screened on the:
a. Otis Lennon School Abilities Test (OLSAT) with a score of 132 or
b. Slosson-Full Range Intelligence Test (SFRIT) with a score of 130

Students from under-represented groups may be screened using the Test of Non-Verbal Intelligence 3 (TONI 3)

The Gifted Program Eligibility Matrix Part A will be used by the Student Study Team to screen under-represented students with high ability/potential in academic achievement measured by standard scores, school academic performance, and the results of intellectual screening. Parent and teacher checklists will be used to provide input in the areas of leadership, motivation, and creativity. If the student has score of 30 points of higher on Part A of the matrix, the student will be referred for an individual evaluation.

Student Evaluation
A. School psychologist will administer an individual intellectual assessment.
B. Student Evaluations (Evaluations administered may include but are not limited to the following test).
   a) Differential Abilities Scale
   b) Leiter R
   c) Wechsler Intelligence Scale for Children (WISC-III)
   d) Stanford-Binet Intelligence Scale (S-B IV)

e) Universal Non-verbal Intelligence Test
C. Determining Eligibility for under-represented students

The Student Team will combine the score of the intellectual testing with an evaluation of the student's portfolio consisting of samples of student work. The portfolio will compare the quality of the student's work with students from the same grade level. This information will be complied in Part B of the matrix. The student study team will evaluate all information complied in Part A and B of the matrix. A score of 65 will indicate edibility for gifted services.

Appendix B

STUDENT RECORDS

- If a student is already in the ESOL program (LY), the ESOL records need to be requested and placed in the appropriate area where cums are kept at your school, with the exception of the Alternative Centers. Those will be kept either at the previous school or the District ESOL Department.

- It is mandated that complete cum folders, including the ESOL folder, follow the student to whatever school within Seminole County that the student attends, with the exception of the Alternative Centers. Under no circumstances should the ESOL folder remain at a school within Seminole County where the student is not registered.

- All identified ESOL students will have an ELL Plan written yearly. The ESOL Compliance Specialist will be responsible for the initial plan for the non-ESOL Centers or when appropriate and the updating of existing plans for the non-ESOL Centers.

APPENDIX C:

Seminole County Public Schools' Policy 1292

Title	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) CERTIFICATION REQUIREMENTS
Code	po1292
Status	Active
Adopted	October 30, 2018

1292 - ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) CERTIFICATION REQUIREMENTS

Teachers and all District and school-based administrators who hold a Professional/Temporary Educator Certificate must have approved ESOL training as defined in the following categories:

A. Category I

Category I consists of elementary education teachers, teachers of primary language arts/English, developmental language arts, intensive reading, and reading. These teachers must obtain an ESOL Endorsement by completing fifteen (15) semester hours or 300 in-service credit points. In the alternative a teacher with basic subject area coverage may obtain certification in K – 12 ESOL coverage by obtaining a bachelor's or master's degree in Teaching English to Speakers of Other Languages (TESOL), and passing the ESOL subject area test in order to have the ESOL coverage added to their Florida Educator Certificate or by achieving a passing score on the ESOL subject area test and earning 120 in-service credit points or 6 semester hours in ESOL.

B. Category II

Category II consists of teachers of math, science, social studies, and computer literacy. These teachers must complete 60 ESOL in-service points or a three (3) semester hour approved ESOL course.

C. Category III

Category III consists of teachers and instructors of all other subjects not included in Categories I or II. These teachers must complete eighteen (18) in-service points or a three (3) semester hour approved ESOL course.

D. Category IV

Category IV consists of all District and school-based administrators who hold a Professional/Temporary Educator Certificate and guidance counselors. Category IV personnel must complete sixty (60) in-service points or a three (3) semester hour approved ESOL course.

Time Requirements

A. Instructional personnel and all District and school-based administrators who hold a Professional/Temporary Educator Certificate currently employed at the time of the adoption of this rule must complete the ESOL training requirements by June 30, 2015 with the exception of Category I teachers. These teachers have four (4) years from July 1, 2014 even if category assignment changes.

B. Instructional personnel and all District and school-based administrators who hold a Professional/Temporary Educator Certificate hired after July 1, 2014 will be enrolled in ESOL training during New Employee Orientation (NEO) and must complete the ESOL training as follows:

   1. All Category I teachers must complete ESOL training requirements by the end of the fourth year of assignment to the category even if category assignment changes. Teachers must complete 120 in-service credit points of ESOL training in year one and sixty (60) points each consecutive year until the ESOL endorsement or certification is complete regardless of ELL assignment. Category I teachers will be reported out-of-field while completing the ESOL endorsement.

   2. All Category II, III, and IV instructional or District and school-based administrators who hold a Professional/Temporary Educator Certificate must complete the ESOL training requirement one (1) year from the date of hire to assignment to the category.

   3. Instructional personnel in Category I are responsible for completing required ESOL training and submitting documentation of completed courses, completing the certification application, paying the necessary fees and submitting all to Certification - Human Resources Department.

   4. Failure to meet the requirements stated above shall constitute failure to meet the minimum qualifications required to be employed. Annual contract teachers who fail to meet the applicable qualifications outlined in this policy, within the relevant timelines, will not be eligible for reappointment at the end of their contract year and ineligible for re-employment until the requirements of this policy are met. Professional service contract teachers, continuing contract teachers and all District and school-based administrators who hold a Professional/Temporary Educator Certificate who fail to meet the applicable qualifications outlined in this policy, within the relevant timelines, shall be terminated and ineligible for reappointment until the requirements of this policy are met.

Book	Policy Manual
Section	3000 Instructional Staff
Title	ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) CERTIFICATION REQUIREMENTS
Code	po3292
Status	Active
Adopted	October 30, 2018

3292 - ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) CERTIFICATION REQUIREMENTS

Teachers and all District and school-based administrators who hold a Professional/Temporary Educator Certificate must have approved ESOL training as defined in the following categories:

A. Category I

   Category I consists of elementary education teachers, teachers of primary language arts/English, developmental language arts, intensive reading, and reading. These teachers must obtain an ESOL Endorsement by completing fifteen (15) semester hours or 300 in-service credit points. In the alternative a teacher with basic subject area coverage may obtain certification in K – 12 ESOL coverage by obtaining a bachelor's or master's degree in Teaching English to Speakers of Other Languages (TESOL), and passing the ESOL subject area test in order to have the ESOL coverage added to their Florida Educator Certificate or by achieving a passing score on the ESOL subject area test and earning 120 in-service credit points or six (6) semester hours in ESOL.

B. Category II

   Category II consists of teachers of math, science, social studies, and computer literacy. These teachers must complete sixty (60) ESOL in-service points or a three (3) semester hour approved ESOL course.

C. Category III

   Category III consists of teachers and instructors of all other subjects not included in Categories I or II. These teachers must complete eighteen (18) in-service points or a three (3) semester hour approved ESOL course.

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Time Requirements

A. Instructional personnel and all District and school-based administrators who hold a Professional/Temporary Educator Certificate currently employed at the time of the adoption of this rule must complete the ESOL training requirements by June 30, 2015 with the exception of Category I teachers. These teachers have four (4) years from July 1, 2014 even if category assignment changes.

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   1. All Category I teachers must complete ESOL training requirements by the end of the fourth year of assignment to the category even if category assignment changes. Teachers must complete 120 in-service credit points of ESOL training in year one and sixty (60) points each consecutive year until the ESOL endorsement or certification is complete regardless of ELL assignment. Category I teachers will be reported out-of-field while completing the ESOL endorsement.

   2. All Category II, III, and IV instructional or District and school-based administrators who hold a Professional/Temporary Educator Certificate must complete the ESOL training requirement one (1) year from the date of hire to assignment to the category.

   3. Instructional personnel in Category I are responsible for completing required ESOL training and submitting documentation of completed courses, completing the certification application, paying the necessary fees and submitting all to Certification - Human Resources Department.

   4. Failure to meet the requirements stated above shall constitute failure to meet the minimum qualifications required to be employed. Annual contract teachers who fail to meet the applicable qualifications outlined in this policy, within the relevant timelines, will not be eligible for reappointment at the end of their contract year and ineligible for re-employment until the requirements of this policy are met. Professional service contract teachers, continuing contract teachers and all District and school-based administrators who hold a Professional/Temporary Educator Certificate who fail to meet the applicable qualifications outlined in this policy, within the relevant timelines, shall be terminated and ineligible for reappointment until the requirements of this policy are met.
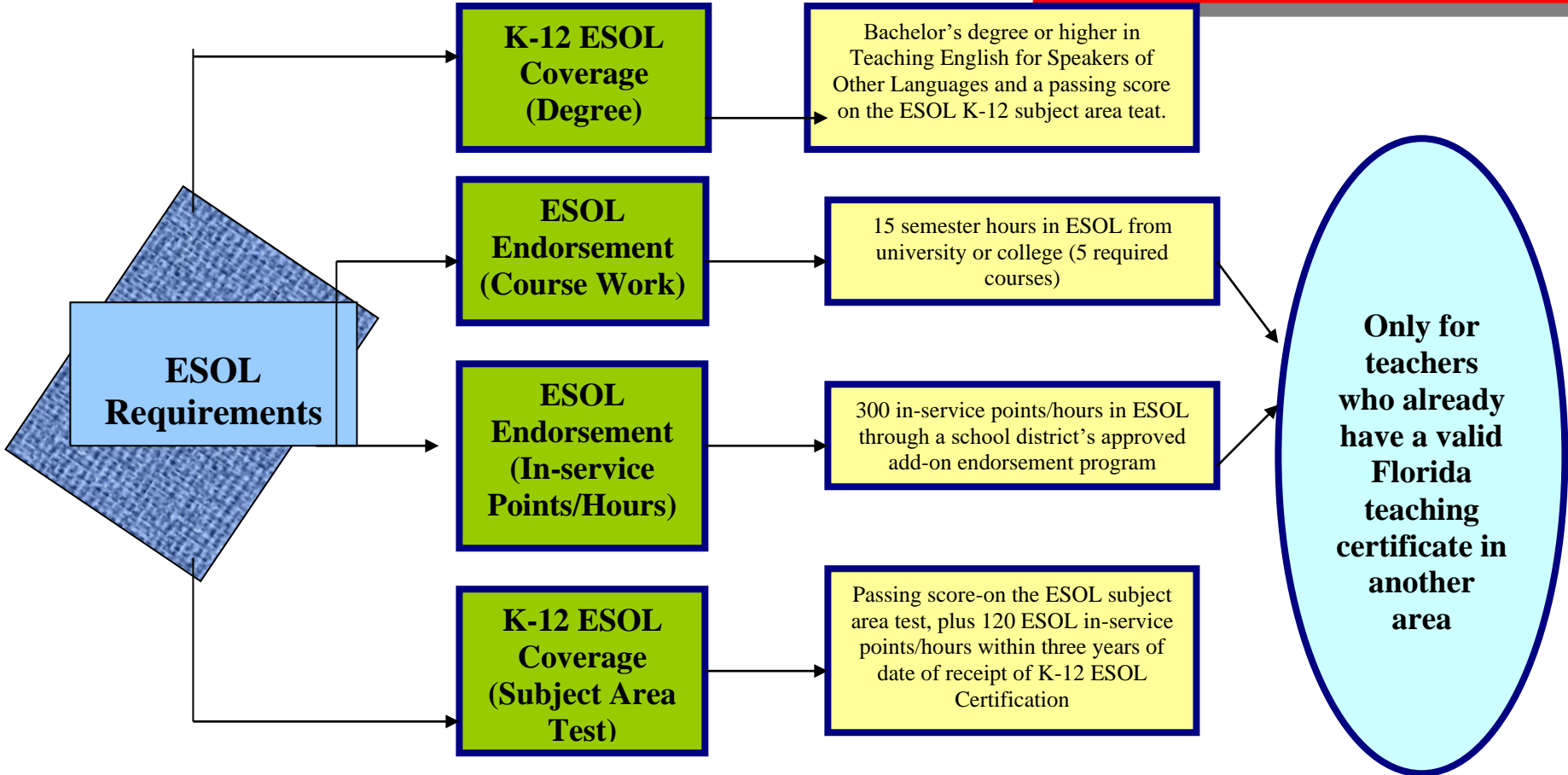
APPENDIX D

Florida Department of Education

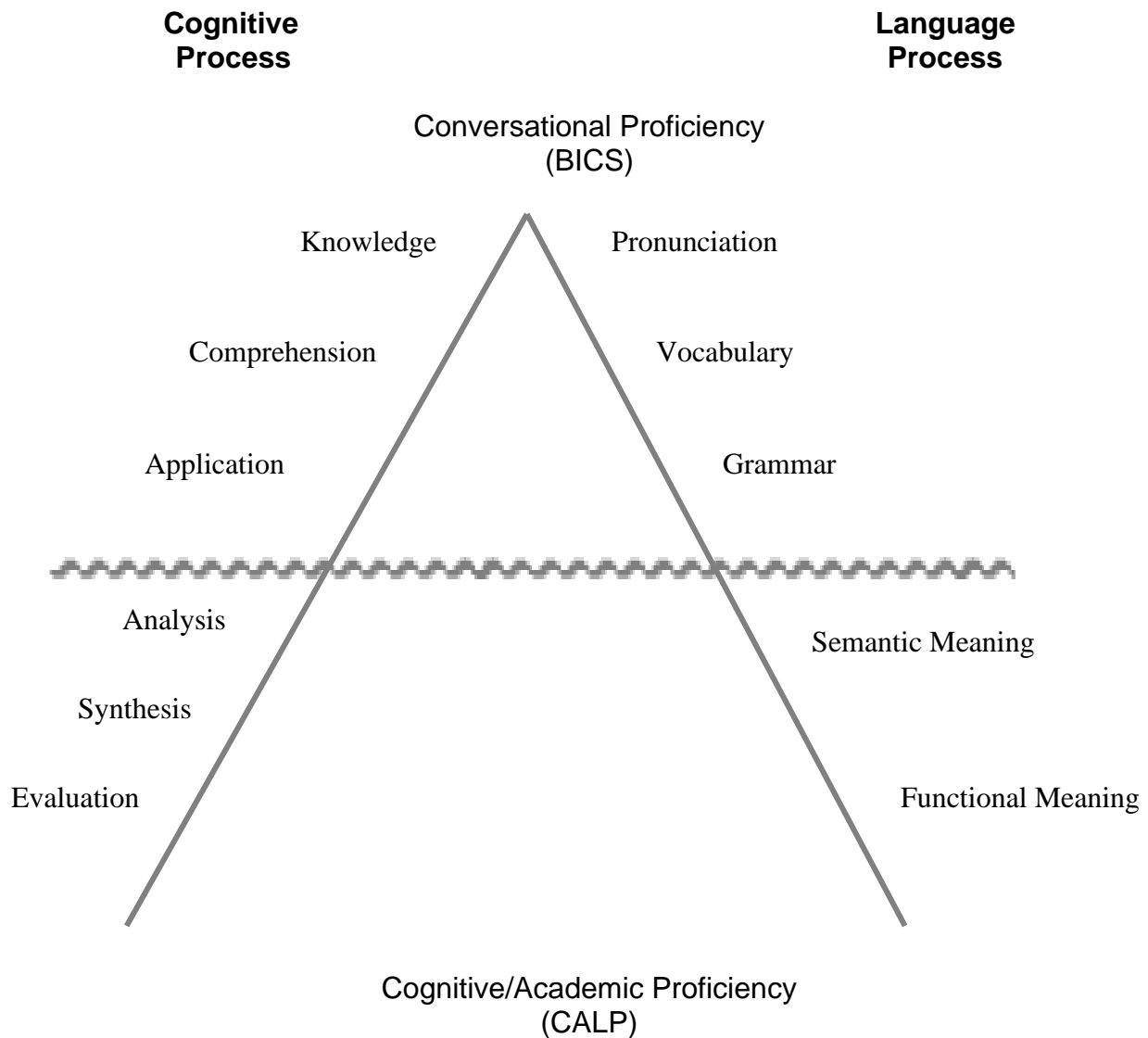## Options for Obtaining ESOL Certification

Academic Achievement Through Language Acquisition

ESOL Requirements

Option	Requirement
K-12 ESOL Coverage (Degree)	Bachelor's degree or higher in Teaching English for Speakers of Other Languages and a passing score on the ESOL K-12 subject area teat.
ESOL Endorsement (Course Work)	15 semester hours in ESOL from university or college (5 required courses)
ESOL Endorsement (In-service Points/Hours)	300 in-service points/hours in ESOL through a school district's approved add-on endorsement program
K-12 ESOL Coverage (Subject Area Test)	Passing score-on the ESOL subject area test, plus 120 ESOL in-service points/hours within three years of date of receipt of K-12 ESOL Certification

Only for teachers who already have a valid Florida teaching certificate in another area

ESOL in-service Points/Hours Count as "infield" in any

APPENDIX E

Surface and Deeper Level of Language Proficiency

Cognitive Process   **Language Process**

Conversational Proficiency
(BICS)

Knowledge   Pronunciation

Comprehension   Vocabulary

Application   Grammar

Analysis   Semantic Meaning

Synthesis

Evaluation   Functional Meaning
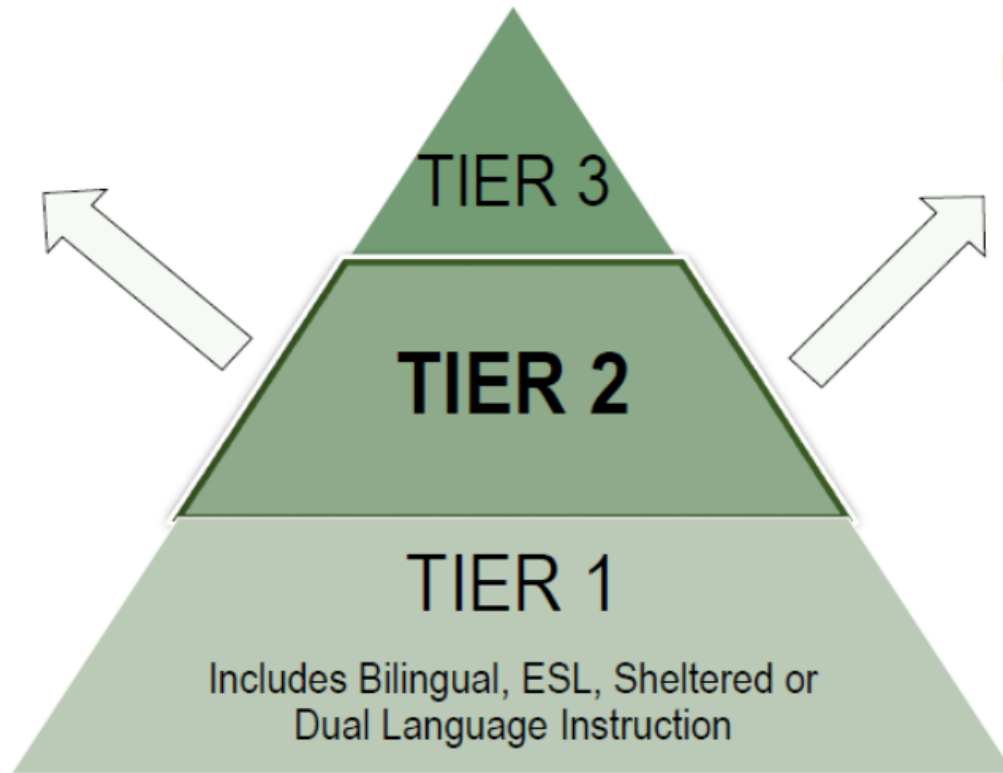
Cognitive/Academic Proficiency
(CALP)

Cummins, Jim. BILINGUALISM AND SPECIAL EDUCATION: ISSUES IN ASSESSMENT AND PEDAGOGY. San Diego, CA: College-Hill, 1984, pp.136-151.

Appendix F
MTSS Tier 2 and ELLs

MTSS & ELLs Tier 2: Factors to Consider

Academic Factors

Previous Schooling

Learning Environment

Oral Language and Literacy

Academic Achievement and Instruction

Personal Factors

Family Environment

Physical and Psychological

Cross-Cultural Issues

TIER 3

TIER 2

TIER 1

Includes Bilingual, ESL, Sheltered or Dual Language Instruction

Can-Do Descriptors

Key Uses Can-Do Descriptors, by grade

Kindergarten
https://www.wida.us/get.aspx?id=1947

Grade 1
https://www.wida.us/get.aspx?id=1942

Grades 2-3
https://www.wida.us/get.aspx?id=1943

Grades 4-5
https://www.wida.us/get.aspx?id=1944

Grades 6-8
https://www.wida.us/get.aspx?id=1945

Grades 9-12
https://www.wida.us/get.aspx?id=1946

Original Can-Do Descriptors, by grade

Pre K-K
https://www.wida.us/get.aspx?id=18

Grades 1-2
https://www.wida.us/get.aspx?id=19

Grades 3-5
https://www.wida.us/get.aspx?id=20

Grades 6-8
https://www.wida.us/get.aspx?id=21

Grades 9-12
https://www.wida.us/get.aspx?id=22

GLOSSARY OF TERMS
ALPHABETIZED

ACCESS FOR ELLs 2.0 (AFE)	Statewide annual assessment given to all students identified as English Language Learners (ELLs) to measure English language proficiency
AOIT	Academy of Information Technology
BICS	Basic Interpersonal Communicative Skills
CALLA	Cognitive Academic Language Leaning Approach
CALP	Cognitive Academic Language Proficiency
CELLA	Comprehensive English Language Learning Assessment
Cloze procedure	A cloze procedure is a "fill-in-the-blanks" activity where the learner uses clues from the context to supply words that have been deliberately removed from the text. A cloze procedure is a test of reading comprehension. Responses reveal both text comprehension and language mastery levels.
DEUSS	Date Entered United States Schools
ELL/ELLs	English Language Learner/English Language Learners
ESOL	English Speakers of Other Languages
FEFP	Florida Education Finance Program
IT	Any technologies associated with communication
LEA	(State)Local Educational Agencies
LEA	Language Experience Approach
META	Multi-cultural Education Training Advocacy, Inc.
NCE	Normal Curve Equivalent
NCLB	No Child Left Behind
PDA	Personal Data Assistants
PTSA	Parent Teacher Student Association
SDAIE	Specially Designed Academic Instruction in English
Suggestopedia	It is methodology based on the power of suggestion in learning. This notion means that positive suggestion would make the learner more receptive and, in turn, stimulates learning. Music is essential for this approach.
TESOL	Teacher of English for Speakers of Other Languages
TPR	Total Physical Response
W-APT	ESOL entrance assessment given to Kindergarten students
WIDA	World-Class Instructional Design and Assessment
WIDA SCREENER	ESOL entrance assessment given to students in grades 1-12

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

LY – The student is classified as limited English proficient and is enrolled in a program or receiving services that are specifically designed to meet the instructional needs of ELL students, regardless of instructional model/approach.

LF – The student is monitored for a two-year period after having exited from the ESOL program. The student is in years 1-2 of the follow-up period.

LA- The student has completed the two-year monitor period after exiting the ESOL program (code LF) and is reported in this category for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan

LZ – The student has been exited from the ESOL program for more than four years.

LP – The student is in grades 3-12, tested fully English proficient on an Aural/Oral Test and is pending the Reading and Writing assessments. (Not currently used in Seminole County)

ZZ – Can be one of the following: 1. The student's parent who answered "YES" to only the first question and is awaiting the WIDA Screener/ W-APT testing/CELLA On-Line.
2. The student does not qualify for the ESOL program after being tested.

Home or Native Language – when used with reference to an individual of limited English proficiency, means the language normally used by such individuals, or in the case of a student, the language normally used by the parents of the student.

ELL Committee – means a committee composed of ESOL teacher(s) and home language teacher (if any) and administrator or designee plus certified school counselors, social workers, school psychologist or other educators as appropriate for the situation. Parents are invited to attend ELL committee meetings.

ELL Student Plan – means a written document(s) that identifies student's name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to classify or reclassify the student as ELL, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student's exiting plan IEP, etc. or may be a separate document for a given student.

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

Basic ESOL – means instruction in English/Language Arts (whether self-contained or inclusion).

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

English Language Learners: Basis of Entry – A one character code indicating the student's basis of entry into the ESOL program: Aural/Oral **(A):** Reading and Writing **(R);** ELL Committee **(L);** or temporarily placed in a program based on the HLS **(T)**.

English Language Learners: Basis of Exit – Use one character code indicating the student's basis of exit from the ESOL program. These codes are: (H, I, J, or L)

DEUSS – Date Entered United States Schools

English Language Learners: Classification Date – means the initial date a student's parent responded "Yes" to the Home Language Survey is determined eligible temporarily by the HLS or eligible based on assessment for an ESOL program. **(The first Language survey in the State of Florida, not when the child enrolls in your school.)**

English Language Learners: Entry Date – means the initial date a student entered an ESOL program in the state of Florida.

English Language Learners: Extension of Instruction – means the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.09022, FAC. (Note: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.)

English Language Learners: Instructional Strategy – means the type of instructional strategy provided to ELL students in each course. The allowable types of instructional strategies are: Home Language and/or ESOL Instruction (only valid for elementary self-contained courses); Home Language Instruction – math, science, social studies and computer literacy; and ESOL instruction – language arts, math, science, social studies, computer literacy and reading.

English Language Learners: Post Reclassification Date (Monitor date) – means each date that a former ELL Student's performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student's first report card; then the semester; then at the end of the first year from exit; and at the end of the second year; in accordance with Rule 6A-6.0903, FAC.

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

English Language Learners: Reclassification Exit Date – means the date a reclassified ELL exits the ESOL Program for the second time.

English Language Learners: Re-evaluation Date – means the most recent date the ELL was re-evaluated in order to determine whether the student should continue in or exit the ESOL program.
English Language Learners: Student Plan Date – means the first day of classes that an eligible ELL has each year.

Notes