ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
Procedural Manual, Reports, Reference Guides

Brevard County Public Schools

2013 – 2014
SUPERINTENDENT
Dr. Brian T. Binggeli

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Theresa Nicolette, ESOL Teacher
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Dawn Southall-Joly, Certified School Counselor
Theresa Strieter, ESOL Teacher
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PHILOSOPHY/INTRODUCTION

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

The manual contains information regarding:
- Programmatic information
- Basic information regarding the ESOL data elements, data collection and entry, printing reports

The goals of the Brevard district program for English for Speakers of Other Languages are designed to meet the requirements of an effective ESOL Program according to the Florida Consent Decree and the Common Core Standards. The intent of the State Board of Education vs. League of United Latin American Citizens (LULAC), et al., Consent Decree or Multicultural Education, Training and Advocacy, Inc (META) Agreement and of the subsequent State mandates is to provide the English Language Learner access to programs and services which are equal and comparable in amount, scope, sequence and quality to those provided to English proficient students and which are understandable to the student given his or her level of English language proficiency.

META Consent Decree requirements
- ELL students shall have equal access to educational programs which include intensive English language instruction and the basic subject matter areas of math, science, social studies and computer literacy which is understandable to the ELL student given his/her level of English language proficiency and equal and comparable in amount, scope, sequence and quality of instruction provided to English proficient students.
- Teachers must be able to assure and document that ESOL strategies, accommodations, and/or modifications (if necessary) are being used and that students are learning and progressing towards completion of the district’s Student Progression Plan.

Brevard County’s Instructional Models for ELLs:
- **ESOL Mainstream/Inclusion** serves all students who have been classified as English Language Learners (ELLs) based on state and district requirements. This model promotes comprehensible instruction in all grade level classes through the use of ESOL strategies, Common Core State Standards (CCSS), and English Language Development Standards (ELDS).

- **Language Arts through ESOL/English through ESOL (Sheltered Course)**
  Offered when feasible and based on enrollment, this course is offered for ELL students as an alternate to the regular English language arts program. ELL students are to use the same materials as students in the general education curriculum.

**Strategies, Accommodations, and Modifications:**

**Strategies**
Strategies refer to skills or techniques used to provide comprehensible instruction and assist in learning. Strategies are individualized to suit the English language developmental level of the student and ensure that the student understands the instruction.
Accommodations
Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations do not alter in any significant way what the assignments or assessments measure. Accommodations could be in the form of changes in instruction, assessment format, location, timing, scheduling, and/or student responses. These provide access for an English Language Learner to participate in a course or assessment which does not fundamentally alter or lower the expected outcomes in relation to the state standards, assessments, and/or course expectations.

Examples:
- Instruction - Additional time to complete assignment
- Materials - Reduce non-essential details
- Assessment - Provide word bank

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

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

For additional information regarding the ESOL program, please refer to:

- Florida State’s Academic Achievement through Language Acquisition (AALA) bureau [http://www.fldoe.org/aala](http://www.fldoe.org/aala)
- Brevard County’s ESOL program [http://tinyurl.com/ESOL05](http://tinyurl.com/ESOL05)
- Brevard’s County's ESOL reference guides [http://tinyurl.com/ESOL05-Reference](http://tinyurl.com/ESOL05-Reference)
- Brevard County’s ESOL and FTE reports [http://tinyurl.com/ESOL05-Reports](http://tinyurl.com/ESOL05-Reports)
SCHOOL COMMUNICATION

Measures should be taken at every school to ensure that the following documents are available in the home language of the students served, unless clearly not feasible. All translated ELL programmatic forms can be accessed at [http://tinyurl.com/ESOL05-Forms](http://tinyurl.com/ESOL05-Forms).

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

Resources for assistance with school communication may include*:

- ESOL and/or bilingual teachers
- ESOL bilingual assistant
  - When there are more than fifteen students with LY status who speak the same heritage language in a school, a bilingual assistant will be provided who is proficient in that language and whose function is to assist teachers and students in the attainment of comprehensible instruction, as per LULAC et al. vs. SBE Consent Decree, II E 3.
- A binder should be maintained for the current school year of all school-home communications which have been translated (i.e. newsletters, school brochures, PTA flyers, SAC flyers, PLC invitations, etc.) for auditing purposes.

*Based on a school’s ESOL population

Annual Measurable Assessment Objectives (AMAO) Reporting

Schools are required to communicate yearly the district’s AMAO levels to parents in writing. The AMAOS are divided into 3 categories:

AMAO 1:  **(Progress)** toward English Language Acquisition as measured by [CELLA](#);
AMAO 2:  **(Proficiency)** in English Language Acquisition as measured by [CELLA](#);
AMAO 3:  **(Proficiency)** in Math and Reading as measured by [FCAT](#)

School’s Audit Folder

ESOL contacts are urged to maintain an audit folder to facilitate articulation between state, district, and schools. The folder should include the following items:

- List of ESOL students (LY & LF)
- CELLA Score Report
- Copy of AMAO letter on school’s letterhead (must be dated and signed)
- Teacher with ELL students report (category 1 teachers)
- Sample of home communication in native language (whenever feasible/based on enrollment)
- Out of Field notification (if in newsletter format – must be dated)
### ESOL Program Implementation Personnel

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<tr>
<th>Personnel</th>
<th>ESOL Related Roles</th>
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| Administrator:             | - implements the ESOL Pre-service Training Agreement. (Failure to complete ESOL training within the timelines may be used as grounds for non-renewal of annual contract.)  
- provides for out-of-field notification to be sent to Certification Department and to parents.  
- monitors the use and documentation of ESOL strategies in the classroom.  
- provides for the naming of an ESOL Contact and supports the Contact in delegating and monitoring tasks related to ESOL procedures.  
- provides for the monitoring of the ELL school plan and provides information in a language that parents can understand. |
| ESOL Contact:              | - implements ESOL identification.  
- serves as the liaison between district ESOL Resource Teacher and the school.  
- implements plan for availability and use of translated documents.  
- oversees testing, placement, and monitoring of all ESOL students.  
- maintains and updates ELL folders and AS400 data.  
- notifies teachers and parents of ELL status/progress.  
- re-evaluates ELLs according to the ESOL guidelines.  
- informs school-wide personnel of ESOL procedures, mandates, and upcoming ESOL training opportunities.  
- participates in all retention meetings.  
- maintains the school’s program audit folder. |
| Data Entry Clerk:          | - ensures that every student has completed a Home Language Survey Form (HLS) and Programmatic Assessment Form.  
- ensures that any HLS that includes a “yes” response, also includes a completed Notification to Test form.  
- ensures that the registration process is understandable to parents by accessing forms translated in their native language whenever feasible.  
- refers students to the ESOL Contact to continue identification procedures. |
| Classroom Teacher:         | - provides understandable instruction, encouraging language acquisition and proficiency to all ELLs using ESOL classroom strategies and state standards.  
- documents the use of accommodations using ESOL Classroom Strategy Checklist.  
- completes ESOL endorsement.  
- provides parents with appropriate translations whenever feasible. |
| ESOL Teacher: (For schools with 50 or more students) | - collaborates with classroom teachers regularly regarding ELLs academic progress.  
- provides ELLs with language acquisition opportunities.  
- instructs ELLs in the areas of reading and language arts. |
| **Bilingual Instructional Assistant:** (For schools with 15 or more of the same language) | • assists students with accommodated lessons designed by subject area teachers.  
• provides instructional support in the areas of math, science, social studies, and computer literacy (bilingual assistants are not to provide instruction in the areas of reading/language arts).  
• uses native language when necessary to assist students and stakeholders. |
|---|---|
| **ESOL Itinerant Teacher:** | • provides support to all ESOL teachers/contacts, upon request, through assistance in ELL accommodations, ESOL procedures, and technical support with regard to ESOL reports.  
• provides direct student instruction for NES and LES students.  
• train new ESOL contacts.  
• conducts supplemental program orientation for ESOL students at unstaffed schools.  
• assists in state assessments (CELLA/FCAT/EOC).  
• conduct Pre-K’s May ESOL screening (high school). |
| **ELL Committee:** | • meets to collaborate regarding academic issues for any ELL who is referred by teachers, parents, guidance counselors, or ESOL personnel.  
• must include ESOL contact, classroom teacher, school administrator or designee.  
• invites parents to participate in all processes and procedures regarding the English Language Learner.  
• collects data and expert advice (speech pathologist, school psychologist, etc.) to address the needs of the English Language Learner. |
| **Parent Liaison:** | • provides workshops for ESOL families to support academic and social needs of ELLs.  
• collaborates with individual schools as needed.  
• provide information concerning community resources.  
• serves as interpreter for parents if bilingual school staff is not available. |
| **All Departments and Programs:** | • provide information to parents of ELLs in a language they can understand.  
• take language proficiency into account when planning for instruction and evaluating for services such as exceptional education, gifted, dropout prevention, remediation, and acceleration. |
| **ESOL Resource Teacher:** | • monitors compliances.  
• serves as the district liaison to the Florida DOE, District Personnel, School Administrators, ESOL Contact, ESOL Itinerants, ESOL Teachers, parents, and community organizations.  
• coordinates professional development.  
• coordinates charter and private school consultations.  
• leads district Parent Leadership Council.  
• monitors ESOL allocations (ESOL teachers and bilingual assistants).  
• manages Title III grant for supplemental ESOL materials.  
• sets up ESOL itinerant services.  
• conducts school and classroom visits.  
• allocates supplies and materials. |
ESOL TEACHER ALLOCATION GUIDELINES

- The ESOL teacher will focus on and is responsible for Language Acquisition instruction.

- The ESOL teacher will work primarily with active English Language Learners (LY students) but must also be available to assist students in the post-program monitoring stage (LF students).

- READING BLOCKS WILL NEED TO BE STAGGERED THROUGHOUT THE DAY in order for ESOL teachers to provide services during the whole group portion of reading instruction.

- It is strongly recommended that ELL students within a designated grade level be grouped together whenever feasible (selected classrooms) to facilitate allocation of resources and services as well as scheduling.

- The classroom teacher will focus on and is responsible for providing the whole group instruction portion of the 90 minute block of reading instruction using English Language Development standards, ESOL strategies, and supplemental materials, as needed.

- NES ELL students will receive direct instruction from the ESOL teacher using the English Language Development Standards (ELDS) and ESOL strategies.

- The classroom teacher will provide additional small group instruction using adopted ESOL programs, supplemental ELL materials, the English Language Development Standards (ELDS), and ESOL strategies.

- In grades 2-5, the ESOL teacher may serve NES students in small group instruction for **30 minutes four times per week** using the English Language Development Standards (ELDS) and ESOL strategies. The rationale is that the ELL students in these grades need a greater amount of support because they are responsible for more academic language and content.

- ESOL teachers should have a consultation/collaboration/compliance day or hour weekly (in addition to their planning time) in their schedule to serve the remaining ELL students who are mainstreamed through consultation services, provide required post-program monitoring of exited students, consult and collaborate with general education teachers and fulfill duties outlined in the duties and responsibilities section of this document.
ESOL BILINGUAL ASSISTANT ALLOCATION GUIDELINES

• The bilingual assistant should support students in mathematics, science, social studies, and computer literacy per the META Consent Decree.

• The bilingual assistant may not work with ELL students in Reading and Language Arts.

• The elementary bilingual assistant must provide support services within the ELL’s classroom setting in collaboration with the general education teacher as much as possible.

• The bilingual assistant should not remove the ELL students from the general education classroom to work with them unless providing individualized instruction as directed by classroom teacher and/or ESOL contact.

• The bilingual assistant should have access to a computer/tablet or a computer lab (based on population) to provide assistance with the approved web-based ESOL programs.

• The secondary bilingual assistant must have a meeting room available with their schedule for assisting students clearly posted.

• The bilingual assistants should maintain a log listing the students they serve. It should include the name of students receiving services, date, time and subject in which they are providing support.
**ELL COMMITTEE**

The ELL committee advocates for the best educational placement of the students. Data, such as grades, reading levels in English, and/or the native language, and progress monitoring information, etc. should be gathered before the meeting. No single person should make any decision regarding the educational placement of ELLs. An established ELL committee is required at every school for continued articulation of ESOL plan and procedures.

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

- Principal, assistant principal, or designee
- Parent/Guardian
- Student (if appropriate)
- ESOL contact
- ESOL teacher or itinerant ESOL teacher
- Elementary classroom teacher (if different from ESOL teacher)
- Secondary subject area teachers (if different from ESOL teacher)
- ESOL bilingual assistant (if available)
- Guidance counselor (if needed)
- Social worker (if needed)
- School psychologist (if needed)
- Other educators, as appropriate

The ELL Committee meets and makes recommendations regarding students referred because of:

- a special problem related to ESOL placement
- a problem related to progress in the ESOL program which requires special review
- a student’s under-performance after exiting the ESOL program
- the student’s placement or progress is in question
- remediation due to substantial deficiency in reading, writing or math
- retention or good cause exemption criteria
- exceptional education services, including gifted
- reclassification or for re-exit
- any other concern the parent, teacher, administrator, or student may want to address

Decisions regarding any of these situations may not be based solely on one score on any single assessment instrument. The following **five factors** which are also in State Board Rule and in Brevard’s Student Progression Plan are considered and at least two are documented by the ELL Committee when decisions are made regarding the student’s program:

- prior educational and social experience and student interview
- written recommendation and observation by current and previous instructional and support staff
• level of mastery of basic competencies or skills in English and/or Home Language according to appropriate local, state, and national criterion-referenced standards
• grades from current or previous years
• test results in addition to the IPT Aural/Oral, Reading and Writing Tests

If a K-2 student received a score of NES or LES on the aural/oral test, the ELL Committee may not determine the student to be fluent English speaking and/or deny ESOL services. The Oral IPT test may not be overridden.

The ELL Committee may determine a student to be Limited English Proficient or not to be based on consideration and documentation of at least two of the factors mentioned above, in addition to the IPT results.

The test results of a student may not be overridden by the ELL Committee in order to exit a student from the ESOL Program or to determine the student ineligible for services. The only exception to this rule applies to students with severe disabilities who might have been mistakenly assessed. The ELL Committee must document that the student’s scores are due to a specific disability and not due to English Language Proficiency level or rate of Language Acquisition. The IPT Reading and Writing Test results may be overridden by the ELL Committee by considering and documenting two of the five factors.

A reclassified student who re-entered the program based on the recommendation of the ELL Committee must exit on the same basis. Their status does not depend on CELLA nor FCAT scores, although schools may utilize these assessments for progress monitoring.

During the meeting, the ELL Committee:

• documents strategies on the ELL Committee Referral/Recommendation Form and in the ELL Student Plan/ ELL Monitoring Folder which is maintained in the student’s Cumulative Folder
• makes recommendations for appropriate ESOL strategies in the student’s academic program to address the problems identified
• reviews and documents all available data
• attaches pertinent samples to ELL minutes
• makes any other referral, as needed

Parents must be invited to attend all ELL Committee meetings using the Parent Notification of ELL Committee Meeting Form. A copy of the parent notification must be kept in the ELL Folder. The invitation should be written in a language that the parent understands, unless clearly not feasible. Parents must receive copies of all program forms, including the ELL Committee Referral/Recommendation Form, in their native language, if feasible.
ENGLISH LANGUAGE LEARNERS REGISTRATION

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

Registration Form
All registration documents shall be provided to the parent/guardian in his/her native language, when feasible. During the registration process, assistance in the parent's/guardian's native language shall be provided, when feasible.

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

- The Home Language Survey is completed only one time during initial entry into a Brevard County school.
- If the student withdraws and reenters a BCPS, NO additional Home Language Survey should be filled out.
- Make sure that the parent signs and dates the HLS and indicates the name of the language spoken in the home.
- If there is a “yes” answer to any of the three questions, the parent must sign and date the notification of ESOL Testing Procedures.
- Follow the steps outlined in the next section if there is a “yes” answer to any of the three questions on the Home Language Survey.

Entry Assessments
IPT Oral/Aural (Listening and Speaking) Assessment:
- A YES response to any of the THREE HLS questions leads to the administration of the IPT oral/aural test within 20 school days of entering the school.
  (K-2 – IPT Oral) (3-12 – If FES on IPT Oral test with IRW) (PK will be tested in May)
- All testing results and copies of the HLS and Parent Testing notification will be placed in the ELL folder.
- Enter test data on panel S706. (see data section)
- For all K-2, complete and send home the Student Eligibility for ESOL Program Placement. Make a copy and place in the ELL folder.
- For grades 3-12 who are NES or LES, no further testing is required. Complete and send home the Student Eligibility for ESOL Program Placement. Make a copy and place in the ELL folder.
- If unable to test within 20 school days, send home the Delay of Testing to Determine Eligibility for ESOL Services form. Place a copy in the ELL folder and test as soon as possible.
- Place student who qualifies for the ESOL Program with ESOL endorsed/certified teachers. (If student needs to be placed with an “out of field” teacher, complete “out of field” paperwork.)
IRW READING & WRITING Assessment: (Grades 3-12)

- If the student scores fluent (FES) on the IPT Oral/Aural Test, in grades 3-12, administer the IRW READING & WRITING test within 20 days after giving the IPT Oral/Aural test.
- Place results of the IRW READING & WRITING test in the ELL folder.
- Complete and send home the Student Eligibility for ESOL Program Placement. Make a copy and place it in the ELL folder.
- If unable to test within 20 school days, send home the Delay of Testing to Determine Eligibility for ESOL Services form. Place a copy in the ELL folder and test as soon as possible.

**Additional Registration Procedures For In-County Transfer Students**

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

**Registration Procedures For Students From Another Florida County**

**Students Coming Without ESOL Documentation**

If the registration form indicates that the student is entering BPS from another Florida county, and responses to the HLS indicate a “yes” to any of the first three questions, school personnel should make every attempt to get the paperwork from the previous county unless such paperwork is provided by the parent/guardian.

For FTE Reporting, it is imperative that verification is made regarding how many years the student has received ESOL services in Florida.

- If they were not previously in BPS, handle as a new entry.
- If they were previously in BPS:
  - Review S706- if student left BPS as LF, continue monitoring. If the student left BPS as LZ, no further action is needed.

**If LY:**

- If the student was out of BPS for less than 6 months, continue the original record- no need to re-assess.
Enter new information on S706 and audit folder.
Update plan date.
Verify that student is correctly coded in S615.
Make note of the number of years in an ESOL program in Florida - do not delete previous S706 data.

**Students Coming With ESOL Documentation**

*Start providing services immediately if identified as LY.*

*The student must be re-tested to obtain accurate placement data. If the student does not meet placement criteria, an ELL committee must convene in order to discuss/decide proper placement or to exit the student from the program.*

- **“LY”s with Documentation:**
  - Re-assess with IPT and/or IRW. If the student qualifies, input data on S706. Make copies of any ESOL documentation from the previous school and place it in ELL folder. If the student has attended a Florida school, make a note as to how many years the student has received ESOL services. Classify as “LY”.
  - Enter new test information on S706.
  - If the student is re-entering BPS and has been in ESOL in another Florida county for less than 6 months, update and continue with the original record. If the student has been in ESOL in another Florida county for 6 months or more, reassess and follow eligibility determination procedures.
  - If the student DOES NOT qualify through the IPT assessment, hold an ELL Committee meeting to discuss ESOL eligibility and placement.

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

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

**Registration Procedures For Students Coming From Out of State**

- **New to BPS**
  - Handle as a new entry.

- **Previous BPS Student**
  - If the student was out for less than 6 months, continue the original record - no need to re-assess.
  - If the student is re-entering BPS and it has been over 6 months: Review S706.
  - Re-assess.
  - Enter the test information on S706.
If the student meets criteria for placement, complete data on S706.
If the student does not meet criteria to receive ESOL services, hold an ELL Committee meeting to discuss exit.

Placement Procedures For English Language Learners Arriving From Countries That Have Finished The Current School Year
Students arriving from countries that have completed the current school year while Brevard County Schools is in the midst of a school year should be looked at on an individual basis to determine the best placement for the student. Programmatic Assessment is essential in helping make this decision. The ESOL office may be contacted to provide assistance.

Programmatic Assessment and Placement for ELL Students
Students who meet eligibility for the ESOL Program must have a Programmatic Assessment completed by trained school office personnel, guidance counselor, teacher, or ESOL Contact. Have parents complete the front of the required Programmatic Assessment Document during registration to collect the following data:

- Previous school records for grades completed
- Transcripts of courses passed/completed
- Any other evidence of educational experiences

  **ENGLISH LANGUAGE PROFICIENCY CANNOT BE USED FOR GRADE PLACEMENT**

Students who have educational records from their previous school system or home country must be placed in a grade level and courses based on their records. The student must be enrolled in courses that are commensurate to his/her skills and achievement level for that subject area regardless of their level of English proficiency. Students who do not have documentation of previous school experiences will be placed in a grade level based on their chronological age. The Programmatic Assessment Form is to be kept in the ELL folder.

Out of Country Transfer Credits

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

For students classified as ELLs, the required Programmatic Assessment Form as outlined in Rule 6A-6.0902, FAC should be used in awarding credit or validating transfer credits. In addition, transfer credit may also be validated through evidence of academic performance during the first grading period following the date of entry [Rule 6A1.09941, FAC].
Special attention should be taken in reviewing the student records or transcripts submitted by a student transferring into a Florida public school from out-of-country to ensure that he/she is not retained or determined not to meet a graduation requirement based solely on lack of completion of courses identified with the same title and/or specific subject.

**Note:** If there are any questions or concerns regarding an ELL student such as grade placement, prior ESOL services, transcripts, etc., contact the district’s ESOL office.
RETENTION CONSIDERATIONS FOR ELEMENTARY ENGLISH LANGUAGE LEARNERS

- ELLs may not be retained based solely on lack of language proficiency in English.

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

- There must be documentation of interventions throughout the school year if an ELL (classified LY) is to be considered for retention. (ESOL instruction is not an intervention. It is considered part of comprehensible instruction as required by Florida State Statute (ss. 233.058).)

- ELLs who are identified as substantially below grade level in reading in English but are proficient in their native language may not be retained for English reading deficiencies.

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

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

- ELLs in grades K-6, who have been in an ESOL program for less than two academic years, should not be considered for retention, unless there are extenuating circumstances.

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

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

- Documentation of consistent accommodations made to the curriculum and assessments
- Invitations to ELL Committee meetings that have been held to monitor student’s progress throughout the year
- ELL Committee Minutes of all ELL Committee meetings held during the school year
• Interventions used with the student and results of those interventions (ESOL is not considered an intervention; it is part of comprehensible instruction).
• Data used to monitor student’s progress
• Notification to parents throughout the year of the student’s lack of academic progress
• Documentation of additional academic support such as interventions, tutoring, RTI, etc.
• Any other documentation used in making retention recommendation

Questions to Ask When Making Retention Decisions Regarding Elementary English Language Learners (Other Than Mandatory 3rd Grade Retentions)

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

2. How long has the student been in the ESOL program?
   ✓ If the student has been in the program less than 2 years, then the student should not be a candidate for retention.
   ✓ If the student has been in the program more than 2 years, then the student may be a candidate for retention.

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

4. Does the student have skills in the home language?

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

6. Is there documentation of interventions for the student?
   ✓ If no, the student is not a candidate for retention.
   ✓ If yes, the student may be a candidate for retention.

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

8. Has the student been out of school for an extended period of time?
   ✓ If yes, the student may be a candidate for retention.
FACTORS TO CONSIDER IN COURSE FAILURE OF SECONDARY ENGLISH LANGUAGE LEARNERS

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

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

- There must be documentation of interventions throughout the school year if an ELL (classified LY) is to be failed in a course. (ESOL instruction is not an intervention. It is considered part of comprehensible instruction as required by Florida State Statute (ss. 233.058)).

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

Questions to Ask When Making Grading Decisions Regarding Secondary English Language Learner:

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

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

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

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

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

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

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

8. **Is there documentation that the student’s parents have been notified throughout the year of the student’s lack of progress?**
GRADING POLICY

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

GUIDELINES ON HOW TO GRADE ENGLISH LANGUAGE LEARNERS

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

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

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

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

WHEN GRADING ENGLISH LANGUAGE LEARNERS

DO:

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

DON'T:
- Mark ELL students below grade level.
- Assign a student a lower grade based solely on lack of English proficiency.
- Use a single assessment to determine mastery of skills and concepts taught.

**ASSESSMENT ACCOMMODATIONS**

English Language Learners are entitled to accommodations under the Florida (META) Consent Decree.

Some best practices in assessment accommodations are:
- Extended time
- Use of English to home language word to word dictionary
- Explanation of directions
- Shorter tests given more frequently
- Provide word bank
- Group similar items
- Reduce number of choices
- Retake test for improvement
- Oral assessment
- Open book/notes assessments
- Practice tests/study guides
- Portfolio assessments
- Translation to native language if feasible
- Use webs, diagrams, and/or lists for essays

**FCAT Accommodations for ELL**

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

- The FCAT may be administered with any, or a combination of, accommodations that are decided to be appropriate for the individual needs of the ELL. All testing, with or without accommodations, must be completed during the approved testing dates listed on the inside cover of the FCAT testing manual. **The FCAT Administration Manual must be reviewed every year to ensure that any additional accommodations allowed by FDOE and changes in wording are implemented accordingly.** For detailed descriptions of these accommodations refer to the current *FCAT Administration Manual*. Allowable accommodations for ELLs are:
  - Flexible Setting
  - Flexible Scheduling
  - Flexible Timing
o Assistance in the Native Language (as directed by testing office/manual)

o Approved Dictionary

As required by state law, the school must keep written documentation that parents were informed of the FCAT accommodations available for the students. **If an accommodation has the word “must”, as specified in the FCAT administration manual, it may not be waived by the parent.**

All high school English Language Learners (ELLs) must take the high school state required test(s) in English for graduation requirements.

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

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

**Approved FAIR Accommodations for K-2 ELL Students:**
- Repeat and clarify task directions.
- The student may demonstrate understanding of directions by repeating or paraphrasing.
- Administration of the tasks may take place during several brief sessions.
- The student may be tested by someone familiar with the student’s language and communication mode and with whom the student is comfortable. The test administrator must be trained on the assessments.

**Approved FAIR Accommodations for 3-12 ELL Students:**
- Repeat and clarify general test directions that are presented by the testing administrator or on the board.
- The testing administrator may prepare student for tasks by explaining directions that will be included in the web-based application. Once the test begins, the student will not be able to stop and ask questions due to timing issues.
- The student may be monitored while taking the online assessments by someone familiar with the student’s language and communication mode and with whom the student is comfortable.
COMPREHENSIVE ENGLISH LANGUAGE LEARNER ASSESSMENT (CELLA)

CELLA, the Comprehensive English Language Learning Assessment, is a test for Florida students classified as English Language Learners (ELLs). CELLA measures ELLs’ progress in listening, speaking, reading, and writing English language skills. It is a required state assessment for district reporting.

CELLA has four (4) levels:
- Level A for grades K–2
- Level B for grades 3–5
- Level C for grades 6–8
- Level D for grades 9–12

CELLA/FCAT Scoring Correlation Sample

<table>
<thead>
<tr>
<th>CELLA Reading Score (Level D Test)</th>
<th>Reading</th>
<th>FCAT Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>600-713 BEG</strong></td>
<td>They can recognize many common words in English and can read and understand some very simple sentences.</td>
<td>1</td>
</tr>
<tr>
<td><strong>714-741 LIN</strong></td>
<td>Students are still learning to read and can read and understand short passages written in very simple language.</td>
<td>1</td>
</tr>
<tr>
<td><strong>742-758 HIN</strong></td>
<td>Students are developing as independent readers. They can easily read short passages written in very simple language and are learning to read passages that are moderately complex.</td>
<td>1 or 2</td>
</tr>
<tr>
<td><strong>759-815+ PRO</strong></td>
<td>Students are independent readers developing their skills. They can easily read and understand short passages. They have a good vocabulary and are learning to read challenging short passages with comprehension.</td>
<td>1 or 2</td>
</tr>
</tbody>
</table>

3 or higher

CELLA English Proficiency Levels

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Test Level</th>
<th>Beginning</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>K-2</strong></td>
<td>A</td>
<td>495-632</td>
<td>633-649</td>
<td>650-672</td>
<td>673-755</td>
</tr>
<tr>
<td><strong>3-5</strong></td>
<td>B</td>
<td>560-675</td>
<td>676-697</td>
<td>698-719</td>
<td>720-805</td>
</tr>
<tr>
<td><strong>6-8</strong></td>
<td>C</td>
<td>565-680</td>
<td>681-712</td>
<td>713-732</td>
<td>733-830</td>
</tr>
<tr>
<td><strong>9-12</strong></td>
<td>D</td>
<td>580-681</td>
<td>682-713</td>
<td>714-738</td>
<td>739-835</td>
</tr>
</tbody>
</table>
**WRITING**
Grade Cluster Scale Scores by English Language Proficiency Level

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Test Level</th>
<th>Beginning</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>A</td>
<td>515-636</td>
<td>637-657</td>
<td>658-689</td>
<td>690-775</td>
</tr>
<tr>
<td>3-5</td>
<td>B</td>
<td>575-674</td>
<td>675-702</td>
<td>703-726</td>
<td>727-825</td>
</tr>
<tr>
<td>6-8</td>
<td>C</td>
<td>580-687</td>
<td>688-719</td>
<td>720-745</td>
<td>746-845</td>
</tr>
<tr>
<td>9-12</td>
<td>D</td>
<td>600-689</td>
<td>690-720</td>
<td>721-745</td>
<td>746-850</td>
</tr>
</tbody>
</table>

**READING**
Grade Cluster Scale Scores by English Language Proficiency Level

<table>
<thead>
<tr>
<th>Grade Clusters</th>
<th>Test Level</th>
<th>Beginning</th>
<th>Low Intermediate</th>
<th>High Intermediate</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>A</td>
<td>345-545</td>
<td>546-628</td>
<td>629-689</td>
<td>690-800</td>
</tr>
<tr>
<td>3-5</td>
<td>B</td>
<td>590-689</td>
<td>690-714</td>
<td>715-733</td>
<td>734-810</td>
</tr>
<tr>
<td>6-8</td>
<td>C</td>
<td>600-713</td>
<td>714-741</td>
<td>742-758</td>
<td>759-815</td>
</tr>
<tr>
<td>9-12</td>
<td>D</td>
<td>605-743</td>
<td>744-761</td>
<td>762-777</td>
<td>778-820</td>
</tr>
</tbody>
</table>

*Students must score Proficient in all domains to exit the ESOL Program and meet additional exit requirements for their grade level.*
AS400 DATA ENTRY & REPORTS
DATA ENTRY AND REPORTS

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

**AS400 Panels for ESOL Data Entry and Verification**

- **S169**- Teacher with ELL Report
- **S242**- Attendance History (elementary)
- **S244**- Attendance History (secondary)
- **S306**- ELL Roster Report
- **S313**- Demographics
- **S315**- Student Contacts
- **S319**- Student History in Brevard Public Schools
- **S615**- Schedule (used for Federal funding)
- **S618**- Student Schedule Report
- **S706**- Limited English
- **L713**- Error Report
- **S713**- Verification Report
- **S734**- Student Test/Assessment History

**AS400 Panels for Immigrant Entry and Verification**

- **S308**- Potential Immigrant Students Report
- **S705**- Immigrant Status
- **S713**- Immigrant Verification Report

Screenshot samples of reports listed above can be accessed at [http://www.edline.net/pages/Brevard_County_Schools/_Legacy_Content_/ESOL/FTE_Reports___Forms](http://www.edline.net/pages/Brevard_County_Schools/_Legacy_Content_/ESOL/FTE_Reports___Forms)
DATA ENTRY PROCEDURES FOR HOME LANGUAGE SURVEY INFORMATION ON AS400

A. Go to Student Demographics/Enrollment Panel S313.
   - Enter student’s Primary Language (PL)
   - Enter student’s Secondary Language (SL)
   - Enter student’s Home Language (HL)
   - Enter Home Language Survey date - must match data on Home Language Survey form
   - Limited English Proficiency codes (Lp)
     Use information from Home Language Survey:
     (a) If only one question is “yes”: code the student as pending assessment “LP” except for PK students who are coded LY whenever one Yes or more is selected.
     (b) If two or more questions are “yes”: code the student “LY”
   - Enter student’s Entry to U.S. date (DEUSS)
   - Enter student’s date for first entry to a U.S. school
   - Verify if student meets requirement for Immigrant Student. Enter Immigrant Student status if applicable: AS400 Panel S308

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

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

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

     Kindergarten-12th grade:
     a) “Yes” response to only one question on the Home Language Survey (HLS): Entry date is the test/assessment date if the student qualifies on the IPT/IRW test/assessment.
b) “Yes” response to **two or more** questions on the Home Language Survey: Enter student’s first day of school. The Entry date does not change upon assessment.

- **Plan Date:** The date the student begins receiving services:
  (a) Assessment date when only one yes on HLS
  (b) Student’s first day of school when two, or more, “yes” on HLS
  ✓ Will be updated whenever a change is made to the student schedule and at the beginning of every school year (semester for secondary schools)

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

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

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

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

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

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

- Repeat above steps. However, if the student scores FES on the IPT, do not record data. Student must also be assessed using Reading and Writing Assessment (IRW).
- Enter student score for the test that is being used to enter student into the ESOL program (test which the student did not pass).
- Enter Entry Basis as “R”. Test scores for the IRW will be the National Percentile Score. Conversion tables to go from “raw scores” to “National Percentile” can be found on the district’s ESOL site www.TinyUrl.com/ESOL05 under the program tab.
- If the student passes Oral, Reading, and Writing IPT: change Limited English Proficiency Code (LP) from LY to ZZ. Place test data in the student’s ELL folder.
- R (Report): Enter “Y” to report data to the State only if the child is entering the program.
- Press “Enter” key.

DATA ENTRY PROCEDURES FOR EXTENSION OF SERVICES

- Lst Reev (Last reevaluation date)
  - Data entry needed for all students continuing services past year 3
  - Enter test score date for Window 1 students
  - Enter ELL committee meeting date for Window 2 students
  - Do not enter new IPT scores for Window 2 students

DATA ENTRY PROCEDURES FOR EXITING STUDENTS

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

DATA ENTRY PROCEDURES FOR POST MONITORING CLASSIFICATION

- Review
  - Document in the review data fields the required monitoring dates for LF students
    - 1st Report Card
    - 2nd Report Card
    - 4th Report Card
    - End of 2nd year monitoring

❖ Use LEP committee to reclassify and exit students as needed.
Appendix A

PROGRAMMATIC FORMS & LETTERS (ENGLISH)
## ESOL PROCEDURES PLAN

### 2013-2014

**School Name:** ________________________________  **Date:** ____________________________

**ESOL Contact:** ________________________________  **Principal’s Signature:** ____________________________

<table>
<thead>
<tr>
<th>Who is responsible for the following?</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration of the Home Language Survey and Programmatic Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notification of Testing Procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing parents with the: Parent’s Rights Letter, Pamphlet on ESOL Program Services, and Programmatic Assessment Form</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TEACHER ELIGIBILITY</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Placing the student with an eligible teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inform teachers of an ELL placed in their classroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recording FTE Code on the S615 screens</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessing the student for ESOL eligibility or program exit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Providing parents with: ELIGIBILITY or EXIT letter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entering and updating data on the AUDIT Folder</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Informing parents that the teacher is out of field</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommending the student to be screened for EXIT according to testing or ELL Committee Meetings.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitoring student progress after EXIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Changes of LF to LZ: Two years after EXIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recommending a student to Committee Meeting for:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Remediation, retention, waiver of retention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Exemption from standardized testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If exempted, provision of alternative assessment and portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ACCESSING TRANSLATED DOCUMENTS:</strong> Translation through Language (<a href="http://www.vialanguage.com">www.vialanguage.com</a>)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• For effective communication with parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VERIFICATION REPORTS:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Review data at least 3 times a year (start of the year, October FTE, February FTE)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SCHOOL BOARD OF BREVARD COUNTY, FLORIDA

ESOL PROGRAM – SELF MONITORING CHECKLIST

School Name: _______________________________________________   Date: ____________________________
ESOL Contact: ____________________________________  Principal’s Signature: ___________________________

<table>
<thead>
<tr>
<th>SELF MONITORING CHECKLIST</th>
<th>YES</th>
<th>NO</th>
<th>COMMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1  All staff is knowledgeable of the basic terminology related to the ESOL program.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2  All staff is knowledgeable of the primary goals of the ESOL Consent Decree for quality education of students.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Comprehensible instruction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Student identification, assessment, and placement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Equal access to programs and facilities</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>d. Qualified teachers with appropriate ESOL training</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Parental involvement</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>f. Review of student progress</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3  Comprehensible registration procedures for students and families have been established.</td>
<td></td>
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</tr>
<tr>
<td>4  All students, during “initial” registration only, have completed the Home Language Survey.</td>
<td></td>
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</tr>
<tr>
<td>5  Parents of students understand that they may waive ESOL services but qualified children may not be exited from the ESOL program.</td>
<td></td>
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<tr>
<td>6  Qualified personnel have been assigned the ongoing task of identification, assessment, placement, and review of student’s progress.</td>
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<tr>
<td>8  The Home Language Survey is on file in student’s cumulative folder.</td>
<td></td>
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<tr>
<td>9  Qualified personnel have been assigned the task of interviewing students and their parents when student records are not available to determine appropriate academic placement.</td>
<td></td>
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</tr>
<tr>
<td>10 Qualified personnel have been assigned the task of monitoring the recordkeeping requirements of the ESOL Program.</td>
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</tr>
<tr>
<td>11 If there is a “Yes” on the Home Language Survey, the following documents are on file in every ELL Folder:</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>a. A copy of the completed Home Language Survey &amp; Notification of Testing Form</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>b. Programmatic Assessment with DEUSS date filled</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>c. IPT Diagnostic Score Sheet(s)</td>
<td></td>
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<tr>
<td>d. Notification of ESOL Testing Procedures</td>
<td></td>
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<tr>
<td>e. Notification of Placement in the ESOL Program</td>
<td></td>
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<tr>
<td>f. Updated ELL folder</td>
<td></td>
<td></td>
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<tr>
<td>g. Committee Referral (If the student was referred)</td>
<td></td>
<td></td>
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<tr>
<td>h. Notification of Committee (If case was referred)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>i. ELL Committee Recommendation (If ELL Committee met – signature of translation needed, if applicable)</td>
<td></td>
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</tr>
<tr>
<td>j. Written documentation of any delay in testing (kept one year)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SELF MONITORING CHECKLIST</td>
<td>YES</td>
<td>NO</td>
<td>COMMENT</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----</td>
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</tr>
<tr>
<td>12 Updated information has been entered on the computer screen and on schedule screens using appropriate codes.</td>
<td></td>
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</tr>
<tr>
<td>13 All instructional staff members understand, use, and document established comprehensible instruction procedures which include use of appropriate ESOL instructional strategies with their students.</td>
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</tr>
<tr>
<td>14 All staff members understand that students may use their native language in the classroom as a tool for learning and for communicating with peers when discourse is encouraged by the teacher.</td>
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</tr>
<tr>
<td>15 In schools with 15 or more students who speak the same native language, an instructional staff member who speaks the same home language is assigned to help students in basic subject areas using their home language for understanding, if necessary.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16 If parents of students do not understand English, communications to them are translated into their home language and interpreters are available (if possible) at parent meetings and conferences.</td>
<td></td>
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</tr>
<tr>
<td>17 ELL students are provided equal access to all instructional material, designated programs, and student services for which they qualify.</td>
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<tr>
<td>18 ELL students are provided equal access to all school facilities.</td>
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<tr>
<td>19 All staff members understand that ELL students and national origin minority students MAY NOT be disciplined for using a language other than English.</td>
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<tr>
<td>20 An ELL Committee has been established and functions according to the guidelines established by the Florida Department of Education.</td>
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<tr>
<td>21 All staff members understand the role of the ELL Committee in the educational planning process for ELL students.</td>
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<tr>
<td>22 All instructional staff members understand the professional qualification required by the Florida Department of Education for personnel who teach ELL students.</td>
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</tr>
<tr>
<td>23 Parents of ELL students are actively recruited and encouraged to serve on the School Advisory Council, the School Improvement Team, the ELL committee, participate in training activities, attend functions and join parent/ teacher/ student organizations.</td>
<td></td>
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</tr>
<tr>
<td>24 Parents of students are given the opportunity to participate in decisions regarding elective courses, class selection, course selection, etc., in the same manner afforded to parents and students in the general population.</td>
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<tr>
<td>25 All staff members reinforce in visible ways the high expectations they have for the academic achievement of students.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>SELF MONITORING CHECKLIST</td>
<td>YES</td>
<td>NO</td>
<td>COMMENT</td>
</tr>
<tr>
<td>---------------------------</td>
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<tr>
<td>26 All students who have answered “yes” to any questions on the Home Language Survey have been tested and received ESOL services pending testing.</td>
<td></td>
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</tr>
<tr>
<td>27 All staff members accurately acknowledge the countries represented by their students and the languages spoken in these countries.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>28 A culturally responsive school climate is promoted through the infusion of multicultural programs that promote cross-cultural understanding, curriculum integration, and instructional materials which highlight the contributions and perspectives of all cultures.</td>
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<tr>
<td>29 There is a procedure to ensure that teachers are aware when students have been placed in or transferred to their classes.</td>
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</tr>
<tr>
<td>30 Teachers and Media Specialists keep the needs of the students and the specific native language groups in mind when acquiring books, resources, and software to meet the needs of the students.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 31 If a student is considered as substantially deficient or for possible retention, the ELL Committee meets and makes a recommendation.  
  - The lack of English proficiency or any single assessment is never the determining factor in the decision making process. | | | |
# Classroom Accommodation and Strategies Checklist

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

## Instruction: Dates

1. **I.1** Place student close to front of the room and/or teacher.

2. **I.2** Allow the student ample/additional time to complete the assignment.

3. **I.3** Speak clearly/simplify vocabulary and grammatical structures to match student’s language proficiency.

4. **I.4** Provide background/prior knowledge.

5. **I.5** Identify and teach essential vocabulary before lesson/unit.

6. **I.6** Present new information in small sequential steps.

7. **I.7** Utilize a variety of visual materials which support multi-sensory approach.

8. **I.8** Teach through modeling.

9. **I.9** Utilize maps and charts.

10. **I.10** Provide frequent repetition and review.

11. **I.11** Assign peer tutor/buddy.

12. **I.12** Use hands-on activities.

13. **I.13** Teach how to use the text features: table of contents, headings, subtitles, bold face print, etc.

14. **I.14** Provide additional support via bilingual/itinerant assistant.
### Materials Adaptation:  

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

### Accommodated Assessment  

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

### Notes & Observations
THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA
HOME LANGUAGE SURVEY

Student Name: ________________________ Grade: _____ School: _______________________

1. Is a language other than English used in the home?
   If yes, what language? (HM) _________________________
   Yes No

2. Did the student have a first language other than English?
   If yes, what language? (PL)__________________________
   Yes No

3. Does the student most frequently speak a language other than English?
   • If yes, what language? (SL)_________________________
   Yes No

Parent or Guardián Signature: _________________________ Date: _______________

FILE IN CUMULATIVE FOLDER
Programmatic Assessment & Placement For ESOL Students

Student Name: ________________________________________ Student ID#: ____________________________

School: __________________________________________ Grade: _______ Date: ____________________________

Name of Interviewer: ________________________________ Job Title: _________________________________

Assessment completed through: ___Interview ___Previous Records (both sections needed)

To be completed by parent/guardian:

1. What is the student’s date of birth? __________________ Age__________________________
2. What type of school did student attend? Rural Urban Private Public
3. When did the student learn to read (age)? __________________ Which language(s) _______________
4. Where (country/city) did the student attend school? __________________________________________
5. How many years did the student attend school? _______________________________________________
6. What year did the student start school in the United States (DEUSS)? ____________________________
7. Was student’s attendance consistent? ________________________________________________________
8. Was the student enrolled in any special programs? ________ Please specify________________________
9. Has student been exposed to English before? ___________________________________________________
10. What resources are available at home for school support (computer, internet, English speaker, etc)?

Parent/Guardian Signature and Date: _____________________________________________________________

To be completed prior to placement:

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

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

Results of Interview:

*Areas of concern ____________________________________________________________

*Courses requested ________________________________________________________

*Other information _________________________________________________________
*Was language assistance provided during this interview, when feasible? ___ Yes ___ No

13. ___ Review of student’s cumulative folder:
   _____ Previous school records
   _____ Transcripts
   _____ Standardized and/or criterion referenced tests:
   _____ Previous ESOL/ESE programs, specify ________________________________
      Test name: __________________________________________ Date: ________
      Test name: __________________________________________ Date: ________

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

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

***Schools should provide translation when feasible.

Please see Immigration Verification Form for immigration status requirements
BREVARD COUNTY PUBLIC SCHOOLS

Immigrant Verification Questions for Parents

Student Name: _________________________________________________________  Student ID#: ______________

School: _____________________________________________________________Grade: ___________ Date: ______________

1. Student's Age_______________________

2. Country of Birth_____________________

3. City/ Place of Birth_________________________

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

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

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

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

________________________
Parent Signature and Date

________________________

IMMIGRATION STATUS GUIDELINES

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

Date__________________

Dear Parent/Guardian,

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

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

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

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

______________________________________
Representante de ESOL/ El Contacto de ESOL

_________________             _______________________
Telephone                                  School

______________________________________
Student's Name                                  Parent Signature                                    Date
Dear Parent/Guardian,

You indicated on the Home Language Survey that your child speaks a language other than English at home. Based on this information we have evaluated your child to determine his/her proficiency in the English language and his/her eligibility for placement in the ESOL Program. We have determined the following:

☐ Recommended placement in the ESOL Program
☐ Do not recommend placement in the ESOL Program

This recommendation was based on the evaluation completed for your child in the following areas:

☐ Oral for Pre-K  ☐ Oral for grades K-2  ☐ Oral, reading & writing for grades 3-12

☐ Committee recommended based on:
  - Extent and nature of prior educational and social experience and student interviews
  - Written recommendation and observation by current and previous instructional and supportive services staff
  - Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards; and/or grades from the current or previous years

Based on the child’s English proficiency he/she has been assigned to the following program:

☐ Regular class with instruction in English only
☐ Regular class with instruction in English but with ESOL Program modifications

We believe this program will help your child achieve the grade level standards required for graduation. Thank you for your involvement in your child’s education. If you have any questions please call the following number: _________________________

Sincerely,

________________________________

Please sign below and return to the school

Name of ESOL Contact/Designee ___________________________ Signature of Parent/Guardian ___________________________
DELAY OF TESTING TO DETERMINE ELIGIBILITY FOR ESOL SERVICES

Student Name: _______________________________ School: ___________________ Grade: ___________

Date: ___________

Dear Parent/Guardian,

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

☐ listening and speaking test to determine eligibility
☐ reevaluation for the English for Speakers of Other Language (ESOL) program

The delay is due to

__________________________________________________________
__________________________________________________________
__________________________________________________________

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

☐ Is receiving ESOL services pending testing
☐ Is not receiving ESOL services pending testing

The testing will be completed on______________________________________________________.

If you have any questions, please call the following number: ____________________________

Sincerely,

____________________________
ESOL Contact
NOTIFICATION OF ENGLISH LANGUAGE LEARNER (ELL) COMMITTEE MEETING

Date: _____________

Dear Parent/Guardian,

Your son/daughter_______________________________ has been referred to the English Language Learner (ELL) Committee for the following reason:

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

The ELL Committee requests your participation in the Committee meeting on
______________________________ at ________________________________

Sincerely,

_____________________________
ESOL Contact/Designee/School

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

Notification of English Language Learner (ELL) Committee Meeting

Student's Name _________________________________________ Grade___________________

☐ I plan to attend the scheduled meeting.

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

___________________________________________
Signature of Parent/ Legal Guardian                    Date
ELL COMMITTEE REFERRAL/RECOMMENDATION FORM

Student’s Name: ___________________________  Grade: __________  LP  LY  LF
School: ________________________________  Student ID:_______________  Date __________

<table>
<thead>
<tr>
<th>Purpose of Meeting</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determine Eligibility &amp; Placement</td>
<td>IPT Oral ____________________</td>
</tr>
<tr>
<td>Review Student’s Progress</td>
<td>CELLA ____________________</td>
</tr>
<tr>
<td>Extend Service</td>
<td>IPT/RW ____________________</td>
</tr>
<tr>
<td>Exit</td>
<td>FCAT ____________________</td>
</tr>
<tr>
<td>Annual Meeting</td>
<td>Reading ____________________</td>
</tr>
<tr>
<td>Other ________________</td>
<td>Other ____________________</td>
</tr>
</tbody>
</table>

Meeting Notes
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
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___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

In Attendance:  Title:

_________________________________ Administrator/Designee
_________________________________ ESOL Contact
_________________________________ Classroom Teacher
_________________________________ Parent/Guardian

Please use the back of this form to document all pertinent information presented and committee decisions.
Name of Student: ___________________________________     Date: ______________   Grade: _________

School: _____________________________________________     Initial Placement: ____________

Dear Parent/Guardian,

Based on your responses to the Home Language Survey, you child was assessed and identified as needing ESOL services. We are pleased to inform you that your child will receive instruction in the district’s ESOL program.

Your child’s test scores and/or other criteria were used to determine his/her English proficiency:

1. ______ IPT: Aural Score ______________
2. ______ IPT: IRW Score ______________
3. ______ ELL Committee Meeting: Date ______________
4. ______ CELLA Scores ___________ and/or FCAT Scores: ____________

The goal of the ESOL program is to help your child learn English, in order to meet appropriate academic achievement standards for grade promotion and graduation. The ESOL programs adjust instruction to the child’s strengths and needs. If your child has a disability, ESOL services will be included in the guidelines and recommendations in their Individualized Education Plan (IEP).

You are encouraged to participate in developing your child’s individual English Language Learner (ELL) Plan which describes how your child will progress in English and meet academic standards. It is recommended that your child participate in the following:

___ Mainstream/Inclusion-Language Arts (students receive instruction with both ELLs and non-ELLs)

___ Mainstream/Inclusion-Basic Subject Areas (math, science, social studies, computer literacy)

___ Sheltered-Language Arts (students receive instructions in native language – when available)

__________________________________    _______________     __________________________
ESOL Contact                      Date                      School/Phone Number

Parent Signature: ________________  Date ___________

Date: _____________

Dear Parent/Guardian,

Re: ________________________________

The support staff from the ESOL Program has assessed your child and has determined that your child does not qualify for the ESOL services since he/she has gained enough proficiency in the English skills of writing, reading, and oral comprehension.

We thank you for helping us make this transition as smooth as possible. If you have questions or concerns please feel free to contact us at the following telephone number:
_________________________________________.

Sincerely,

_____________________________________

ESOL Contact/School
Sample Good Cause Exemption Notice

Date

Dear Parent/Guardian:

Under the Florida Student Progression Law eliminating social promotion, students who perform below grade level as indicated by classroom performance or Level 1 on the Florida Comprehensive Assessment Test (FCAT) may be eligible for a promotion under one of the “Good Cause Exemptions”. I have carefully reviewed your child’s performance records. These records indicate that ________________ meets the Good Cause Exemption indicated below and will be promoted with a Good Cause to grade _____ for the _____________ school year.

__ Student provided intensive remediation; previously retained for 1 year (grades K-2 only)
__ English Language Learner student with less than two years of instruction in ESOL program
__ Students with disabilities who do not participate in statewide assessment as documented on the Individual Education Plan
__ Student scored at or above the 45th percentile on the Alternative Standardized Reading Assessment approved by the State Board of Education
__ Student has mastered the Next Generation Sunshine State Standards in reading equal to or above a level 2 on the FCAT demonstrated through a portfolio
__ Student who participates in FCAT with an IEP or 504 plan that reflects the student has received intensive remediation in reading for more than two years and who was previously retained
__ Student has received intensive remediation (2 or more years) but is still deficient and has two previous retentions
__ Level 1 student with annual learning gains on FCAT in reading (grades 4-8)

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

Sincerely,

Principal

_______________________________
Parent/Guardian Signature

_______________________________
Date
Dear Parent/Guardian:

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

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

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

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

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

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

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

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

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

If you have questions or concerns that have not been resolved at the local or district level, you may direct them to the State of Florida PARENT HOTLINE at 1-800-206-8956.
## FORM FOR MONITORING REVIEWS AFTER EXIT (OPTIONAL)

<table>
<thead>
<tr>
<th>STUDENT ID</th>
<th>STUDENT NAME (Last, First)</th>
<th>EXIT DATE</th>
<th>REVIEW 1</th>
<th>REVIEW 2</th>
<th>REVIEW 3</th>
<th>REVIEW 4</th>
<th>END OF 2ND YEAR AFTER EXIT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt; REPORT CARD</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; REPORT CARD</td>
<td>4&lt;sup&gt;th&lt;/sup&gt; REPORT CARD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
ESOL AUDIT CHECKLIST

This checklist is used during FTE school visit to review accuracy of audit folders.

<table>
<thead>
<tr>
<th>STUDENT NAME</th>
<th>ID #</th>
<th>SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>_______________</td>
<td>______</td>
<td>__________</td>
</tr>
<tr>
<td>Years in ESOL</td>
<td>______</td>
<td></td>
</tr>
</tbody>
</table>

### IDENTIFICATION
- Home Language Survey
- Programmatic Assessment
- Notification to Test
- Delay of Testing

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

### EXTENSION OF SERVICES
- Documentation of retest
- or Test Scores
- Re-Evaluation Date
- ELL Minutes

### POST RECLASSIFICATION
- Parent Notification
- Reclassification Date

### MONITORING
- 1<sup>st</sup> RC
- 2<sup>nd</sup> RC
- 4<sup>th</sup> RC
- End of Year 2
Appendix B

Letters & Forms

SPANISH
THE SCHOOL BOARD OF BREVARD COUNTY, FLORIDA
HOME LANGUAGE SURVEY

Student Name: ________________________ Grade: _____ School: _________________________

1. Is a language other than English used in the home?  
   Yes  No
   If yes, what language? (HM) _________________________

2. Did the student have a first language other than English?  
   Yes  No
   If yes, what language? (PL)________________________

3. Does the student most frequently speak a language other than English?  
   Yes  No
   If yes, what language? (SL)________________________

Parent or Guardian Signature: ______________________________ Date: _____________

FILE IN CUMULATIVE FOLDER

DISTRITO ESCOLAR DEL CONDADO DE BREVARD, FLORIDA

Encuesta del Idioma Hablado en el Hogar
Home Language Survey

Nombre Estudiante_______________________ Grado______ Escuela__________________________

1. ¿Se usa otro idioma además del inglés en su hogar?  
   SÍ  NO
   En caso afirmativo, ¿cuál es? _________________________

2. ¿Tuvo el estudiante un primer idioma que no es el inglés?  
   SÍ  NO
   De ser así, ¿cuál fue? ______________________________

3. ¿Frecuentemente habla el estudiante otro idioma que no es el inglés?  
   SÍ  NO
   De ser afirmativo, ¿cuál idioma? _________________

Firma del padre o tutor legal: ______________________________ Fecha: _________________

COLOQUE EN LA CARPETA ACUMULATIVA
**Notificación de los Procedimientos de Pruebas ESOL**  
(Notification of ESOL Testing Procedures)

Fecha____________

Estimados Padres/Tutor Legal:

Si contestó afirmativamente a la(s) respuesta(s) de la “Encuesta sobre el Idioma que se Habla en el Hogar”, su hijo/a requerirá una evaluación de capacitación del inglés, para poder ayudarlo/a más efectivamente. El Distrito Escolar del Condado de Brevard utiliza la Prueba del Dominio del Idioma Inglés Oral (IDEA Proficiency Test - IPT) para todos los grados. En los grados 3-12 se usa también un examen para determinar la capacidad de los estudiantes en la lectura y la escritura del inglés.

- Si Ud. contestó "Sí" a la pregunta número uno solamente (¿Se usa otro idioma además del inglés en la casa?) su hijo/a **no recibirá** los servicios del programa ESOL antes de tomar esa prueba.
- Si Ud. contestó "Sí" a la pregunta dos o tres o a las dos (¿Tuvo el estudiante otro primer idioma además del inglés? o ¿Habla el estudiante más frecuentemente otro idioma además del inglés?), su hijo/a **recibirá** los servicios del programa ESOL antes de tomar el IPT.
- Si su hijo/a está en los grados 3-12 y el IPT Oral indica que tiene fluidez en el inglés también hará un examen de lectura y escritura.
- Si no puede tomar los exámenes dentro de 20 días después de la Encuesta del Idioma recibirá una explicación de la escuela. La escuela le dará los exámenes y posteriormente usted será notificado/a si su hijo/a es elegible para recibir los servicios provistos por el programa ESOL. En el caso afirmativo, el programa ESOL se encargará de ubicar a los estudiantes con maestros entrenados en estrategias especiales que ayudan a los estudiantes a tener éxito en sus clases.

Si usted desea más información sobre los servicios del programa ESOL o la evaluación de capacitación del inglés, por favor comuníquese con el representante de ESOL indicado a continuación.

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<th>Representante de ESOL Designado</th>
<th>Número de teléfono</th>
<th>Escuela</th>
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<th>Nombre del estudiante</th>
<th>Firma del padre/madre/guardián</th>
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Evaluación Programática y Colocación para los estudiantes ESOL
(Programmatic Assessment and Placement for ESOL Students)

Student Name: _____________________ Student ID#: ___________________

School: _____________________ Grade: ______ Date: ______________

Name of interviewer _____________________ Job Title _____________________

Assessment completed through: ___Interview ___Previous Records (both sections needed)

To be completed by parent/guardian:

(Spanish)

1. Fecha de Nacimiento del Estudiante/ Edad __________________________

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

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

4. ¿En dónde (país/ciudad) el estudiante asistió a la escuela? ____________________________

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

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

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

8. ¿Estuvo el estudiante inscrito en algún programa especial? ___________ Especifique por favor __________

9. ¿Ha estado el estudiante expuesto al idioma inglés anteriormente? __________________________

10. ¿Qué recursos de apoyo escolar hay disponibles en el hogar (computador, internet, persona que hable inglés, etc)? __________________________

Parent/Guardian Signature and Date: ______________________________________

To be completed prior to placement:

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

13. ___ Age appropriateness

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

Results of Interview:

*Areas of concern ____________________________________________

*Courses requested ____________________________________________
*Other information _________________________________

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

15. ___ Review of student's cumulative folder:
   ______ Previous school records
   ______ Transcripts
   ______ Standardized and/or criterion referenced tests:
   ______ Previous ESOL/ESE programs, specify _____________________________
   Test name: _____________________________ Date: __________
   Test name: _____________________________ Date: __________

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

17. Does the student meet the immigrant status guidelines? ___ Yes ___ No

***Schools should provide translation when feasible.

Please see Immigration Verification Form for immigration status requirements
Distrito Escolar del Condado de Brevard

DEMORA EN EL EXAMEN PARA DETERMINAR LA ELEGIBILIDAD PARA EL PROGRAMA E.S.O.L.  
(Delay of Testing to Determine Eligibility for ESOL Services)

Nombre del Estudiante__________________________ Escuela:__________________________ Grado _________

Fecha__________

Estimados Padres/Tutor Legal:

Lamentamos informarle que hay una demora en las pruebas para determinar la elegibilidad de su hijo/a
☐ en comprensión del idioma y conversación
☐ reevaluación para el Programa de Personas que Hablan Otros Idiomas (ESOL)

La demora es debido a:
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

Basado en la Encuesta del Idioma que se Habla en el Hogar (Home Language Survey) completada al momento de matricularse y/o previo a la inscripción al programa, su hijo/a

☐ está recibiendo los servicios de ESOL en espera de las pruebas
☐ no está recibiendo servicios de ESOL en espera de las pruebas

El examen se completará en______________________________________________________.

Si tiene alguna pregunta, favor de llamar al siguiente número de teléfono __________________________

Sinceramente,

____________________________
Representante de ESOL Designado
Elegibilidad del Estudiante para los Servicios de ESOL
(Student Eligibility For ESOL Program Placement)

Nombre del Estudiante____________________________________ Fecha______________________________
Nombre de la Escuela_____________________________________ Grado______________________________

Estimados Padres/Tutor Legal:

Ustedes indicaron en la “Encuesta sobre el Idioma que se Habla en el Hogar” otro idioma diferente al inglés. Basados en esta información, hemos evaluado a su hijo/a para determinar su dominio del idioma inglés y si califica para los servicios del programa ESOL (ingles para personas que hablan otro idioma). Se ha determinado lo siguiente:

☐ Recomendamos el programa ESOL para su hijo/a
☐ No recomendamos el programa ESOL para su hijo/a

Nuestra recomendación fue basada en la evaluación que se le hizo a su hijo/a en las siguientes áreas:

☐ Oral para grados Pre-K  ☐ Oral para grados K-2  ☐ Oral, lectura y escritura para grados 3-12
☐ Recomendación del Comité basada en:
  - Entrevista con el alumno para determinar la naturaleza de sus anteriores experiencias educativas y sociales;
  - Recomendaciones por escrito y observaciones hechas por los maestros actuales y por el personal de servicios de apoyo;
  - Dominio de las aptitudes o habilidades básicas del idioma inglés y/o del idioma nativo de acuerdo a los criterios recomendados a nivel local, estatal y nacional;
  - Las calificaciones actuales y de años anteriores.

Basados en el dominio que su hijo/a demostró en el idioma inglés, lo/a hemos asignado al siguiente programa:

☐ A una clase regular con instrucción totalmente en inglés
☐ A una clase regular con instrucción en inglés, pero con las modificaciones del programa ESOL

Consideramos que este programa ayudará a que su hijo/a alcance el nivel académico necesario para completar los requisitos de graduación.

Gracias por su interés en la educación de su hijo/a. Por favor, llame al siguiente número de teléfono si tiene alguna pregunta ________________________________.

Sinceramente,

Favor de firmar y devolver a la escuela

Representante de ESOL Designado____________________________________  Firma de los Padres/Tutores__________________________________
Distrito Escolar del Condado de Brevard

Notificación de Continuación de Servicios del Programa de Inglés para Personas que Hablan Otros Idiomas (ESOL)
(Continuation of Services Notification Letter For The ESOL Program)

Nombre del Estudiante: _____________________________ Fecha: ___________ Grado: _________

Escuela: _____________________________ Colocación Inicial: _______________

Estimado Padre/Tutor:

Basado en sus respuestas a la Encuesta del Idioma Hablado en el Hogar, su hijo/a fue evaluado e identificado/a con la necesidad de los servicios ESOL. Es un placer informarle que su hijo/a continuara recibiendo instrucción del programa de ESOL del distrito escolar.

Los resultados del examen que tomó su hijo/a y otros criterios fueron usados para determinar su eficiencia en inglés:

1. ___ IPT: Nombre de Examen en la evaluación de escuchar/ hablar ______________
2. ___ IPT: Nombre de Examen en evaluación de lectura/escritura para los grados 3-12 __________ 
3. ___ Comité para estudiantes del idioma ingles: Fecha ______________
4. ___ Puntuacion CELLA __________ y/o Puntuacion FCAT _______________

La meta del programa de ESOL es ayudar a su hijo/a aprender inglés para así cumplir con los estándares de logro académico para la promoción al próximo grado y la graduación. Los programas de ESOL ajustan la instrucción a los puntos fuertes y necesidades de su hijo/a. Si su hijo/a tiene una discapacidad, los servicios de ESOL estarán incluidos en las pautas y recomendaciones de su Plan Educativo Individual (IEP).

Le invitamos a participar en el desarrollo del Plan Individual para Estudiante del Idioma Ingles (ELL), que describe cómo su hijo/a progresará en el inglés para cumplir con los estándares académicos. Se recomienda que su hijo/a participe en lo siguiente:

___Instrucción Convencional/Inclusión-Artes Lingüísticas (estudiantes reciben instrucción con otros estudiantes en el Programa ESOL y estudiantes que no son estudiantes del idioma ingles.
___Instrucción Convencional/Inclusión-Asignaturas Básicas (matemáticas, ciencias, estudios sociales y educación en informática (computador).
___Artes Lingüísticas-Vigiladas (estudiantes reciben instrucción solamente con otros estudiantes de ELL)

Representante de ESOL Designado _____________________________ Fecha _____________________________ Escuela/ Número de Teléfono _____________________________

Firma del padre/madre/guardián Fecha _____________________________

____________________________

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Distrito Escolar del Condado de Brevard

Notificación de Reunión del Comité de Estudiantes del Idioma Inglés (ELL)
Notification of English Language Learner (ELL) Committee Meeting

Fecha__________

Estimados Padres/Tutor Legal:

Su hijo/a__________________________ ha sido referido/a al Comité Para Los Estudiantes con Inglés Limitado por la siguiente razón:

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

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

Fecha _________________________   Hora _________   Lugar________________

Sinceramente,

___________________________________
Representante de ESOL Designado

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

Notificación de Reunión del Comité de Estudiantes del Idioma Inglés

_________________________  __________________________
Nombre del Estudiante  Grado

☐  Yo asistiré a la reunión fijada.

☐  Yo NO asistiré a la reunión fijada.

_________________________  __________________________
Firma del Padre/ Guardián Legal  Fecha
Fecha: ____________

Re: _____________________
Nombre del Estudiante

Estimados Padres/Tutor Legal:

El personal del programa ESOL ha evaluado a su hijo/a y ha determinado que ya no califica para los servicios de este programa, debido a que ya ha alcanzado con éxito el dominio necesario del idioma inglés en las áreas de lectura, escritura y comprensión oral.

De antemano agradecemos su ayuda para hacer esta transición lo más placentera posible. Si usted tiene preguntas o dudas, por favor comuníquese con la escuela llamando al siguiente número de teléfono: _______________.

Sinceramente,

___________________________________
Representante de ESOL Designado
Distrito Escolar del Condado de Brevard, Florida

Aviso de Exención de Buena Causa (para promoción)
Sample Good Cause Exemption Notice

Fecha ________________

Estimados padres/tutores:

Bajo la ley de Progreso del Estudiante de Florida eliminando la promoción social, los estudiantes que su desempeño académico esté por debajo del nivel del grado según lo indicado por el rendimiento de la clase o el Nivel 1 en la Prueba de Evaluación de Aprovechamiento Académico de Florida (FCAT), pueden ser elegibles para promoción bajo una de las "Exenciones de Buena Causa". He revisado cuidadosamente los récords de rendimiento de su hijo. Estos registros indican que ______________________ cumple con la Exención de Buena Causa indicadas a continuación y será promovido por Buena Causa al grado ____________ para el año escolar de ________________.

___ Se proporcionó al estudiante cursos remediales intensivos; previamente retenido por 1 año (grados K-2 solamente)

___ Estudiantes del Idioma Inglés (ELL) con menos de dos años de instrucción en el programa ESOL

___ Estudiantes con discapacidades que no participan en la evaluación tal como se documenta en el Plan de Educación Individual

___ Estudiante anotó en o por encima de los 45vo percentil en la Evaluación de Lectura Estandarizada aprobada por la Junta de Educación del Estado

___ Estudiante ha dominado los Estándares de la Próxima Generación del Estado del Sol (Next Generation Sunshine State Standards) en lectura igual o superior a un Nivel 2 en el FCAT demostrado a través de un portafolio.

___ Estudiante que participa en el FCAT con un Plan de Educación Individualizada (IEP) o el Plan 504 que refleja que el estudiante ha recibido cursos remediales intensivos en lectura durante más de dos años y que previamente fue retenido

___ Estudiante ha recibido cursos remediales intensivos (2 o más años), pero es todavía deficiente en inglés y tiene dos retenciones anteriores

___ Estudiante Nivel 1 con progreso de aprendizaje anual en el FCAT en lectura (grados 4-8)

Por favor, confirme el recibo de esta notificación firmando y devolviéndola a la oficina de la escuela en o antes de ________________. Esta copia firmada se colocará en el expediente acumulativo de su hijo/a y servirá como referencia en la planificación de programa de educación de su hijo/a. Si desea discutir este asunto, por favor llame para hacer una cita a su más pronta conveniencia.

Sinceramente,

Director

______________________________
Firma del Padre/Tutor

______________________________
Fecha
Estimado padre/tutor:

Todas las escuelas en la Florida están comprometidas a proporcionar un programa educativo de calidad a todos los estudiantes. Las escuelas públicas en la Florida deben asegurarse de que los estudiantes, que su idioma principal no es el inglés, tengan igualdad de acceso a todos los programas y servicios, y que éstos sean ofrecidos de manera que ellos entiendan. Usted está recibiendo esta carta porque indicó que otro idioma que no es el inglés se habla en su hogar. De acuerdo con esta información, se le administrará una evaluación de lenguaje a su hijo/a para luego recomendar un programa de enseñanza adecuado. Durante el proceso de admisión, evaluación y ubicación, se llevarán a cabo las siguientes actividades: **Encuesta sobre el idioma que se habla en el hogar:** Al momento de la matrícula, todos los estudiantes (o el padre/tutor) deberán responder a una encuesta sobre el idioma principal en su casa; **Evaluación del idioma:** Si la encuesta indica que una idioma que no es el inglés se habla en el hogar, todo estudiante de ese hogar será evaluado para determinar su nivel de aptitud en inglés y determinar el programa educativo apropiado. **Ubicación en el programa:** De acuerdo a los resultados de la evaluación, se les proporcionará a los estudiantes una instrucción que ellos puedan entender y serán colocados en un programa educativo apropiado. Cada distrito proporcionará una variedad de servicios basados en el programa que esté implementado en la escuela; **Notificación para los padres:** Los padres deben recibir cartas, notificaciones, y la información de la escuela en el idioma que entiendan, a menos que claramente no sea viable, para asegurar consentimiento y acceso informado del padre al programa educativo; **Reclasificación y progreso posterior:** Los estudiantes que han sido reclasificados como competentes en la fluidez del inglés, serán observados para asegurar su éxito académico total.

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

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

Letters & Forms

HAITIAN CREOLE
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| Student Name: ________________________ | Grade: ___ |   | School: _______________________
| 16. Is a language other than English used in the home? | Yes | No |
| If yes, what language? (HM) _________________________ |   |   |
| 17. Did the student have a first language other than English? | Yes | No |
| If yes, what language? (PL) _________________________ |   |   |
| 18. Does the student most frequently speak a language other than English? | Yes | No |
| If yes, what language? (SL) _________________________ |   |   |
| Parent or Guardian Signature: ______________________________ | Date: ______________ |

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<td>Non Elève la ________________________</td>
<td>Grad________</td>
<td>Lekòl _________</td>
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<tr>
<td>1. Eske ou pale on lòt lang ki pa angle lakay ou</td>
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<td>Si nou reponn Wi, ki lang? _________________________</td>
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<td>2. Eske lang manman elèv la diferan de angle?</td>
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<td>Si nou reponn Wi ?Ki lang? _________________________</td>
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<td>3. Eske elèv la plis pale on lòt lang ki pa angle lakay li?</td>
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<td>Siyati moun ki ranpli fòm sa-a : ________________________</td>
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FILE IN CUMULATIVE FOLDER
ELIGIBILITE ELEV POU PLASMAN NAN ESOL PWOGRAM
(Student Eligibility For ESOL Program Placement)

Non élèv la : _______________________________ Dat: ___________ Lekòl:_______________________________

Non: _______________________________ Grad: _______

Chè Paran /Gadyen

Ou montre nan fòm " Home Language Survey" a ( envestigasyon sou lang ki pale lakay) ke pitzit ou a pale lòt lang ke angle lakay li . Sou enfòmason ou bay la, nou evalye pitzit ou a pou nou wè nivol nan angle a pou nou konn men si li bezwen nan ESOL pwogram la. Nou jwenn:

_____ Rekomandasyon pou li nan ESOL Pwogram la
_____ Rekomandasyon pou li pa nan ESOL Pwogram la

Rekomandasyon saa fèt sou rezilta evalyasyon pitzit ou a nan sijè sa yo:

_____Oral pou grad K-2

_____Oral, lekti ak ekriti pou grad 3-12

_____Rekomandasyon komite a baze sou:
  • Gwosè ak kalite eksperyans sosyal ak edikatif pase l, entèvyou etidyen an
  • Rekomandasyon ak obsèvasyon ekri pa pèsonèl anvan an ak aktyèl la, sèvis soutyen ak anseyan yo.
  • Nivo metriz konpetans ouswa konpetans nan angle de baz  ouswa / lang aktyèl la selon lokalite , peyi ak nòm nasyonal yo . Grad ane a ouswa grad avan yo.

Baze sou kapasite pitzit ou a nan lang angle a, nou metel nan pwogram saa:

_____Klas regilye nan angle sèlman

_____Klas regilye angle men ak ESOL pwogram modifikasyon.

Nou kwè ke pwogram sa a ap ede timoun ou a fè pwogrè epi konplete sa li bezwen pou li gradye. Mèsi pou patisipasyon w nan edikasyon pitzit ou a.
Si nou gen kèlkeswa kesyon , rele nimewo sa a:__________________________.

Sensèman,

Tanpri siyen laa epi retounen papye

___________________________
Non ESOL kontak/Desiye

___________________________
Siyati paran/ gadyen an
Dat ____________

Chè Paran /Gadyen

Repons "wi" nan **Home Language Survey** ( envestigasyon sou lang ki pale lakay) ke nou fè pou pitit nou a mande evalyasyon angle l, konsa pwofesè yo ka edel pi byen.

**Brevard School District** a sèvi ak **IDEA Oral Language Proficiency Test** ( non on tès ki pèmèt konn nivo timoun nan nan angle) nan tout klas pou determine nivo tande ak pale ti moun nan. Nan grad 3-12 lekti ak ekriti nan lang angle a ladann tou.

- Si nou reponn “wi” nan kesyon 1 an sèlman (Eske ou pale yon lòt lang ki pa angle lakay ou?), ke pitit ou a **pap resevwa** ESOL sèvis avan yo testel.

- Si nou reponn “wi” pou kelkeswa kesyon 2 ouswa 3 ouswa tou lè de (Eske elèv la pale on lòt lang ki pa angle lakay ou?,Eske elèv la tout tan pale on lòt lang ki pa angle lakay li? ke pitit ou a **ap resevwa** ESOL sèvis avan yo testel.

- Si Pitit ou a nan grad 3-12 ,epi **Oral Language Proficiency Test** li fè a montre li bon nan angle a men li pa gen okenn dokiman rezilta pou lekti ak ekriti, yap teste l nan lekti ak ekriti.

- Si tès yo paka bay20 jou apre **Home Language Survey** a, nap resevwa on esplikasyon de lekòl la.

Lekòl la ap bay tès yo epi nap resevwa enfòmasyon sou elijibilite pitit ou a pou sèvis ESOL la. ESOL pwogram la bay sèvis pou elèv ki limite nan angle epi plase elèv yo na klas pwofesè ki antrene nan stateji pou angle ak lòt matyè yo vin klè pou yo.

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</table>
Programmatic Assessment & Placement For ESOL Students

Student Name: ___________________________________________ Student ID#: ____________________

School: ___________________________________________ Grade: ___________ Date: ____________________

Name of interviewer ______________________________________ Job Title ____________________________

Assessment completed through: ___Interview ___Previous Records (both sections needed)

To be completed by parent/guardian:

(Haitian Creole)

1. Dat elèv la fèt / laj ____________________________

2. Ki kalite lekòl elèv te ale? Riral Iben Publik Prive

3 Kilè elèv la aprann li (laj)? _______________ Ki lang? ______________________________

4. Ki kote (peyi / vil) elèv la te ale lekòl? __________________________

5. Panda konbyen ane elèv la te ale lekòl?

6. Ki ane elèv la kòmanse lekòl nan peyi Etazini (DEUSS)? ______________________________

7. Eske prezans elèv la te konsistan? ______________________________

8. Eske elev la te enskri nan on pwogram espesyal? ______________________________

9. Eske elèv la te ekspoze nan lang angle anvan? ______________________________

10. Ki resous ki disponib lakay ou pou sipote travay li nan lekòl la (òdinatè, Entènèt, moun ki pale angle ak latriye..)? ______________________________

Siyati paran/Gadyen, dat:

To be completed prior to placement:

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

11. ___ Age appropriateness

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

Results of Interview:

*Areas of concern ________________________________________________________________

*Courses requested ______________________________________________________________

*Other information ______________________________________________________________
*Was language assistance provided during this interview, when feasible? ___ Yes ___ No

13. ___ Review of student’s cumulative folder:
   
   _____ Previous school records
   _____ Transcripts
   _____ Standardized and/or criterion referenced tests:
   _____ Previous ESOL/ESE programs, specify ____________________________
   
   Test name: ____________________________ Date: __________
   Test name: ____________________________ Date: __________

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

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

***Schools should provide translation when feasible.

Please see Immigration Verification Form for immigration status requirements
DELE TES POU MONTRE SI TIMOUN OU A ELIJIB POU ESOL PWOGRAM LA
(Delay of Testing to Determine Eligibility for ESOL Services)

Dat: ___________

Chè Paran /Gadyen

Nou regrèt poun few konnen ke tès tande ak pale angle pou montre si pitit ou a ka nan ESOL( Sèvis Angle pou moun ki pale Lòt lang ) pwogram la voye pou on lòt dat paske:

________________________________________________________________________________________
____________________________________________
____________________________________________

Baze sou repons nan Home Language Survey ke nou te ekri lè nou tap enskri a, pitit ou a:

_____ Ap gen pou pran tès ESOL: 

_____ Pap gen pou pran tèsESOL

Tès la ap fèt ________________________________

Si nou gen kesyon rele nan nimewo saa : __________________________

Sensèman,

____________________________ _________________________

ESOL Kontak lekòl la
30 – Jou Lèt Notifikasyon Pou Kontinye Sèvis Nan ESOL Pwogram la  
(Angle Pou Moun Ki Pale Lòt Lang)  
(30-Day Notification Letter of Continuation of Services In The English To Speakers of Other Languages Program)

Non elèv la : ____________________________________________ Dat:___________ Grad:__________

Lekòl: _______________________________________________ Plasman l: _______________________

Chè paran/ Gadyen,

Repons ou bay nan Home Language Survey a, montre ke pitit ou a bezwen nan ESOL pwogram la. Se on plezi pou nou pou nou fey konnen ke pitit ou a pral resevwa sèvis nan ESOL pwogram ki nan distri a.

Nou sèvi ak rezilta tès yo ak / ouswa lòt enfòmasyon pou n gade nan ki nivo angle pou pitit ou a ye:

1. ______ Non tès tande/pale a  Rezilta tès IPT a: ____________________
2. ______ Non tès li/ekri a  Rezilta tès IRW a: ____________________
3. ______ ELL komite reyinyon
4. ______ Rezilta CELLA a  ouswa Rezilta FCAT la : ____________________

Bi pwogram ESOL la se pou ede pitit ou a aprann Angle pi byen, konsa lap kapab pran pwomosyon pou lòt klas, gradye ak tout sa distri a mande kòm nòm akademik. Enstriksyon nan ESOL pwogram sila a ap adapte ak fòs epi bezwen pitit ou a. Si pitit ou a ta andikape, sèvis ESOI la ap nan rekòmandation l nan IEP ( pwogram edikasyon pèsonèl ).

Nou ankouraje w patisipe pou devlope plan angle pèsonèl pitit ou a - ELL( English Language Learner - ELL ) ki montre kouman l ap pwogreze nan angle a epi jwenn nòm ademik yo. Nou rekòmande w ke pitit ou a patisipe nan sa ki suiv la:

___ Nòmal /Enklizyon nan lang angle a( elèv la ap resevwa enstriksyon avèk ELL yo epi san ELL yo)  
___ Nòmal /Enklizyon –nan sijè de baz yo (matematik, syans , Syans –Sosyal ak konmpitè )  
___ Sipò nan lang matènèl la (elèv la resevwa enstriksyon nan lang matenel lè li posib )

_________________________________________ Dat ___________________________ Lekòl Telefòn

_________________________________________ Dat

Siyati paran ouswa gadyen
LET POU SOTI NAN ESOL PWOGRAM LA
(ESOL Program Exit Letter)

Dat: _________

Re: (Non Elèv la) ______________________

Chè paran/ Gadyen:

Sipò Staf ki nan ESOL ( Sèvis Angle pou moun ki pale Lòt lang ) pwogram la evalye timoun ou an e rezilta montre ke pitit ou a pa kalifye pou sèvis ESOL paske li vin gen konpetans nan lekti, ekriti, konpreansyon ap pale lang angle a.

Nou diw mèsi anpil pou èd ou te banou ki fè pasaj saa vin pase swa , e vin posib pou pitit ou a. Si ou gen kesyon, ouswa si ou gen on bagay kap baw pwoblèm, pa pè rele nou nan nimewo sila a:________

Sensèman,

____________________________________

ESOL Kontak la
AVI SOU REYINYON KOMITE POU ELEV KAP APRANN LANG ANGLE (ELL)
(Notification of English Language Learner (ELL) Committee Meeting)

Dat_____________________

Chè paran/ Gadyen:

Nou rekòmande on reyinyon komite pou élèv kap aprann lang angle (ELL) pou pitit ou a:________________________________________________________ pou rezon sila yo :

- □ pou diskite plas li nan pwogram ESOL(Sèvis Angle pou moun ki pale Lòt lang )la.
- □ pou evalye pwogrè li fè nan pwogram ESOL la.

ELL komite a envite w patisipe nan reyinyon sila kap fèt __________________________ a_________________

Sensèman,

__________________________
ESOL Kontak la/deziye

Tanpri bay repons ou nan fòm saa ki anba lèt la epi voye reponns ou nan lekòl la. Mèsi anpil.

AVI SOU REYINYON KOMITE POU ELEV KAP APRANN LANG ANGLE (ELL)
(Notification of English Language Learner (ELL) Committee Meeting)

Non élèv la ___________________________________________ Klas______________

□ map vini nan reyinyon an

□ mwen pap vin nan reyinyon an. Tanpri fèm konnen sa komote arekòmande pou pitit mwen an.

__________________________ Dat__________________________
BIWO EDIKASYON KONTI BREVARD, LAFLORID

Lèt Sou Dwa Paran Yo Pou Angajman Tout Moun Kap Aprann Lang Angle
(Parent’s Rights Letter Florida’s Commitment to All English Language Learners)

Chè paran/ Gadyen,

Tout lekòl nan Laflorid dwe bay tout elèv on bon kalite pwogram edikasyon. Lekòl piblik nan Laflorid dwe asire yo ke tout timoun ki pale lòt lang ke Angle gen menm aksè a tout pwogram ak sèvis ki bay yo epi resevwa enstriksyon ke yo ka konprann.

Nou resevwa lèt saa paske nou montre nan ankèt ki te fèt la, ke gen lôt lang ke angle ki pale lakay nou. Baze sou enfòmasyon saa, nap rekòmande ke piti ou a pran on tès epi resevwa enstriksyon nan on pwogram espesyal. Aktivite sila yo ap fèt pandan enskripsyon, tès ak aktivite plasman.

Ankèt sou lang ki pale lakay (Home Language Survey): Lè yap fè enskripsyon , tout elèv( ouswa paran ouswa gadyen an) dwe reponn pou montre ki pwogram kap bon pou timoun nan.

Tès sou lang (Language Assessment): Si ankèt la montre ke gen on lôt lang ke angle ki pale lakay li, chak elèv ap pran on tès kap montre ki kalite pwogram poul resevwa.

Plasman nan enstriksyonal pwogram (Instructional Program Placement): Baze sou rezilta tès lang la, elèv yo dwe resevwa enstriksyon ke yo konprann epi yo dwe mete yo nan pwogram ki mache ak bezwen yo. Chak distrik ap degaje yo bay sèvis nan pwogram espesyal yo genyen nan lekòl yo.


Reklasifikasyon ak kontwòl (Post Reclassification and Monitoring): Elèv ke yo reklase kòm elèv ki bon anpil nan angle a, ap toujou resevwa kontwòl pou asire siksè akademik yo.

Konsèy pou paran (Parent Advisory Council ) : Chak distrik dwe fè reyinyon konsèy paran ,konsa, paran yo gen yon okazyon pou yo patisipe nan devlòpman pwogram edikasyonèl la.

Li enpòtan pou rekonèt ke chak lekòl bay sèvis ki baze sou diferan bezwen lokal yo. Si ou gen kesyon, oubyen bagay kap bwon wboblèm, ou ka kontakte kontak ESOL( Sèvis Angle pou moun ki pale Lòt lang ) ki nan lekòl la. Si ou ta gen plis kesyon ouswa enkyetid toujou ou kapab kontakte koòdonatè ESOL ki nan distrik a.

Si malgre sa,ou gen kesyon, oubyen enkyetid ki pa ka rezoud nan local la oubyen nan nivo distrik a, ou kapab dirije yo nan State of Florida PARENT HOTLINE ( asistans pou paran nan eta Laflorid) nan numero telefon 1-800-206–8986.
Appendix D

Letters & Forms

ARABIC
Brevard County School District, Florida

IMMIGRATION STATUS FORM

الرقم المدرسي: __________________________

الاسم: __________________________

المدرسة: __________________________

الصف: __________________________

التاريخ: __________________________

سن الطالب: __________________________

محل الميلاد: __________________________

هل والد الطالب أمريكي الجنسية او عضو في الجيش الأمريكي؟ نعم: ______ لا: ______

هل كان الطالب مسجل بمدرسة أمريكيا لمدة 3 سنوات أو أكثر؟ نعم: ______ لا: ______

متى دخل الطالب الولايات المتحدة الأمريكية لأول مرة؟ __________________________

متى تسجل الطالب بمدرسة أمريكية لأول مرة؟ __________________________

إمضاء ولي الأمر: __________________________

التاريخ: __________________________
PARENT NOTIFICATION

(ESOL – Out of Field –Not Highly Qualified)

التاريخ: / /

إلى السادة أولياء أمر الطالب:

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

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

للمزيد من المعلومات بخصوص هذا الأمر، بإمكانكم الإتصال بإدارة المدرسة.

وتقلووا منا فائق الاحترام

مدير المدرسة
ESOL PROGRAM EXIT LETTER

Brevard County School District, Florida

إخطار بإنتهاء الخدمات الإضافية في اللغة الإنجليزية

التاريخ: / /

إلى ولي أمر الطالب:

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

لمزيد من الاستفسارات، بإمكانكم الاتصال بنا على الرقم التالي:

مع فائق إحترامنا,
GOOD CAUSE EXEMPTION NOTIFICATION

إعفاء من الرسوب

الولي أمر الطالب/__________________________

بعد الإطلاع على ملف الطالب المذكور أعلاه، فقد تقرر إعفاءه من الرسوب للأسباب التالية:

__________________________
قد سبق للطالب الرسوب من قبل [خاص بطلاة الحضانة إلى الصف الثاني].

__________________________
الطالب ما زال في مرحلة تعلم اللغة الإنجليزية ولم يتعد السنتان في برنامج الناطقين بغير اللغة الإنجليزية.

__________________________
الطالب لديه إعاقة تمنعه من تقديم الاختبارات كما هو مدون بالخط تعليميه الخاصة به.

__________________________
الطالب قد تحصل على نسبة 45٪ في اختبار القراءة المحدد من قبل وزارة التربية والتعليم.

__________________________
الطالب قد توصل إلى المستوى الثاني أو أعلى في القراءة عن طريق إكمال الملف الخاص بذلك.

__________________________
الطالب لديه خطة تعليمية خاصة وحصل على مساعدات إضافية لمدة تجاوزت السنتان وقد سبق له الرسوب.

__________________________
الطالب حاصل على مساعدات إضافية لمدة تجاوزت السنتان وقد سبق له الرسوب مرتان وما زال منخفض المستوى.

__________________________
الطالب متحصل على المستوى الأول في امتحانات FCAT [الصف الرابع إلى الثامن].

الرجاء التوقيع باللاستلام وإعادة الخطاب للمدرسة لإلتحاقه بملف الطالب. لمزيد من الإستفسارات، بإمكانكم الإتصال بالمدرسة.

مع فائق إحترامنا

__________________________
مدير المدرسة

__________________________
توقيع ولي الأمر

التاريخ

Revised June 2013
Brevard County School District, Florida

PARENTS’ RIGHTS LETTER

FLORIDA’S COMMITMENT TO ALL ENGLISH LANGUAGE LEARNERS

حقوق أولياء أمور الطلبة الناطقين بغير اللغة الإنجليزية

تحرصن جميع المدارس في فلوريدا على تقديم برامج تعليمية متميزة لكل الطلبة بما فيهم الطلبة الغير الناطقين باللغة الإنجليزية. فهؤلاء وبالرغم من العائق اللغوي فلا بد وأن يحظوا بنفس العناية التعليمية كغيرهم من الطلبة.

توجه إلى حضركم هذا الخطاب بناءً على المعلومات المدونة لدينا بأن لغة الطالب الأصلية ليست الإنجليزية. وقداوضتم هذا عند ملاكم لبيانات التسجيل في بداية العام الدراسي.

وبترتب على ذلك ما يلي:

- سوف يتم إجراء إختبار للطالب بغير تحديد مدى إجادته للغة الإنجليزية وتحديد الخدمات التعليمية المناسبة
- سوف تعني المدرسة توفير برنامج تعليمي شامل ومناسب للطالب.
- لا بد من إخطار أولياء الأمور بكل المعلومات الخاصة بتعليم أبنائهم وأن تكون هذه الإخطارات باللغة التي تناسبهم إن أمكن ذلك.
- حتى وبعد تصنيف الطالب كمتمكن للغة الإنجليزية، فسوف يعمر تحت المراقبة للتأكد من أن تحصيله العلمي على المستوى المطلوب.
- على كل منطقة تعليمية توفير فرص تحاور وإستبدال آراء مع أولياء الأمور الممكنهم من المساهمة وإبداء الرأي في الخطط التعليمية.

هذا أو على كل منطقة تعليمية تحديد ما تراه مناسبًا في هذا المجال.

لمزيد من الاستفسارات بخصوص هذا الشأن؛ بإمكانكم الاتصال بالمسؤول عن برنامج ( اللغة الإنجليزية لغير الناطقين بها) سواء في مدرستكم أو في المنطقة التعليمية.

في حالة عدم التوصل لحلول إيجابية؛ بإمكان أولياء الأمور الاتصال بالرقم التالي:

1-800-206-8956
Brevard County School District, Florida

Programmatic Assessment and Placement for ESOL Students

Student Name: _____________________ Student ID#: ___________________
School: _____________________ Grade: ______ Date: ______________
Name of interviewer_________________________________________ Job Title _____________________

Assessment completed through: ___Interview ___Previous Records (both sections needed)

To be completed by parent/guardian:

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

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

3. When did the student learn to read (age)? ___________________
   Which language(s)___________________________________________
   متى تعلم الطالب القراءة (السن)؟ اللغة___________________________________________

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

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

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

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

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

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

10. What resources are available at home for school support (computer, internet, English speaker, etc)?
    ______________________________________________________________________
    ما هي الموارد التعليمية المتاحة للطالب في المنزل؟ الحاسوب الإلكتروني، الإنترنت، شخص يتحدث الإنجليزية
Parent/Guardian Signature and Date:  ____________________________________________

To be completed prior to placement:

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

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

   Results of Interview:

   *Areas of concern ____________________________________________________________

   *Courses requested __________________________________________________________

   *Other information __________________________________________________________

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

13. ____ Review of student’s cumulative folder:

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

       Test name: __________________________________________________ Date: ______
       Test name: __________________________________________________ Date: ______

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

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

***Schools should provide translation when feasible.

Please see Immigration Verification Form for immigration status requirements
Appendix E

SCORING CHARTS
(IPT Assessments)
### IPT 1 R&W, FORM C: GRADE 3

**READING NORMS for RAW SCORES AND PERCENTILE EQUIVALENTS**

*(TO BE ENTERED ON PANEL S706)*

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**GRAY AREA – STUDENT QUALIFIES FOR EXIT**
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READING NORMS: RAW SCORES AND PERCENTILE EQUIVALENTS
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IPT 1 R&W, FORM C: GRADE 4\textsuperscript{TH}-12\textsuperscript{TH} WRITING NORMS
RAW SCORES AND PERCENTILE EQUIVALENTS

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GRAY AREA – STUDENT QUALIFIES FOR EXIT
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GRAY AREA – STUDENT QUALIFIES FOR EXIT
Appendix F

GLOSSARY TERMS
AALA: Office of Academic Achievement through Language Acquisition, Florida Department of Education E-mail: AALA@fldoe.org Phone: (850)245-0417

Anniversary Date: Use entry date to determine the anniversary date.

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

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

Basis of Entry/Exit: A one character code used to indicate the basis of entry and exit out of the program (A, R, L).

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

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

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

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

Date of Entry in US Schools (DEUSS): used specifically for students classified as English Language Learners (ELLs [LY and LP]) who entered Florida starting the 2012-2013 school year. It is not necessary to enter a DEUSS for students that entered prior to the 2012-2013 school year.

DEUSS will be used to monitor:

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

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

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

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

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

**ESOL:** English for Speakers of Other Languages

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

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

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

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

**FES:** Fluent English speaking

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

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

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

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

**LES:** Limited English Speaking

**META:** Multicultural Education, Training and Advocacy, Inc.

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

**NES:** Non-English Speaking

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

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

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

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

**Pupil Progression Plan:** A Brevard School District handbook which explains and clarifies the county’s policies and procedures for student placement, promotion, retention, etc.
**Post Reclassification Date:** Each date that the former English Language Learner’s performance has been reviewed to ensure parity of participation once the student has been classified as English proficient. These reviews shall take place automatically at the student’s first report card, 2nd report card, 4th report card, and end of 2nd year after exit (8th report card).

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

**Reevaluation Date:** The most recent date the English Language Learner was re-evaluated in order to determine if the student should continue in or exit the program. Use the last school date of the previous school year for Window 1 and the ELL Committee meeting date for Window 2 students.

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

**State Board of Education vs. LULAC, et al., Consent Decree:** An agreement (the META Agreement) which gives specificity to the identification, placement, screening, instruction, and classification of students in Florida.

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

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

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

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

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

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

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