



Seminole County
Public Schools

District ELL Plan Procedural Handbook

2012-2016



School Board Members

Karen Almond

Dianne Bauer

Dr. Tina Calderone

Amy Lockhart

Dede Schaffner

Superintendent:

Walt Griffin

The purpose of the District ELL Plan is to present school personnel and parents of Seminole County with information concerning the teaching of English Language Learners (ELLs) through the English for Speakers of Other Languages (ESOL) program. It assists schools with the implementation of the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree and the September 2003 modification to the Consent Decree.

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

Table of Contents

Section	Title	Page
	Introduction	1
	Project Purpose	1
	School Accountability	2
I.	Registration/Identification / Eligibility Procedures	2-5
	A. Registration	2
	B. Home Language Survey	2-4
	C. Programmatic Assessment	4
	D. Parent Choice Option	4
	E. Counselors or Personnel Placing a Student	4
	F. Pre-Kindergarten/Early Intervention Students	5
II.	Testing Accountability	5-7
	A. CELLA-Online	5-6
	B. Additional Eligibility Option	6
	C. CELLA	7
III.	Program Description	8-14
	A. Program Description	8
	B. Program Goals	8-9
	C. Program Models	9-12
	D. Program Strategies and Goals	12-13
	E. Modification of Curriculum Content in English Utilizing ESOL Strategies	13-14
IV.	Elementary ESOL Program	14-19
	A. Instructional Time	14
	B. Course Textbooks and Supplementary Materials	14-15
	C. Grading	15
	D. Promotion/Retention	15-18
	1. Good Cause	16
	2. Instructional strategies, materials and assessment modification	17
	3. ELLs in the ESOL Program for More Than Two Years	17-18
	4. Retention	18
	E. Mandatory Grade Three Retention	18
	F. ESOL Centers and the Schools Served	18-19
	1. Elementary School ESOL Centers and the Schools Served	18-19
	2. Middle School ESOL Centers	19
	3. High School ESOL Centers	19
V.	Secondary ESOL Program	20-27



	A. Middle School	20-23
	1. Language Arts through ESOL for ELLs	20-21
	2. Daily Instruction Time	21-22
	3. Course Textbooks and Supplementary Materials	22
	4. Grading	22
	5. Promotion	22-23
	6. Scheduling	23
	B. High School	23-27
	1. Language Arts through ESOL for ELLs	23-24
	2. Placement, Daily Instruction Time and Scheduling	24-25
	3. Grading	25
	4. Promotion	25
	5. Standard Diplomas and Certificates of Completion	26
	6. High School ESOL Course Textbooks and Supplementary Materials 9-12	26-27
VI. Procedures for Student Evaluation		
	VI. Procedures for Student Evaluation	27-29
	A. District Progress Report for ELLs	27
	B. Standardized Achievement Test(s)	27
	C. Accommodations for ELLs	28
	D. ELL Committee Review	28
	E. Extension of Program/Re-evaluation	28-29
VII. Exiting Procedures		
	VII. Exiting Procedures	30-31
	A. Exit – Regular	30-31
	B. Exit – ELL Committee	31
VIII. Monitoring		
	VIII. Monitoring	31
IX. Re-Classification		
	IX. Re-Classification	32
X. Home-School Communication		
	X. Home-School Communication	32-33
	A. Parental Notification Procedures	32-33
	B. Activities	33
	C. Discipline	33
XI. Parent Leadership Council		
	XI. Parent Leadership Council	34
	A. Training	34
XII. Parental Engagement		
	XII. Parental Engagement	35
XIII. Equal Access		
	XIII. Equal Access	35-40
	A. Strategies for Equal Opportunity	35
	B. Pre-Kindergarten Programs	36
	C. Choices	36
	D. Magnet Programs	37-38

	1. Elementary	37
	2. Middle	37-38
	3. High	38
	E. Student Services	38
	F. Exceptional Student Education	39
	G. Gifted Program	39-40
	H. Title I & Title II	40
	I. Career and Technical Education	40
XIV.	Professional Development	41-42
	A. Description of District's ESOL Overall Training Program	41
	B. ESOL Training for Teachers	41-42
	C. School Administrators and Guidance Counselors	42
	D. School Psychologists & Social Workers	42
	E. Bilingual Paraprofessionals	42
XV.	Personnel	43
	A. Basic ESOL Teacher Staff	43
	B. ESOL Instruction in Basic Subject Areas	43
XVI.	Procedure of Information Dissemination Regarding Assurances Against Discrimination	43-44
	A. Procedure to Employ Qualified Personnel	44
XVII.	Student Data Collection Procedures	45
XVIII.	Evaluation Procedures	45-47
	A. Program Evaluation	45-47
XIX.	Monitoring Issues	47-49
	A. Compliant and Grievance Process	47
	B. Student Grievance Procedures	47-48
	C. Suspension and Expulsion Guidelines	49
XX.	ESOL Forms	49-61
	A. SCPS Form 1233	50
	B. SCPS Form 970	51
	C. SCPS Green Folder Student Plan	52
	D. SCPS Form 774	53
	E. SCPS Form 1005	54
	F. SCPS Form 895	55
	G. SCPS Form 775	56
	H. SCPS Form 1329E	57
	I. SCPS Form 1329 M	58
	J. SCPS Form 1329H	59
	K. SCPS Form 1431	60
	L. SCPS Material Request Form	61

XXI.	APPENDIX	62-68
	Appendix A: Gifted	62-63
	Appendix B: Alternative Centers and Non ESOL Centers	63-65
	Appendix C: Electronic Report Cards for Elementary Schools	65
	Appendix D: ESOL Certification/Courses	66-67
	Appendix E: Surface and Deeper Levels of Language Proficiency by Jim Cummins	68
	Glossary of Terms	69
	ESOL Definitions	70-72
	Notes	73

English for Speakers of Other Languages Procedural Handbook



IMPLEMENTATION OF TITLE III

**DISCRETIONARY BILINGUAL EDUCATION PROGRAM
And THE EMERGENCY IMMIGRANT EDUCATION**

**SEMINOLE COUNTY PUBLIC SCHOOLS
DISTRICT ELL PLAN
2012-2016**

Introduction

On January 8, 2002, the President signed into law the No Child Left Behind Act (NCLB) that amended the Elementary and Secondary Education Act and consolidated the discretionary Bilingual Education Program and the Emergency Immigrant Education Program into the new Title III State Formula Grant Program. This document addresses the most immediate needs of Seminole County Public Schools as one of the State's Local Educational Agencies (LEA's) under the State Formula Grant Program.

Seminole County Public Schools is eligible for Title III funds to be used to enhance educational services for children who are English Language Learners, including immigrant students. **Title III requirements are considered an integral part of the approved District ELL Plan 2012-2016.**

Project Purpose

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

Schools will be accountable for:

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

To achieve these expectations, only high quality scientifically researched programs that have been proven to be successful for ELLs shall be implemented. The funds shall be used to enhance services for ELLs and immigrant students as stated in the District Approved ELL Plan 2012-2016.

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

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

I. REGISTRATION / IDENTIFICATION / ELIGIBILITY PROCEDURES

A. REGISTRATION (K-12)

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

B. HOME LANGUAGE SURVEY (HLS)

All students entering Seminole County Public Schools for the first time are surveyed with the Home Language Survey upon registration at their assigned school. However, if a student has been surveyed in any other school district in the State of Florida, the survey data from that district will be used.

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



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

Any student whose parents answered “yes” to any questions on The Home Language Survey is referred by the school counselor/designee to the district ESOL Testing Specialist, the ESOL teacher, personnel who will be responsible for the administration of the Aural/Oral test. The CELLA –Online Test will be used at the elementary level through secondary level. This test is on the approved list of tests recommended by the Florida State Department of Education. **The CELLA-Online for grades K-12, plus Reading and Writing (grades 3-12) will be administered within the first 20 school days of entrance in** accordance to the META Consent Decree.

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

✓ **IF ALL THREE QUESTIONS ARE ANSWERED “NO” ON THE FIRST HOME LANGUAGE SURVEY IN THE STATE OF FLORIDA**

The student must not be tested for ESOL. The student is placed in the regular education program.

✓ **IF ONLY THE FIRST QUESTION IS ANSWERED “YES”**

The student is placed in the regular education program.

CELLA-Online Speaking and Listening for grades K-12, plus Reading and Writing (grades 3-12) is administered within the first 20 school days of entrance in accordance to the META Consent Decree.

✓ **IF TWO QUESTIONS ARE ANSWERED “YES”**

The student is automatically placed in the ESOL Program with an endorsed or Certified ESOL teacher. **CELLA-Online Speaking and Listening for grades K-12, plus Reading and Writing (grades 3-12) is administered within the first 20 school days of entrance in** accordance to the META Consent Decree.

✓ **IF QUESTION NUMBER 2 or QUESTION NUMBER 3 IS ANSWERED “YES”**

The student is automatically placed in the ESOL Program with an endorsed or certified ESOL teacher. **CELLA-Online Speaking and Listening for grades K-12, plus Reading and Writing (grades 3-12) is administered within the**

first 20 school days of entrance in accordance to the META Consent Decree.

✓ **IF ALL THREE QUESTIONS ARE ANSWERED “YES”**

The student is automatically placed in the ESOL Program with an endorsed or certified ESOL teacher. **CELLA-Online Speaking and Listening for grades K-12, plus Reading and Writing (grades 3-12) is administered within the first 20 school days of entrance in** accordance to the META Consent Decree.

C. PROGRAMMATIC ASSESSMENT

Ruling 6A-6.0902 states that All students entering Seminole County Public Schools who have answered “YES” to any of the Home Language Survey (HLS) questions must have a Programmatic Assessment Form (1233). Previous academic experiences and academic records are considered. In the absence of academic records, the administrators of the school with parent/guardian guidance, make the decision for grade placement based on student interviews, social history, chronological age and physical size. The student’s best interest will be considered in the final placement decision. If the parent does not speak English the guidance office may request the assistance of the ESOL teacher, bilingual paraprofessional or from the ESOL/World Languages Department.

D. PARENT CHOICE OPTION (Form #1329) (NCLB)

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

E. STUDENT PLACEMENT

- **STUDENTS TRANSFERRED FROM ANOTHER FLORIDA SCHOOL**

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

F. PRE-KINDERGARTEN / EARLY INTERVENTION STUDENTS

If the parents answered “YES” to any question on the Home Language Survey, the student is placed with a certified instructor. The ESOL code in the

demographic records is LY. These students are not tested for English proficiency nor are ELL plans required. Students in the Pre-K and Early Intervention programs receive developmentally appropriate instruction which addresses the language development and cultures of the students. Once a student is registered for Kindergarten the student will be tested with **CELLA-Online Aural/Oral by the end of the Pre-K school year, or by the beginning of Kindergarten for entrance into the ESOL Program in accordance to the META Consent Decree.**

GRADES K-2 (If number 1 only is marked with a YES)

A student in grades K-2 who is proficient on the CELLA-Online Assessment does not meet the criteria for the ESOL Program. The student remains in the regular classroom and the code will be “ZZ”.

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

II. TESTING ACCOUNTABILITY

A. CELLA-Online

CELLA-Online Entry Assessment is used for the initial eligibility into the ESOL Program and for the extension of services. This data will be followed and maintained at each school with the District School Administration Student Information System (Skyward). Data will be entered and maintained at each school and in the District School Administration Student Information System (Skyward).

- CELLA–Online (Initial Eligibility Proficiency Scores)

GRADE	LISTENING & SPEAKING	READING	WRITING
KG	645		

1	649		
2	673		
3	694	715	717
4	709	728	727
5	720	729	735
6	727	748	742
7	731	756	746
8	733	762	746
9	735	767	746
10	736	772	746
11	738	776	746
12	739	778	746

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

B. ADDITIONAL ELIGIBILITY OPTION (as per ruling 6A-6.0903)

In addition to the aforementioned criteria, a student in grades 3-12 who passes the eligibility tests may be determined ELL and entitled to appropriate services and funding if referred by the ELL Committee.

The ELL Committee review, as requested by parent(s) and/or teacher(s), is based upon at least two of the following:

- a. Consideration of extent and nature of prior educational and social experiences and a student interview,
- b. Written recommendation and observation by current and/or previous instructional and support staff and administrators.
- c. Evidence of non-mastery of basic competencies in English skills referenced standards,
- d. Grades from current or previous years,
- e. Other assessments and test results.

C. CELLA

The Comprehensive English Language Learner Assessment (CELLA) is the yearly state mandated assessment used for adequate yearly progress and to meet the Annual Measurable Achievement Objectives (AMAO) required by No Child Left Behind (NCLB) and Title III. **It is also used in exiting students from**

the ESOL program. Data will be entered and maintained at each school and in the District School Administration Student Information System (Skyward). This provision ensures that the English language proficiency of every student is assessed annually as required by Title III and No Child Left Behind Act.

- **CELLA Cut Scores**

The tables below represent the state cut scores that were approved for Oral skills, Writing, and Reading. There are four categories used to describe student performance: Beginning, Low Intermediate, High Intermediate, and Proficient.

Oral Skills (Listening and Speaking) grade cluster scale scores by English Language Performance Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	495-632	633-649	650-672	673-755
3-5	560-675	676-697	698-719	720-805
6-8	565-680	681-712	713-732	733-830
9-12	580-681	682-713	714-738	739-835

Writing grade cluster scale scores by English Language Performance Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	515-636	637-657	658-689	690-775
3-5	575-674	675-702	703-726	727-825
6-8	580-687	688-719	720-745	746-845
9-12	600-689	690-720	721-745	746-850

Reading grade cluster scale scores by English Language Performance Level				
Grade Clusters	Beginning	Low Intermediate	High Intermediate	Proficient
K-2	345-545	546-628	629-689	690-800
3-5	590-689	690-714	715-733	734-810
6-8	600-713	714-741	742-758	759-815
9-12	605-743	744-761	762-777	778-820

III. PROGRAM DESCRIPTION, GOALS, AND MODELS

A. PROGRAM

Language Arts through ESOL is designed for students K-12 whose native language is other than English. It is a language arts and cultural program based on first and second language acquisition. This program uses strategies necessary for second language acquisition. The Language Arts through ESOL curriculum is aligned with the Florida Next Florida Generation Sunshine State Standards and the Common Core which includes Reading Standards. Language Arts through ESOL includes listening, comprehension, oral expression, pronunciation, reading, and writing as it supports the skills and concepts presented in the regular English/Language Arts curriculum.

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

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

B. GOALS

The ESOL Program of Seminole County has three primary goals:

- 1) To meet the immediate communication needs of the ELLs by teaching English as expeditiously as possible so that they can function effectively in the mainstream academic classes. English Language Learners (ELLs) will be able to achieve English proficiency at a rate which is appropriate to their own age, ability, grade level, and previous educational experiences.
- 2) To provide a curriculum that promotes cultural awareness to enhance self-esteem, develop respect, and an appreciation of each student's own culture and the culture of others.
- 3) To provide comprehensible and academic instruction using the ESOL strategies of instruction to meet the required Florida Next Generation Sunshine State Standards and Common Core standards which includes Reading Standards and concepts inherent in each subject area (see Language Arts through ESOL Curriculum.)
- 4) To prepare ELLs for 21st Century learning which includes blending communication skills, citizenship knowledge and college readiness (3 C's).

C. MODELS

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



- 1) Student population to be served
- 2) Individual student's characteristics
- 3) District resources
- 4) Research based Instructional models

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

Mainstreaming/Inclusion is one model used at the Elementary level. As Seminole County's demographics continue to change, so may the type of ESOL programs offered. However, the pull-out, push-in, co-teaching or a combination of models can be used by schools.

Types of English as a Second Language instructional programs include:

Program Model	Description	Schools
Pull-out	The ESOL students are pulled out of the classroom during the Language Arts time for specialized instruction, still meeting the Next Generation and Common Core standards. The instruction the ELL receives consists of English language development activities and are reinforced in language arts using ESOL strategies and assessment modifications by an ESOL endorsed or certified teacher. The ESOL teacher is responsible for planning and modifying instruction as well as giving grades and writing a progress report and a report card. Students can only be pulled out of Language Art classes. The identification, placement and progress monitoring are documented on an ELL plan by the ESOL teacher.	Elementary schools

Sheltered English	<p>In the middle schools and high schools, ELLs receive Language Arts instruction by an endorsed or certified ESOL teacher, which utilizes “Best Practices” and research-based ESOL strategies such as: SIOP, CALLA, A+RISE, and CRISS to make subject matter content comprehensible.</p> <p>In the Developmental Language Arts through ESOL classes students are grouped according to proficiency levels and/or grade level.</p>	Middle/High schools
Mainstream/Inclusion Model	<p>In this model, the regular classroom teacher is ESOL endorsed or certified with 300 hours of training. The ELLs are mainstreamed in the regular classroom. The teacher is responsible for planning, teaching and assessing all students utilizing ESOL strategies and modifications.</p> <p>A successful mainstream model consists of four essential components:</p> <ul style="list-style-type: none"> ➤ The first component is staff development. To effectively meet the needs of ELLs in an inclusive setting, all staff members need training in second language acquisition, appropriate instructional strategies, and modifying existing curriculum. ➤ The second component is adapting instruction and curriculum to meet the needs of ELLs. ➤ A third component is to provide ESOL support to assist the mainstream classroom with additional instruction, tutorial support, parent communication, and monitoring of ELLs’ progress. 	Elementary Middle High

Co-teaching	<ul style="list-style-type: none"> ➤ The fourth component is exhibiting a positive attitude toward ELLs and accepting them as valued members of the school community. <p>Co-teaching is another delivery model. Co-teaching can be accomplished several ways:</p> <ul style="list-style-type: none"> • One way is called a duet in which teachers take turns teaching. The classroom teacher generally takes responsibility for delivery of the content while the ESOL teacher is responsible for the ELLs instructional strategies. The teachers plan, teach, and assess together. • Another method is parallel teaching in which two teachers divide the class into two groups. Each teacher assumes the responsibility for teaching each group. Each teacher is responsible for planning, teaching, and assessing their students. The ESOL teacher could have ELLs and non-ELLs in his/her group. • Shadow teaching is also another method of a delivery model. It involves re-teaching the concepts taught by the classroom teacher to the ELL students. Teachers plan, teach, and assess together. 	
Dual Language	<p>Dual language programs, which provide instruction in both English and a second language, provides benefits for both English-language learners (ELLs) and those fluent in English. The Two-way Spanish dual language immersion program promotes the development of bilingualism, biculturalism, and biliteracy. The program features are:</p> <ul style="list-style-type: none"> • A variety of instructional techniques responding to different 	Elementary

	<p>learning styles and language proficiency levels</p> <ul style="list-style-type: none"> • Positive interactions between teachers and students. • A reciprocal interaction model of teaching, featuring genuine dialog • Cooperative learning or group work situations, including: <ul style="list-style-type: none"> • Students working interdependently on tasks with common objectives • Individual accountability and social equity in groups and in the classroom • Extensive interactions among students to develop bilingualism • Language input that uses sheltering strategies to promote comprehension • Uses visual aids and modeling instruction, allowing students to negotiate meaning • Is interesting, relevant, and of sufficient quantity • Is challenging enough to promote high levels of language proficiency and critical thinking • Language objectives that are integrated into the curriculum • Structured tasks and unstructured opportunities for students to use language • Language policies that encourage students to use the language of instruction 	
--	---	--

D. PROGRAM STRATEGIES AND GOALS

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

- High expectations
- A+RISE, CALLA, SIOP, and CRISS (researched based ESOL strategies)

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

E. CURRICULUM CONTENT ACCOMMODATIONS

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

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

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

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

All students who are classified as ELLs are required to receive ESOL services unless superseded by another service that meets their needs such as Exceptional Student Education. All schools with students classified as ELLs must provide an appropriate English program to meet the specific needs of the students. The program must include language learning and cultural integration consistent with and supportive of goals established by the Florida Department of Education. Such instruction will also follow the guidelines contained in this Seminole County ESOL Procedural Handbook (District ELL Plan).

IV. ELEMENTARY ESOL PROGRAM

A. INSTRUCTIONAL TIME

Average Number of Hours per Day is as follows:

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

The instruction must be understandable, equal, and comparable in amount, scope, sequence, quality, and rigor as provided to English proficient students. Full participation in classroom activities is expected at the student’s language proficiency level.

B. COURSE TEXTBOOKS AND SUPPLEMENTARY MATERIALS TEXTBOOKS

ELLs use same textbook as non-ELLs.

Supplementary

Santillana Intensive English kit and Opening Doors
Voyager, Expanded Learning
The Imagination Station
I-Read
Openbook
Image Learning

Curriculum

The Language Arts through ESOL curriculum as aligned to the Florida Next Generation Sunshine State Standards and the Common Core Standards as aligned by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

C. GRADING

ELLs will not be marked as “below grade level” the first two years in the program. A comment will be noted on the report card addressing the student’s grade level of performance. An example could be, “***This student has been in the ESOL program for two years or less.***”

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

ELLs in Grades 2-5 will receive letter grades. If the student is two years or less in the program, he/she should not receive a grade lower than a “C”. During the adjustment period of two years or less, ELLs will receive grades based on their efforts in acquiring English skills. They will also be graded for their efforts in content areas.

D. PROMOTION/RETENTION

Promotion:

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

Retention:

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

1.) “**Good Cause**” as defined by Seminole County Public School system refers to:



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

PROCESS FOR GOOD CAUSE EXEMPTIONS FROM MANDATORY THIRD GRADE RETENTION

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

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

- **BEFORE THE RETENTION OF ANY ELL, THE ELL COMMITTEE MUST CONVENE FOR A REVIEW.** *(ESOL forms 970 and 1005 must be used with a narrative showing all interventions and ESOL strategies used with the student.)*
- **The review is based on the ELL's academic proficiency. Documentation must be provided showing comprehensible instruction appropriate for his/her level of English proficiency. The instruction must be equal in time, amount, scope and sequence as provided to non-ELLs. The ELL Committee, by majority decision and with parental input, may assign the ELL that has been served for two years or more to the next grade or retain the student in his/her current grade.**
- **ELL COMMITTEE CONSISTS OF A COMBINATION OF FOUR OF THE FOLLOWING:**
 1. School Principal and / or Assistant Principal,
 2. Parent(s) or Guardian(s) of the student,
 3. School Counselor or grade level counselor,
 4. ESOL teacher
 5. Mainstream Classroom Teacher,
 6. ESOL Coordinator and / or ESOL Compliance Specialist.

- 2.) **Instructional Strategies, Materials, and Assessment:**
ELLs may not be retained if instructional accommodations, strategies, materials, and assessment have not been utilized and documented to

meet their needs. Students cannot be retained based solely on his/her language proficiency.

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

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

3.) **ELLs in the ESOL Program for more than two years**

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

- What is a Response to Intervention (RTI) and MTS?

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

A Response to Intervention Plan (RTI) is developed through the RTI process which includes parent conferencing. Based upon diagnoses, the areas of academic need for each student will be identified and supplemental instructional services and supports will be provided. It does not require parental approval nor does it give the parent the right to veto the RTI process.

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

Tier 3, a **few** students with the most severe needs receive intensive and individualized behavioral and/or academic support.

4.) **Retention**

An ELL, who has been in the program for more than two years and has not met grade level standards, **may** be considered for retention. Retention of English Language Learners (ELLs) must be determined by a school’s ELLs Committee except in the case of mandatory retention for reading deficiencies in grade 3.

E. MANDATORY GRADE THREE RETENTION

English Language Learners (ELLs) in the ESOL program for more than two years who have a reading deficiency and are not **remediated** by the end of grade three as demonstrated by scoring at Level 1 on FCAT must be retained, **unless for good cause as defined by Florida Statue 1008.25** .

F. ESOL CENTERS AND THE SCHOOLS SERVED

The Seminole County ESOL program serves all of the students who meet criteria for the program. ELLs are served at their zone school with the exception of Geneva Elementary and Crooms Academy of Technology; These Mainstream ESOL Centers may be served by the school designated ESOL Center.

1.) Elementary School ESOL Centers

Elementary School ESOL Centers	Mainstream Centers
Altamonte Springs	
Bear Lake	
Bentley	
Carillon	
Casselberry	
Crystal Lake	
Eastbrook	
English Estates	
Evans	
Forest City	
	Geneva
Goldsboro	
Hamilton	
Heathrow	
Highlands	
Idyllwilde	
Keeth	
Lake Mary	
Lake Orienta	
Lawton	

Layer	
Midway	
Partin	
Pine Crest	
Rainbow	
Red Bug	
Sabal Point	
Spring Lake	
Stenstrom	
Sterling Park	
Walker	
Wekiva	
Wicklowl	
Wilson	
Winter Springs	
Woodlands	

2.) Middle School ESOL Centers

Middle School ESOL Centers	Mainstream Centers
Chiles	
Greenwood Lakes	
Indian Trails	
Jackson Heights	
Markham Woods	
Millennium	
Milwee	
Rock Lake	
Sanford	
South Seminole	
Teague	
Tuskawilla	

3.) High School ESOL Centers

High School ESOL Centers	Mainstream Centers
	Crooms Academy of Information Technology
Hagerty	
Lake Brantley	
Lake Howell	
Lake Mary	
Lyman	
Oviedo	
Seminole	
Winter Springs	

V. SECONDARY ESOL PROGRAM

A. MIDDLE SCHOOL

Participation in Language Arts through ESOL is required of all students classified as ELLs. The ESOL course numbers of middle school are listed below. If more than one hour of ESOL is scheduled for a student, then an elective course number (Developmental Language Arts/Intensive Reading) should be used in addition to the Language Arts through ESOL course number. An example for a beginner student would be to use course numbers 1002000 and 1002181. If the student was receiving two periods of ESOL in the second year, use course numbers 1002010 and repeat 1002181.

1.) Language Arts through ESOL Courses for English Language Learners (ELLs) in Middle School Grades

<u>Course Number</u>	<u>Course Title</u>	<u>Certification</u>
1002000	M/J LA 1 Through ESOL M/J Language Arts 1 through ESOL	ESOL 6 MG ENG C/ESOL E ENGLISH/MD GR E/ESOL E ENGLISH@4@8@9/ESOL E JR HI SCH 2 8/ESOL E FOREIGN LANGUAGE/ESOL E ELEM ED 3/ESOL E
1002010	M/J LA 2 Through ESOL M/J Language Arts 2 through ESOL	ESOL 6 MG ENG C/ESOL E ENGLISH 1/MD GR E/ESOL E ENGLISH@4@8@9/ESOL E JR HI SCH 2 8/ESOL E FOREIGN LANGUAGE/ESOL E ELEM ED 3/ESOL E
1002020	M/J 3 Through ESOL M/J Language Arts through ESOL	ESOL 6 MG ENG C/ESOL E ENGLISH 1/MD GR E/ESOL E ENGLISH@4@8@9/ESOL E JR HI SCH 2 8/ESOL E FOREIGN LANGUAGE/ESOL E ELEM ED 3/ESOL E
	-----ELECTIVES-----	
1002181	Developmental Language Arts Through ESOL/ Intensive Reading	All Grades

	Program	
1002181 A	Developmental Language Arts Through ESOL	All Grades

2.) Daily Instruction Time

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

- Beginner/Intermediate ELLs are placed in Language Arts through ESOL and the ESOL Developmental Language Arts/ Intensive Reading courses.
- Advanced ELLs enrolled only in the Language Arts through ESOL courses may be placed in an intensive reading course with an ESOL endorsed or ESOL certified reading teacher, if needed.

Beginners: 2 hours/per day (ESOL Language Arts/Developmental Language Arts)

Intermediate: 2 hours/per day (ESOL Language Arts/Developmental Language Arts)

Advanced: 2 hours/per day (ESOL Language Arts/Developmental Language Arts)

Grade Placement:

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

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

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

When a student transfer from another country and grade level cannot be determined, it will be the responsibility of the principal or principal designee to assess the student's achievement level.

The principal shall have the final decision regarding student placement.

3.) Middle School ESOL Course Textbooks and Supplementary Materials

Textbooks

Grade Level Textbooks – Grades 6-8
Literature, Prentice Hall

Developmental Language Arts,

Passport Reading Journeys
Expanded Learning Voyager
LANGUAGE!

Supplementary

High Point (Hampton-Brown)
Open book
I-Read

Curriculum

Next Generation Sunshine State Standards Language Arts (NGSSS) and
Common Core

4.) Grading

Students will be graded with letter grades A-F based on their progress made with classroom instruction **utilizing differentiated instruction, accommodations, ESOL strategies, materials, and assessments.** These ESOL strategies and accommodations will be documented in the teachers' daily lesson plans.

Grades of students, in the ESOL Program for less than two years, should not be lower than a "C". During the adjustment period of two years or less, ELLs will receive grades based on their efforts in acquiring English skills. They will also be graded for their efforts in content areas.

5.) Promotion

Students in the ESOL program will be required to meet the same standards in the content subject areas such as social studies, science, mathematics, and computer literacy. **The standards will be met by using ESOL strategies in the content areas.**

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

6.) Scheduling

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

- 6th grade Language Arts
- 7th grade Language Arts
- 8th grade Language Arts

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

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

B. High School

1.) Language Arts through ESOL Courses for English Language Learners (ELLs) in High School Grades

<u>Course Number</u>	<u>Course Title</u>	<u>Certification</u>
1002300	ENG I THRU ESOL English I Through ESOL	ESOL 6 MG ENG C/ESOL E ENGLISH 1@2@4@8@9/ESOL E JR HI SCHOOL @8/ESOL E FOREIGN LANGUAGE/ESOL E
1002310	ENG II THRU ESOL English II Through ESOL	ESOL 6 MG ENG C/ESOL E ENGLISH 1@2@4@8@9/ESOL E JR HI SCHOOL @8/ESOL E FOREIGN LANGUAGE/ESOL E
1002320	ENG III THRU ESOL English III Through ESOL	ESOL 6 MG ENG C/ESOL E ENGLISH 1@2@4@8@9/ESOL E JR HI SCHOOL @8/ESOL E FOREIGN LANGUAGE/ESOL E
1002520	ENG IV THRU ESOL English IV Through ESOL	ESOL 6 MG ENG C/ESOL E ENGLISH 1@2@4@8@9/ESOL E JR HI SCHOOL @8/ESOL E FOREIGN LANGUAGE/ESOL E
	-----ELECTIVES-----	

1002381	Developmental Language Arts Through ESOL/ Intensive Reading	All Grades
1002380 A	Developmental Language Arts Through ESOL	All Grades

2.) Placement, Daily Instruction Time, and Scheduling

Students will be placed in the Language Arts through ESOL class according to their grade level as per the META Consent Decree. In elective courses, The ELL's may be assigned by Reading Level such as Developmental Language Arts through ESOL course number 1002381 or Language Proficiency levels such as course number 1002381A.

ELLs receive five to ten hours per week of instruction by an ESOL endorsed /ESOL certified teacher. The student is placed in content area courses as required. In addition to the content area courses the student may select one or two elective(s) of his/her choice. Individual tutoring is provided in many schools by trained ESOL assistants/paraprofessionals reinforcing what has been taught by the ESOL teacher or by the content area teacher. A guidance counselor and/or ESOL teacher will assist with placement at time of enrollment. This enables the student to acquire credits towards graduation. ELLs are issued the regular report cards.

All ELLs are placed in Language Arts through ESOL and the ESOL Developmental Language Arts/ Intensive Reading courses.

The **Student Progression Plan** of Seminole County will be followed if a child comes from another state or another country with evidence that he/she has completed a grade and does not meet our age requirements.

3.) Grading

Students will be graded with letter grades A-F based on their progress made with classroom instruction **utilizing differentiated instruction, ESOL accommodations, ESOL strategies, appropriate materials, and assessments.** These ESOL strategies and accommodations will be documented in the teachers' daily lesson plans.

Grades of students, in the ESOL Program for less than two years, should not be lower than a "C".

4.) Promotion

English requirements for promotion can be met through successful completion of courses for students in Language Arts through ESOL.

Students in the ESOL program will be required to meet the same standards in the content subject areas such as social studies, science, mathematics, and computer literacy. **The standards will be met by using ESOL strategies in the content areas.**

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

State guidelines emphasize that ELLs must not be failed if teachers have not differentiated instruction, made accommodations, used appropriate ESOL strategies with appropriate ESOL materials, and classroom assessments have not been modified to meet their needs. School administrators in charge of teacher supervision and evaluation will be responsible for making sure that instructional accommodations are provided for all English Language Learners.

5.) STANDARD DIPLOMAS AND CERTIFICATES OF COMPLETION

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

Each Standard Diploma shall include, as applicable,

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

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

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

Course Exams or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

6.) High School ESOL Course Textbooks and Supplementary Materials

Textbooks Grade 9-12

Literature

Prentice Hall

Passport Reading Journeys II and III

Expanded Learning Voyager

Supplementary Materials:

Shakespeare Kit

American Classics, 1 & 2 Weiser Ed., Inc.

Regents Reader, Prentice Hall

Family Album-Level I-IV, Prentice Hall

Open Book

Curriculum

- Next Generation Sunshine State Standards Language Arts (NGSSS)
- Common Core

VI. PROCEDURES FOR STUDENT EVALUATION

A. DISTRICT PROGRESS REPORT FOR ELLS

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

1. **Elementary grade report cards/Progress reports:** All students will receive the same grade level report card evaluating students in the different content areas as well as comprehensible instruction, accommodations, attitudes, habits, and skills will be marked according to their Language Proficiency Level.
2. **Secondary Report Cards/Progress Reports:** Secondary students receive regular report cards and mid-term progress reports. Teachers need to provide students two years or less in the ESOL academic success for all ELLs.
3. **Student Cumulative Folder:** All schools keep the cumulative folders of ELLs for ESOL teachers to examine. In addition the ELL plan is updated yearly by



the ESOL teacher. The plan is then discussed with the ELL Committee which includes the parent/s.

B. Standardized Achievement Test

Seminole County Public Schools do not exempt any ELL's from participating in the statewide achievement tests.

The following are the Standardized Achievement Tests administered to students:

- Florida Comprehensive Assessment Test (FCAT 2.0) Grades 3-10
- Retakes for grades 11-12
- FCAT Writes – Grades 4, 8 & 10
- End of Year Course Exams (EOCs)

English Proficiency Assessment

- CELLA (Comprehensive English Language Learner Assessment)-All Grades

C. STANDARDIZED TESTS ACCOMMODATIONS FOR ELLS

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

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

D. ELL COMMITTEE REVIEW

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

E. EXTENSION OF PROGRAM

As per state ruling: 6 A-6.09022

Annual re-evaluation for extension of program services is required after the basic 3-year period of ESOL Services.

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

- The yearly CELLA will be used for re-evaluation if the student's enter date falls from March 1st –September 30
- If the student's enter date falls between October 1 through February 28th or 29th, you will use the CELLA –Online. It must be given within 1 month of enter date but not past the enter date.
- A student has less than a level 3 in FCAT Reading.
- A student has not passed state required End of Course Exams (EOC's)

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

(1) If a student is classified as an English Language Learner (ELL) after being enrolled in the English for Speakers of Other Languages (ESOL) program for three (3) years, an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) days prior to the third anniversary of the student's initial enrollment date, and no later than the anniversary date. This process shall be completed annually thereafter.

(2) Any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. If the student's anniversary date falls between the administration of the Comprehensive English Language Learning Assessment (CELLA) during a given school year and October 1 of the following school year, the student's CELLA and applicable Florida Comprehensive Assessment Test (FCAT) scores will suffice, and a more recent assessment is not required. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing.

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

- (a) Extent and nature of prior educational or academic experience, social experience, and a student interview;
- (b) Written recommendation and observation by current and previous instructional and supportive services staff;
- (c) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
- (d) Grades from the current or previous years; and
- (e) Test results from tests other than the assessment according to subsection (2) of this rule.

(4) If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services shall be extended. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the ESOL program. The parents' preference as to whether the student

is determined English language proficient or not English language proficient shall be considered in the final decision. If an ELL Committee extends services, the Committee shall refer the student as necessary for appropriate remedial, compensatory, special and supportive service evaluations, and programs.

(5) The basis and nature of the ELL Committee’s decision on whether to extend or not to extend ESOL services shall be documented and maintained in the student’s file.

All data collected is documented in the Green Folder and is reviewed by the ELL Committee.

VII. Exiting Procedures

A. Exit – Regular

Dismissal from the ESOL program is based upon the following criteria:

GRADES: K-2

CELLA

The Comprehensive English Language Learning Assessment (CELLA) will be used to determine exit from the ESOL program. **SPEAKING, LISTENING, READING, AND WRITING** scale scores must be equal to or greater than the cut scores for each of the four domains.

- **Speaking, Listening** **673-755**
- **Reading** **690-800**
- **Writing** **690-775**

GRADES: 3-9

The Comprehensive English Language Learning Assessment (CELLA) will be used to determine the **SPEAKING, LISTENING, READING AND WRITING** components for a student to exit and the Florida Comprehensive Assessment Test (FCAT) level 3 or higher or for

		Grades 3-5	Grades 6-8	Grades 9-12
Oral, Listening	CELLA	720-805	733-830	739-835
Writing	CELLA	727-825	746-845	746-850
Reading	CELLA	734-810	759-815	778-820
Reading	FCAT	Level 3	Level 3	Level 3

GRADES: 10-12

Students in grades 10-12 who meet graduation requirements in FCAT 2.0 reading and are proficient in every area of CELLA will also be exited.

- ❖ **SCPS FORM # 775 AND SCPS FORM # 895 are to be used with the regular exit.**
- ❖ **Dismissals will be done only after the CELLA test results are in. Therefore, most exits will be at the beginning of the following school year.**
- **If a student meets all the requirements according to Ruling 6A-6.0903 to exit by the regular exit and the ELL committee feels that the student is not ready for exit, the committee must convene to keep the student in the program. The ELL Committee must document the specific reasons for keeping the student in the program. There must be more than two specific reasons and data, including, but not limited to:**
 - 1. Limited academic vocabulary,**
 - 2. poor content grades,**
 - 3. other test indicators that suggest a problem with comprehension such as: a score that is lower than the state requirement in standardized test.**

B. Exit – ELL Committee (This option is generally used when considering exiting students who are already served in another program that meets their needs.)

- **(L) (K-12) The State Assessment (CELLA) can be used if exit is done at the end of the year or the beginning of the following year. After September 1st the CELLA – Online test may be given for exit only to those students who are in another program that meets their needs.**
- **The ELL Committee, along with the ESE representative will meet to review and discuss the documentation presented and will make the recommendation to exit the student from the ESOL program or keep the student in the program according to the program that better meets the student's educational needs.**
- **The recommendation will be documented and placed in the student's green ESOL folder. The committee should use the following forms:**
 - **SCPS Form # 970 (Notice of ELL Staff Meeting)**
 - **SCPS Form # 775 (Dismissal Letter to Parents)**
 - **SCPS Form # 895 (ESOL Dismissal form)**
 - **SCPS Form # 1005 (ELL Committee Conference Report)**

VIII. Monitoring

A member of the Guidance Department and/or the ESOL teacher reviews the former ELL's progress after dismissal from the ESOL program. Using the last active ELL plan, review the student's report card, complete monitoring information on ELL plan and post on the appropriate ELL data entry screen.

Monitoring takes place as follows from the date a student exits ESOL:

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

IX. Re-Classification

If a student has been exited from ESOL and is not doing well in the regular class, he/she may be re-classified and placed back into the ESOL program **within the two year monitoring period**. An ELL Committee meeting should be held to determine the best placement for the student. When re-classifying a student, the CELLA-Online must be given and recorded in Skyward.

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

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

Once a student is LZ, he/she is out of the ESOL Program completely and cannot be re-classified.

X. Home/School Communication

A. Parental Notification Procedures

As specified under Section 3302 of NCLB and Ruling # 6A-0902 the parental notification procedures are:

- Notify parents of ELLs about placement decisions no later than 30 days after enrollment at the beginning of the school year,
- Parents must thoroughly understand:
 - ◆ Reasons for identification as ELL and placement in a language instruction educational program,
 - ◆ The child’s level of English proficiency, how it was assessed, and the status of his/her academic achievement,
 - ◆ The method of instruction used in the program which the child will be participating,
 - ◆ Other available options for program delivery models and how the programs will assist the student in acquiring English proficiency and academic achievement,
 - ◆ How the program will capitalize the educational strengths of the student,
 - ◆ That the program addresses age appropriate curriculum and assists the student in achieving grade level promotion,
 - ◆ Achievement of the transitional and exit processes,
 - ◆ That the program addresses the needs of children with disabilities,
 - ◆ The parent’s right to choose a specific program delivery model, and,
 - ◆ How the program model assists ELLs in achieving annual measurable achievement objectives.

SCPS represents approximately 101 Languages and 135 countries. The majority of the ELLs in Seminole County are Spanish-speaking students; therefore, we provide home language communication to parents in Spanish. The majority of the ESOL teachers are bilingual, Spanish/English. In most schools, instructional assistants and/or trained Spanish speaking volunteers are placed in their classrooms. There are many languages other than Spanish spoken by the ESOL students. If a parent needs help in any of the other languages, the ESOL Department Language Bank will make an effort to address these needs.

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

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

B. Other Activities



1. Invite family members for special celebrations at schools.
2. Invite family members to serve as resources and to share special knowledge.
3. Ask parents to help small groups and individuals on field trips.
4. Provide academic and fun activities for parents and students to do together at home.
5. *Make & Take* Workshops which are provided free of charge.
6. Provide Parent Programs that include topics in communication, parenting and school involvement.
7. Provide family engagement activities
8. Provide youth leadership skills for ELL's

**The ESOL Family Connection Center and school provide many of these services.

C. Discipline

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

XI. Parent Leadership Council

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

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

Topics of vital importance are discussed at these meetings such as:

- Homework collaboration between parents and students,
- Discipline – Student Code of Conduct,
- Parenting and English classes for adults,
- College Readiness,
- Community services
- The ESOL Procedural Handbook in Spanish and English
- *Family Engagement with activities* with the Title I Department
- *Make & Take* workshops

- Choices Department
- FCAT 2.0 information
- SAT and ACT information

A. Training

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

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

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

XII. Parental Engagement

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

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

Parental involvement is shown in the following activities:

- Participate as volunteers in the schools,
- Engage in multicultural presentations at the schools,
- Chaperones on field trips,
- Help with classroom parties and activities,
- Members of curriculum and textbook adoption committees,
- Members of S.A.C., P.T.A., and ESOL District Parent Leadership Council,
- District Hispanic Task Force.

XIII. Equal Access

A. Strategies for Equal Opportunity

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

Placement decisions are made in two ways:

1. Any teacher, parent, or administrator may refer a student for participation in any of the categorical programs based on the need of the student and if the student meets the programs' criteria such as: Pre-Kindergarten, Title I, Applied Technology, student Alternative Placement, Exceptional Education, and Magnet schools.
2. A student may also be referred for other programs and/or services through the ELL Committee after careful review of the testing data and student's needs. If the referral is for the Exceptional Education program, the ELL Committee will meet with the Student Study Team to make the recommendation for placement.

B. Pre-Kindergarten Programs

The district provides services to Pre-Kindergarten students in two main programs: Pre-K Disabilities and VPK. Pre-K Disabilities serves children with medical needs, disabilities or handicapping conditions. A county Pre-K Disabilities screening clinic is held monthly to help identify services for children 3-5 years of age who may have special needs.

The Voluntary Pre-K Program provides services to four-year olds. Children must be 4 years old on or before September 1 to qualify. The purpose of the Pre-Kindergarten School Readiness Program is to assist families in preparing children for school. Pre-K services include health screening and referral, a developmentally appropriate educational program and opportunities for parental engagement in the program. Key objectives focus on social/emotional, physical and intellectual development, to include language and literacy development.

About the program: Half day and full day classes are offered at schools throughout the district if there is space, you do not have to attend your zoned school. The half day programs are at NO COST to parents. Full day classes and before and after school care are available at an additional cost. SCPS boasts the highest Kindergarten readiness rates of the 5 central Florida school districts.

Class size is limited to no more than twenty students with two adults. Because of the emphasis in the language area with both programs, the needs of the ELLs are identified early on and supported with a variety of services and strategies. ELLs needing more intensive help are referred to the Student Study Team within the school setting for further evaluation, and/or referred to the ESOL office for

further consultation when more direct monitoring or intervention from the ESOL program is needed.

C. Choices

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

D. Magnet Programs

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

1.) Elementary Magnet School

Goldsboro Elementary Magnet School

- Math, Science, and Technology is open by application to all students from throughout Seminole County.
- Students who complete fifth grade at Goldsboro Elementary Magnet School and submit an application during the application period for Sanford Middle School Math, Science, and Technology Magnet are guaranteed admission.

Elementary Cluster Magnets

Hamilton Elementary Cluster Magnet

Communication through Advanced Technology

Midway Elementary Cluster Magnet

Fine Arts

- Students living in the northeast cluster may request placement in the cluster magnet schools through the elementary zone process.
- If the diversity transfer requirements are met, students outside the northeast cluster may complete a Diversity Transfer Request Form to attend Hamilton Elementary or Midway Elementary.
- Students who complete fifth grade at Hamilton Elementary or Midway Elementary School and submit an application during the application period

for Millennium Fine Arts and Communication Magnet are guaranteed admission.

2.) Middle School Magnets

Millennium Middle School

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

Milwee Middle School

Pre-engineering magnet centering on math and science investigation and discovery

Sanford Middle School

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

South Seminole Middle School

Leadership and Global Connection Magnet focusing on initiative and leadership potential in a global society

3.) High School Magnets

Crooms

Crooms Academy of Information Technology (AOIT) is Seminole County's only district-wide magnet high school. Crooms AOIT provides cutting edge innovation in teaching and learning through a technology-enriched environment.

Lyman

Institute for engineering- The Institute for Engineering provides a highly creative, technology rich, college preparatory program.

Seminole

- Academic Health Careers- Students prepare for further study at the college level or to begin a career in health care upon high school graduation.
- International Baccalaureate Diploma Program- The International Baccalaureate (IB) Diploma Program is an internationally recognized, rigorous pre-university course of study that incorporates an extensive liberal arts curriculum containing humanities social studies, world languages, math, and science.

Academy of Construction Technologies

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

E. Student Services



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

F. Exceptional Student Education

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

▪ ADMISSION AND PLACEMENT OF STUDENTS

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

1. The ELL Committee along with the school's Student Study Team will determine eligibility for appropriate services for the ELLs.
2. Procedures for identification, assessment, and evaluation will provide for the use of valid tests and evaluation materials that are administered and interpreted by trained personnel in conformance with instruction which is provided by the producer of the tests or evaluation materials.
3. Data, including but not limited to, diagnostic, evaluation, educational, or social data, will be reviewed by the school based Student Study Team and this team will follow Seminole County Public Schools Special Programs and Procedures for Exceptional Student's Manual in determining eligibility, non-eligibility, and dismissal from exceptional programs.
4. Exceptional students must have an Individual Educational Plan (IEP) prior to assignment to exceptional programs. The English Language Learners (ELL) Plan will be developed and can be completed as one plan. A staff representative of the ELL committee shall be invited to participate at that meeting.
5. The district will report to the Florida Department of Education the number of exceptional students served by race, national origin, limited English Proficiency, and type of exceptional program.

6. Exceptional Student Educational Services will be coordinated with the provisions of other instruction.
7. Exceptional students will be served in the **least restrictive environment**.

G. Gifted Program

The Seminole County Public Schools uses Plan B matrix to address ELL and Immigrant students' identification for and placement in the Gifted Programs. Principals and their designees monitor student achievement, statewide assessment data, and ask for teacher recommendations in order to identify students from under- represented groups who might benefit from gifted education. Students who are actively enrolled in the ESOL Program (LY), or are being monitored in ESOL (LF), may become eligibility for the gifted program under Plan B (see Appendix A.)

Students are either served at their home school or a school close to their home school. All middle and high schools provide gifted services on their own campuses.

The district distributes brochures to all schools, provided by the Florida Department of Education in multiple languages. The Seminole County Public Schools' Website provides information to parents about the gifted program. Referrals may come from any source: community nominations, parent nominations, school nominations, or student nominations.

H. Title I and Title II

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

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

I. Career and Technical Education (CTE)

English Language Learners have equal access to Seminole County public Schools Career and Technical Education Courses. A CTE handbook describing the program as well as its requirements and school locations is published in both English and Spanish and disseminated to eighth grade students and parents prior to registration for high school.

Career and Technical Education is an integral part of the middle and high school curriculum. It serves to broaden the options for the future for those students who

enroll in and successfully complete a Career and Technical Education program of study. The wide variety of CTE programs offered at SCPS offers technology training which incorporates the skills needed to succeed in college and the work force. The CTE program is a partnership between education and industry.

XIV. Professional Development

A. Description of Seminole County Public Schools' ESOL Training Program

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

ESOL training programs are in progress throughout the year. Teachers may register on-line by logging onto the website at:

http://www.scps.k12.fl.us/Staff_Development/Activities.aspx

Teachers may obtain ESOL certification by passing the ESOL subject area test and applying to the state to have the coverage added to their teaching certificate. Teachers are required to obtain an additional 120 ESOL in-service hours within a three-year period of the date of receipt of certification from the Human Resources Department, Office of Certification.

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

B. ESOL Training for Teachers

According to Ruling 6A-5.066 (3) (d) 4.,

All teachers of ESOL students are required to complete ESOL training. The number of points that a teacher needs depends on his/her teaching assignment and the amount of time to complete the ESOL training depends on the teacher's experience.

- A "primary" Language Arts/English teacher who is responsible for assigning the Language Arts grade for an ELL must have 15 semester hours or 300 in-service points (Category I). (A teacher must complete 60 in-service hours or 3 semester hours in ESOL within the first two years.)



- Content Area Classes such as Computer Literacy, Mathematics, Science, Social Studies, and all ESE teachers who teach any of the above subjects must have 3 semester hours or 60 ESOL in-service points (Category II). An experienced teacher has one year to complete this requirement. A beginning teacher has two years to complete the requirement.
- All teachers who teach subjects not included in Categories I and II must have 18 ESOL in-service points (Category III).
- In order to obtain ESOL endorsement, a teacher must complete 15 semester hours or 300 in-service hours in ESOL. The trainings focus on the following areas: ESOL Methods, ESOL Testing, ESOL Curriculum, Applied Linguistics, and Cross Cultural Issues.

C. School Administrators and Guidance Counselors

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

The 60 in-service hours must be completed within a three-year period of the effective date of the stipulation. School based administrators hired after September 10, 2003, have three years from the date of hire to earn 60 points in-service credit points.

D. School Psychologist and Social Workers

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

E. Bilingual Paraprofessionals

Regular in-services are provided through meetings and professional development in the areas of Cross-Cultural Sensitivity, Consent Decree and Instructional Methodology. These assistants are assigned to meet the needs of the 15 or more ELLs who speak the same language. Assistants complete the required education by the No Child Left Behind Act by attending the 18 hour ASPIRE course offered by the ESOL Department of Seminole County Public Schools.

- Duties to include:
 - Must be assigned to work with ELLs the majority of their time,
 - Assist ELLs utilizing ESOL strategies in the subject content areas,
 - Provide academic support for all ELLs in mainstream classes,
 - Prepares materials to reinforce the regular classroom lesson under the teacher's direction,

- Participates in in-service activities involving program orientation, curriculum design, materials, and evaluation procedures,
- Interprets test questions and homework assignments for ELLs,
- Translates home/school communication to parents on an as needed basis,
- Other duties as assigned by the ESOL coordinator, and
- Assists with Testing

XV. Personnel

<u>Certification for Basic ESOL Teacher</u>	Basic ESOL Coverage BA in ESOL MA in ESOL - TESOL
---	---

A. Basic ESOL Teaching Staff

The employment of well-trained teachers is essential to the maintenance of high quality programs. Every effort is made to employ teachers who are experienced in teaching ELLs, sensitive to the special needs of their students, and able to recognize and deal with linguistic and cultural differences.

Teachers must be certified at the level they are teaching. In addition, they must be working towards ESOL endorsement as required by Florida law. In order to be Endorsed in ESOL, teachers must complete 60 hours of course work equivalent to 3 hrs of college credit work in each of the following areas:

1. Methodology of Teaching ESOL,
2. ESOL Curriculum Development,
3. Cultural and Cross Cultural Studies,
4. Applied Linguistics and Linguistic Analysis,
5. Testing and Evaluation of ESOL.

B. ESOL Instruction in Basic Subject Areas

ELLs, in the ESOL basic content areas, shall have access to an individual proficient in their home language, in addition to a trained ESOL subject area teacher pursuant to Section IV of the META Consent Decree. Schools with at least 15 students speaking the same native language will have at least one assistant, tutor, volunteer, or teacher proficient in the same language and trained to assist in ESOL basic content area instruction.

XVI. Procedure of Information Dissemination Regarding Assurances Against Discrimination

1. Memorandums to all school principals have been written to remind them that no National Origin Minority or ELL may be subjected to any disciplinary action because of their use of languages other than English.
2. In-services to all county personnel have been held in relation to #1 above.
3. Copies or summaries of the Consent Decree have been disseminated to school personnel.
4. Teachers' in-service training of 60 hours includes the topic discussed in #1 above.
5. The Consent Decree has been explained and discussed in Parent Leadership Council Meetings.

A. Procedures to Employ Qualified Personnel

Recruitment of qualified teachers for the School Board of Seminole County is done through the Personnel Office by the Supervisor of Personnel and the Administrators. The Personnel Office advertises and interviews teacher candidates from any disciplines; concentration is given to math, science, ESOL, and minority teachers. All recruitment efforts are aimed at enhancing the applicant pool; whereby, any administrator can be provided the information on qualified candidates.

Qualified teachers for the ESOL program are selected from the pool of new and/or experienced teachers, including those recommended by the Personnel Office. Applications are reviewed by the program coordinator and school administrators who interview the applicants and selects teachers based on their educational background, appropriate certification, and previous experiences with ELLs.

School administrators supervise their ESOL teachers as any other teacher in Seminole County Public Schools. These administrators, with the help of the Human Resource Department, ESOL Department and Teaching and Learning Department, keep track of all teachers who are in need of training in the content area and ESOL endorsement. It is the administrator's responsibility to notify the teacher(s) who are in need of training or additional in-services in order to be classified in-field or out-of-field. The ESOL Department tracks and contacts the schools about teachers that are required to take classes and will not be able to claim weighted FTE for any teacher who is classified as out-of-field.

The District identifies teachers in need of ESOL training through the New Employee Orientation (NEO) and through the ESOL pre-audits. The Department of Human Resources requires all employees to complete a form that indicates verification of ESOL course work or in-service ESOL hours obtained in another Florida District.

The District keeps an accurate record of the ESOL training status of each teacher.

For teachers teaching Language Arts, Language Arts through ESOL, and/or Reading who are teaching ELLs and have not obtained an ESOL endorsement, the district sends a letter in the home language to parents/guardians of ELLs whenever these students are being taught by an out-of-field teacher and is not limited to out-of-field ESOL.

XVII. Student Data Collection Procedures

The Department of Information Services in Seminole County in conjunction with the Department of Information Services at the D.O.E. have developed a computer ESOL network for the collection of data on all information related to the ESOL students and program:

- A. Identification,
- B. Entry/Exit Criteria,
- C. Instructional Services,
- D. Demographic Data,
- E. Grades,
- F. Test Scores
- G. Annual Progress Score.

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

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

Students are exited after they have passed the required tests for State Assessment (CELLA) and have passed the Florida FCAT in reading with a level 3 or higher.

The original copy of the student plan is kept in the schools' records room, and parents receive a copy.

The student data is directly correlated to FEFP funding.

XVIII. Evaluation Procedures

A. Program Evaluation

Evaluation of the ESOL program serves eight major purposes:

1. To examine the effect of the program on the progress of the student in attaining English proficiency, including the percentage of children who have achieved English proficiency (listening, speaking, reading, and writing),
2. To determine if ELLs are meeting the same challenging state academic content and student academic achievement standards as all children are expected to achieve,
3. To evaluate the success of the program in meeting its goals,
4. To compare current practices with state goals and objectives,
5. To determine whether the timetable for the program is being followed (time and expectancy to learn English.)
6. To determine if ELLs are meeting the standards required in the FCAT 2.0 in reading, math, and science.
7. To determine if ELLs are passing EOC's.
8. To determine if ELLs are college ready

Evaluation primarily guides efforts to improve the ESOL program by highlighting necessary modifications. A comprehensive model has been developed for evaluating the ESOL program. The design includes four major components:

1. The description of the ESOL program consists of assessment and placement procedures, characteristics of ELLs enrolled in the program, ESOL teachers, staffing, curriculum, and instructional materials. Goals and objectives for the multicultural facet of the program are reviewed as well. This is an ongoing process and the following data will be kept on the student's ESOL program.
 - a. Criteria,
 - b. Time and kind of services provided,
 - c. Methods of instruction,
 - d. Time in program,
 - e. Progress in relation to services provided,
 - f. Teacher/pupil ratio.

2. Evaluation and testing constitute the second component of the design. An analysis of the following is included: staff development, testing, and entry/exit procedures. The length of time students remain in the program is compared with their progress at each proficiency level:
 - a. Language,
 - b. Country,
 - c. Schools,
 - d. Grades or grade point average,
 - e. Grade to grade promotion or retention,
 - f. Standardized achievement test scores,
 - g. Participation in remedial programs.
 - h. Participation in other programs, such as:
 1. Special Education,
 2. Drop-out Prevention,

3. Compensatory,
 4. Vocational Programs,
 5. College Prep Classes,
 6. Graduation Rate,
 7. Drop-out Rate,
 8. Disciplinary Actions (suspensions and expulsions.)
3. Adjunct services that are provided by the language-minority community are also appraised. These consist of assistance with related social services which act as a liaison between school administration, parents, and interpretation services.
 4. Recommendations and their basis form the last component of the design. Features such as the analysis of program components, the assessment of changing conditions and populations, the appraisal of allocations, the use of fiscal resources, and the interpretations of analyzed data are considered. Funding data is kept by the Finance Department at the district level.

XIX. Monitoring Issues

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

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

A. Complaint and Grievance Process

In determining whether alleged conduct constitutes sexual/racial harassment, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated. The Superintendent or designee has the responsibility of investigating and resolving complaints of sexual/racial harassment.

Disciplinary Action: A substantiated charge of discrimination or harassment on the part of a student shall subject that student to disciplinary action which may include suspension or expulsion, consistent with the *Student Conduct and Discipline Code*.

B. STUDENT GRIEVANCE PROCEDURES (DISCRIMINATION)

The student grievance procedure is **solely limited** to the questions and concerns that arise from Title IX of the Education Amendment Act that prohibits sex discrimination in education or the Florida Equity Act which prohibits discrimination in public education on the basis of race, national origin, gender disability, or marital status of a student.

Note: The student grievance procedure does not apply to the appeal of school disciplinary actions; unless the student asserts that the disciplinary sanctions are the result of discrimination, as defined by Title IX or the Florida Equity Act.

The following steps shall be followed if a student feels that he/she has experienced discrimination at school:

Level I: If the student believes he/she has been discriminated against, he/she may file a written complaint with his/her school counselor or the District Equity Deputy Superintendent. The school counselor or the District Equity Deputy Superintendent will schedule a conference. The conference must be held within five (5) school days of the date of filing.

Level II: If a student is not satisfied with the resolution made at Level I, he/she may appeal in writing to the appropriate building level administrator for an informal conference and discussion of the grievance.

Level III: If a student is not satisfied with the resolution made at Level II, he/she may appeal to the building principal in writing for an informal conference and discussion of the grievance.

Level IV: If a student is not satisfied with the resolution made at Level III and the grievance was filed due to alleged discrimination on the basis of race, color, national origin, gender, disability, marital status, age, religion, or any other basis prohibited by law, he/she may appeal to the District's Educational Equity Deputy Superintendent by following the Educational Equity Complaint/Grievance Procedure. Such complaints should be filed with:

Educational Equity Deputy Superintendent
Seminole County Public Schools
400 East Lake Mary Blvd.
Sanford, FL 32773-7127

The description of complaint and appeal process for students is found in the Student Conduct and Discipline Code.

Authority 228.093, FL Statutes
History: Board approved: 1982
Amended Annually

C. Suspension and Expulsion Guidelines

Student Code of Conduct

1. Authority: 230.023 FL Statutes
Law Implemented: 230.023(6)(d)
History: Board Approved: 1982
Amended Annually
2. Alternative Schools
 - A. Boys Town
 - B. Consequence Unit
 - C. Eugene Gregory Academy
 - D. Journeys Academy
 - E. John Polk Correctional Center
 - F. Juvenile Detention Center
 - G. Virtual School

XX. ESOL Forms

ESOL Forms: SCPS Form 1233
SCPS Form 970
SCPS Green Folder Student Plan
SCPS Form 774
SCPS Form 1005
SCPS Form 895
SCPS Form 775
SCPS Form 1329E
SCPS Form 1329M
SCPS Form 1329H
SCPS Form 1431
SCPS Material Request Form
SCPS Form V-921001



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

Programmatic Assessment and Grade Placement for ELLs

Student Name: _____ **Student ID#:** _____
School: _____ **Grade:** _____ **Date:** _____
Signature of person completing form: _____ **Job title:** _____

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

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

- 1. Age Appropriateness.
- 2. Interview student and/or student's parent/guardian to determine prior educational experiences and academic subject competencies (Use reverse to record course/subject specifics).

Results of Interview:

- Additional information about courses taken in other schools: _____
- Subject areas or courses expressed as being particularly strong: _____
- Courses requested: _____
- Other information: _____

- 3. Review of student's cumulative folder: YES ___ NO ___
 - _____ Previous school record
 - _____ Transcripts
 - _____ Standardized and/or criterion Referenced Tests:
Test Name: _____ Date: ____/____/____
Test Name: _____ Date: ____/____/____
_____ Other test administered in student's native language
Test Name: _____ Date: ____/____/____
- 4. **Must Indicate* *Was language assistance provided?
- 5. Other - Describe alternative steps taken by the school to determine appropriate academic placement: (Alternative steps may include administration of a teacher-developed test using appropriate modifications or teachers observations)

ATTACH PREVIOUS EDUCATIONAL EXPERIENCES

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

SCPS Form 1233 (Rev.08/06) Copy: school cum Copy: ESOL Teacher



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

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

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

THE MEETING HAS BEEN SCHEDULED FOR/ LA REUNIÓN HA SIDO PROGRAMADA PARA:

1ST Notice/1er Aviso (Date/Fecha) _____ Phone Call/Llamada Telefónica (Date/Fecha) _____
 1st Date/Fecha _____ Time/Hora _____ Place/Lugar _____

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

AN ELL COMMITTEE MEETING WILL BE HELD/EL COMITÉ "ELL" HA PROGRAMADO UNA REUNIÓN PARA:

_____ To discuss evaluation results and develop an ELL plan/ *Discutir los resultados de evaluaciones y desarrollar el Plan Educativo Individual (ELL)*

_____ To review your son's/daughter's ESOL Program/ *Repasar el Plan "ELL" de su hijo(a)*

_____ To discuss exiting the ESOL Program/ *Discutir la Salida del Programa ESOL*

_____ Other/Otra razón _____

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

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

Please return this form to the school / Por favor devuelva esta planilla a la escuela.

***PLEASE CHECK A CHOICE BELOW AND SIGN/POR FAVOR MARQUE SU SELECCIÓN Y FIRME**

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

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

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

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

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

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

 School Contact/Persona Contacto Telephone Number / Número Telefónico

SCPS Form 970 Rev. 09/11 Original in ESOL Folder Copies to: Parent and ESOL teacher



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

Last Name: _____ First Name _____ Student ID: _____



Grade: _____ DOB: _____ School: _____ Home Phone: _____
 Address: _____ City _____ State: FL Zip Code: _____

*Copies must be made for Parents and ESOL Teacher

ELL INFORMATION

1. ELL	LY (active)	LF (monitor)
2. Date Entered School (LangSurvDate)		
3. Student Plan Date (StuPlanDt)		
Student Plan Expiration Date		
4. Extension of Instruction (Extofinstr)	Z	Y # of years: _____
5. ESOL Entry Date (ELLEntr Dt)		
6. Classification Date (ClassifDt)		
7. Basis of Entry (BasisEntry)	A	R L T
8. Exit Date (ExitDt)		
9. Basis of Exit (BasisExit)	H	I J L
10. Re-Evaluation Dates(ReEvalDt)		
11. Re-Classification Date (ReclassDt)		
12. Re-Class. Exit Date ReclsdDt2)		
13. Primary Language (PrimaryLng)		
14. Home Language (HomeLng)		
15. Monitoring Status 1 (MonitorSta1)	A	Sat . Unsat.
16. Monitoring Date (MonitorDt1)	Date _____ Initials: _____	
17. Monitoring Staus 2 (MonitorSta2)	A	Sat . Unsat.
18. Monitoring Date 2 (MonitorDt2)	Date _____ Initials: _____	
19. Monitoring Status 3(MiniorSta3)	A	Sat . Unsat.
20. Monitoring Date 3 (MonitorDt3)	Date _____ Initials: _____	
21. Monitoring Status 4 (MonitorSta4)	A	Sat . Unsat.
22. Monitoring Date 4 (MonitorDt4)	Date _____ Initials: _____	
23. ELLPrgPart	E (LY)	Z (LF,LZ)
24. Date Entered US Indicator		
25. Date Entered US		
26. Immigrant Student		
	*RTI	DATE INITIATED

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

STUDENT PLAN DATE

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



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

NOTIFICATION OF SCREENING/NOTIFICACIÓN DE EVALUACIÓN

Dear Parents/Guardians/*Estimados padres o tutores:*

Your son/daughter had been screened for English proficiency. The results are listed below.
Su hijo(a) ha sido examinado(a) para determinar su dominio del idioma inglés y los resultados son los siguientes:

Student's Name/*Nombre del Estudiante:* _____

School/*Escuela:* _____ Grade/*Grado:* _____ Primary Language/*Idioma Materno:* _____

Teacher/Guidance Counselor: _____ Examiner
 Maestro(a)/Consejero(a) escolar: _____ Examinador(a): _____

Home Language Survey: _____ *Encuesta del Idioma Hablado en el Hogar:* _____
 Yes Sí

Oral Language Proficiency Test Results: CELLA _____ IPT _____

ENTRY/*ENTRADA* _____ PROGRESS/*PROGRESO* _____ EXIT/*SALIDA* _____

TEST/ <i>PRUEBA</i>	DATE <i>FECHA</i>	RAW/ SCALE SCORE <i>RESULTADO</i>	DESIGNATION <i>DESIGNACIÓN</i>
Oral/ <i>Oral:</i>	_____	_____	_____
Reading/ <i>Lectura:</i>	_____	_____	_____
Writing/ <i>Escritura :</i>	_____	_____	_____

_____ Does qualify for ESOL/*Tiene derecho a recibir servicios ESOL*

_____ Does not qualify for services/*No tiene derecho a los servicios del Programa ESOL*

_____ To remain in ESOL/*Permanecerá en el Programa ESOL*

_____ To exit ESOL/*Puede salir del Programa ESOL*

_____ Adequate yearly progress/*Progreso annual adecuado*

Comments/*Comentarios:* _____

 ESOL Teacher/Designee
 Maestro(a) ESOL/Representante

SCPS Form 774 (Rev 8/12)

Original in ESOL Folder

Copies to: Parent and ESOL teacher



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

SEMINOLE COUNTY PUBLIC SCHOOLS, FLORIDA

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

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

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

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

Meeting requested by / *Reunión solicitada por*: _____

Reason for meeting / *Razón para la reunión*:

- | | |
|---|--|
| <input type="checkbox"/> Discuss ELL Plan / <i>Discutir el Plan "ELL"</i> | <input type="checkbox"/> Discuss RTI / <i>Discutir el Plan de RTI</i> |
| <input type="checkbox"/> Discuss Exit from Program / <i>Discutir la Salida del Programa</i> | <input type="checkbox"/> Discuss Placement in an Alternate Program / <i>Discutir la ubicación en un Programa Alternativo</i> |
| <input type="checkbox"/> Other / <i>Otro</i> _____ | |

Recommendations / *Recomendaciones*:

- Remain in the ESOL Program / *Que permanezca en el Programa de ESOL*
- Other / *Otro* _____

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

Parent Comments / *Comentarios de los Padres*: _____

ELL COMMITTEE SIGNATURES / FIRMAS DE REPRESENTANTES DEL COMITÉ "ELL"

Parent attended / *Padre asistió* Parent did not attend / *Padre no asistió*

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

SCPS Form 1005 (Rev. 8/12) Original in ESOL Folder Copies to: Parent and ESOL teacher



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

ESOL DISMISSAL/SALIDA DE ESOL
 NAME/NOMBRE _____ Date/Fecha _____
 School/Escuela _____ Grade/Grado _____
 ESOL Teacher/Maestro(a) de ESOL _____ Effective date/Fecha Efectivo _____

REGULAR EXIT/SALIDA REGULAR ELL COMMITTEE/COMITÉ DE "ELL"

SPEAKING AND LISTENING (ENTRANCE/ENTRADA)			SPEAKING AND LISTENING (EXIT/SALIDA)		
CELLA ONLINE / IPT			CELLA		
Date Fecha	Level Nivel	SCORE SS/RS	Date Fecha	Level Nivel	SCORE
READING			READING		
CELLA ONLINE / IRW			CELLA		
Date Fecha	Level Nivel	SCORE SS/RS	Date Fecha	Level Nivel	SCORE
WRITING			WRITING		
CELLA ONLINE / IRW			CELLA		
Date Fecha	Level Nivel	SCORE SS/RS	Date Fecha	Level Nivel	SCORE

Date _____ FCAT READING LEVEL _____

REGULAR DISMISSAL: ESOL Teacher Recommendation/ Recomendación del Maestro:

Yes, I recommend this dismissal (Sí, recomiendo esta salida)
 No, I do not recommend this dismissal. (No, no recomiendo esta salida)

 Maestro(a) ESOL Teacher Signature/Firma del Maestro

Classroom Teacher Recommendation/ Recomendación del Maestro del Salón de Clase:

Yes, I recommend this dismissal (Sí, recomiendo esta salida)
 No, I do not recommend this dismissal. (No, no recomiendo esta salida)

 Teacher Signature/Firma del Maestro(a)

Dismissal Approved (Aprobado)
 Dismissal not Approved (No aprobado)

 School Administrator Signature/Director

ELL DISMISSAL: Copy of Report Card (Grading Period 1 ___ 2 ___ 3 ___ 4 ___) ___ Elementary Checklist
(Informe Escolar) *(Lista de Destrezas)*
 ___ Other/ Otro ___ Dismissal Approved (Aprobado) ___ Dismissal not Approved (No aprobado)

Recommendations/Recomendaciones: _____

Parent/Padre _____ Date/Fecha _____
 Administrator/Administrador(a) _____ Date/Fecha _____
 ESOL Teacher /Maestro(a) _____ Date/Fecha _____
 Guidance Counselor/Consejero(a) _____ Date/Fecha _____

SCPS Form 895 Rev. 8/12 Original in ESOL Folder Copies to: Parent and ESOL teacher



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

Dismissal Letter to Parents

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

REGULAR EXIT _____
SALIDA REGULAR

ELL COMMITTEE EXIT _____
SALIDA POR EL COMITÉ DE "ELL"

Dear Parent(s) or Guardian(s):

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

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

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

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

ESOL Teacher

Notificación de Salida del Programa ESOL

Estimados Padres o Tutores Legales:

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

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

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

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

SCPS Form 775 (Rev. 07/06)
teacher

Original in ESOL Folder

Copies to: Parent and ESOL



Seminole County Public Schools, Florida

To the parents of: _____ Date: _____

School: _____ Date of Placement: _____ Grade: _____

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

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

Description of Elementary ESOL Program

Delivery Models

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

- 1. ESOL Centers Schools- Language Arts Through ESOL **A center school serves its own ELLs and also ELLs from zone schools that do not offer ESOL classes due to insufficient enrollment of ELLs. Language Arts instruction is provided by a highly trained ESOL teacher.**

- 2. Zone School – Mainstream Using ESOL Strategies **A zone school that cannot provide ESOL classes due to an insufficient enrollment of ELLs must offer them the option to attend an ESOL Center School or to receive ESOL services through their zoned school.**

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

Parental Choice/Options

In accordance with Florida Law, ELLs are entitled to comprehensive instruction. However, as a parent you have a choice of instructional delivery models through the following placement options. Based on your parental choice, your child will be placed in the following program:

- ESOL Center School
- Zone School

Parent Signature: _____ Date: _____

An English Language Learners Education Plan will be developed for the student. For further information, please contact:	
_____	(_____)
(ESOL Teacher/Designee – Please Print)	(Telephone Number)
Signature _____	of _____ ESOL Teacher/Designee: _____

SCPS Form 1329E (Rev. 11/07) (available in Spanish) White: ESOL Folder Pink- Parent Yellow – ESOL Teacher



Seminole County Public Schools, Florida

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

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

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

Description of Middle School ESOL Program

Delivery Models

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

- 1. ESOL Center School - Specially Designed Academic Instruction in English Through ESOL **A center school serves its own ELLs and also ELLs from zone schools that do not offer ESOL classes due to insufficient enrollment of ELLs. This model is used at every secondary level, and parallels English content classes in the general curriculum using the same Florida Sunshine State Standards, but employs teaching methods or ESOL strategies that incorporate the development of both language and content using the CALLA approach (Cognitive Academic Language Learning Approach).**
- 2. Zone School – Mainstream Using ESOL Strategies **A zone school that cannot provide ESOL classes due to an insufficient enrollment of ELLs must offer the students the option to attend an ESOL Center School or to receive ESOL services through their zoned school.**

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

Parental Choice/Options

In accordance with Florida Law, ELLs are entitled to comprehensive instruction. However, as a parent you have a choice of instructional delivery models through the following placement options. Based on your parental choice, your child will be placed in the following program:

- ESOL Center School
- Zone School

Parent Signature: _____ Date: _____

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

_____ (_____) _____

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

Signature of _____ ESOL Teacher/Designee:

SCPS Form 1329 M (Rev. 11/07) (available in Spanish) White – ESOL Folder Pink- Parent Yellow – ESOL Teacher



Seminole County Public Schools, Florida

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

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

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

Description of High School ESOL Program

Delivery Model

The Seminole County Public Schools at the high school level offer English Language Learners (ELLs) instructional services through one instructional delivery model.

ESOL High School Program – Specially Designed Academic Instruction in English Through

This model is used at every secondary level, and parallels English content classes in the general curriculum using the same Florida Sunshine State Standards but employs teaching methods or ESOL strategies that incorporate the development of both language and content using the CALLA approach (Cognitive Academic Language Learning Approach).

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

In accordance with Florida law, ELLs are entitled to comprehensive instruction. Your child will be placed in an English Through ESOL class. The instruction will be provided using ESOL strategies. The ELLs attend content area classes with regular students. Teachers in those classes have been and continue to be trained to provide comprehensive instruction with an ESOL approach.

Parent Signature: _____

Date: _____





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

PROGRAM RENEWAL LETTER TO PARENTS

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

Dear Parent(s) or Guardian(s):

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

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

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

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

ESOL Teacher

UNA CARTA DE RENOVACIÓN DEL PROGRAMA DE ESOL

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

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

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

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

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

 Maestro(a) de ESOL



Seminole County Public Schools

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

MATERIAL REQUEST FORM

Date Sent: _____ School: _____

Requested by: _____

Phone Number: _____

Material Requested: _____

Quantity Requested: _____

Purpose/Objectives of Request: _____

School/District Administrator Signature Approval: _____

School District/Administrator Approval Date: _____

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

Additional Comments:

Office Use Only:

Date Received: _____

Coordinators Signature: _____ Date: _____

Person Sending Material: _____ Date: _____



APPENDIX

Appendix A

ADDITIONAL INFORMATION FOR PROGRAMS FOR STUDENTS IDENTIFIED AS GIFTED

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

Gifted Plan B

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

Screening

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

Students from represented groups should be screened on the:

- a. Otis Lennon School Abilities Test (OLSAT) with a score of 132 or
- b. Slosson-Full Range Intelligence Test (SFRIT) with a score of 130

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

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

Student Evaluation

- A. School psychologist will administer an individual intellectual assessment.
- B. Student Evaluations (Evaluations administered may include but are not limited to the following test).
 - a) Differential Abilities Scale
 - b) Leiter R



- c) Wechsler Intelligence Scale for Children (WISC-III)
- d) Standard-Binet Intelligence Scale (S-B IV)
- e) Universal Non-verbal Intelligence Test
- C. Determining Eligibility for under-represented students

The Student Team will combine the score of the intellectual testing with an evaluation of the student's portfolio consisting of samples of student work. The portfolio will compare the quality of the student's work with students from the same grade level. This information will be compiled in Part B of the matrix

The student study team will evaluate all information compiled in Part A and B of the matrix. A score of 65 will indicate edibility for gifted services.

Appendix B

GUIDELINES FOR ALTERNATIVE CENTERS AND NON ESOL CENTERS

IDENTIFICATION OF ELLs

- ❖ **Any student who has responded “yes” to any of the 3 questions on the Home Language Survey (HLS) will be flagged to be tested with the CELLA Online, except those students who are coming from another Florida school. They should have already been tested. Every attempt should be made to obtain ELL information from the other school. It is the responsibility of the FTE Clerk or Guidance Counselor to advise the ESOL Compliance Specialist of new students to the program in a timely manner as mandated to test within 20 school days of the student entry date.**
- ❖ **We have to use the initial entry HLS in the state of Florida to determine eligibility for a possible ESOL Student. If the initial HLS questions were all answered no and the student is now at one of the centers and your form has “yes” responses, we must honor the first survey so that we will not be out of compliance. Students should not be classified as ESOL without the initial entry survey. The ESOL Compliance Specialist can help determine services.**

ESOL TESTING

- ❖ **The CELLA Online ORAL, READING, and WRITING will be administered to students by the ESOL testing department as needed by the entrance forms indicating that the student is new to the Florida School System. (For students in grades K-2 only the Listening and Speaking will be administered for entrance into the ESOL Program. For students in grades 3-12 all parts of the CELLA Online will be given to enter a student into the ESOL Program.)**
- ❖ **The CELLA TEST, mandated by the DOE, is given each year in the spring. This exam is to show Adequate Yearly Progress. This test will also be**

used in exiting students from the program. (See page 25 & 26/ Exiting) All ESOL students and ESOL students who exit after September 1st of the current school year will have to take the CELLA Test. The ESOL Testing Department will come up with a schedule to give the CELLA exam to the students that are currently active (LY), and any (LF) that needs to take the CELLA.

FCAT TESTING

- ❖ **ESOL students in these schools will be provided with a letter of intent to take the FCAT. The testing coordinators will have the letters on hand and should make sure that the ESOL student receives the letter. These letters have to be sent out or given to the students before FCAT Writes. The parent will decide if he/she wants their child to take the FCAT with an ESOL endorsed or ESOL Certified teacher, or just take the FCAT with their regular teacher. If the letter is not returned signed by the parent the child will take the test with an ESOL endorsed or ESOL Certified teacher. In the event that your school does not have an ESOL endorsed or ESOL certified teacher, the school should contact the ESOL Office to request a person be sent to test these students. ELLs have the following accommodations:**
 - **Flexible Setting,**
 - **Flexible Scheduling,**
 - **Flexible Timing,**
 - **Assistance in the Heritage Language (when feasible,)**
 - **An English-to-heritage dictionary.**

- ❖ **These guidelines are also applicable to FCAT retakes.**

STUDENT RECORDS

- ❖ **If a student is already in the ESOL program (LY), the ESOL records need to be requested and placed in the student's regular cum at your school, with the exception of the Juvenile Detention Center.**

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

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

SCHEDULING

- ❖ **ELLs must be scheduled with an ESOL endorsed or ESOL certified teacher for Language Arts and Reading. ELLs must be scheduled with teachers**

who have their 60 ESOL hours for the other core subjects such as: Science, Math, Social Studies, and Computers.

TEACHERS AND ACCOMMODATIONS

- ❖ Students in the ESOL program will be required to meet the same standards as any other student in the various subject areas such as social studies, science, mathematics and computer literacy. The standards will be met by teaching content area using ESOL strategies. These strategies should be included in the content teacher's lesson plans.

RETENTION

- ❖ ELLs in Seminole County, in the ESOL Program for two years or less, with deficiencies in reading, writing, or math, may be exempt from mandatory retention for "Good Cause."

Appendix C

GUIDELINES ON COMPLETING THE ELECTRONIC REPORT CARDS FOR ESOL STUDENTS IN THE ELEMENTARY GRADES

Regular Report cards are to be used for all ESOL students.

- ❖ **Students within the first two years of the program:**

During the adjustment period of two years, the ELL will receive grades based on their efforts in acquiring English skills. They will also be graded for their efforts in content areas.

If the student is actually working on grade level the teacher may give the student the actual grade even though he/she is still in the adjustment period.

If a letter grade is used with a student two years or less in the program, it should not be lower than a "C".

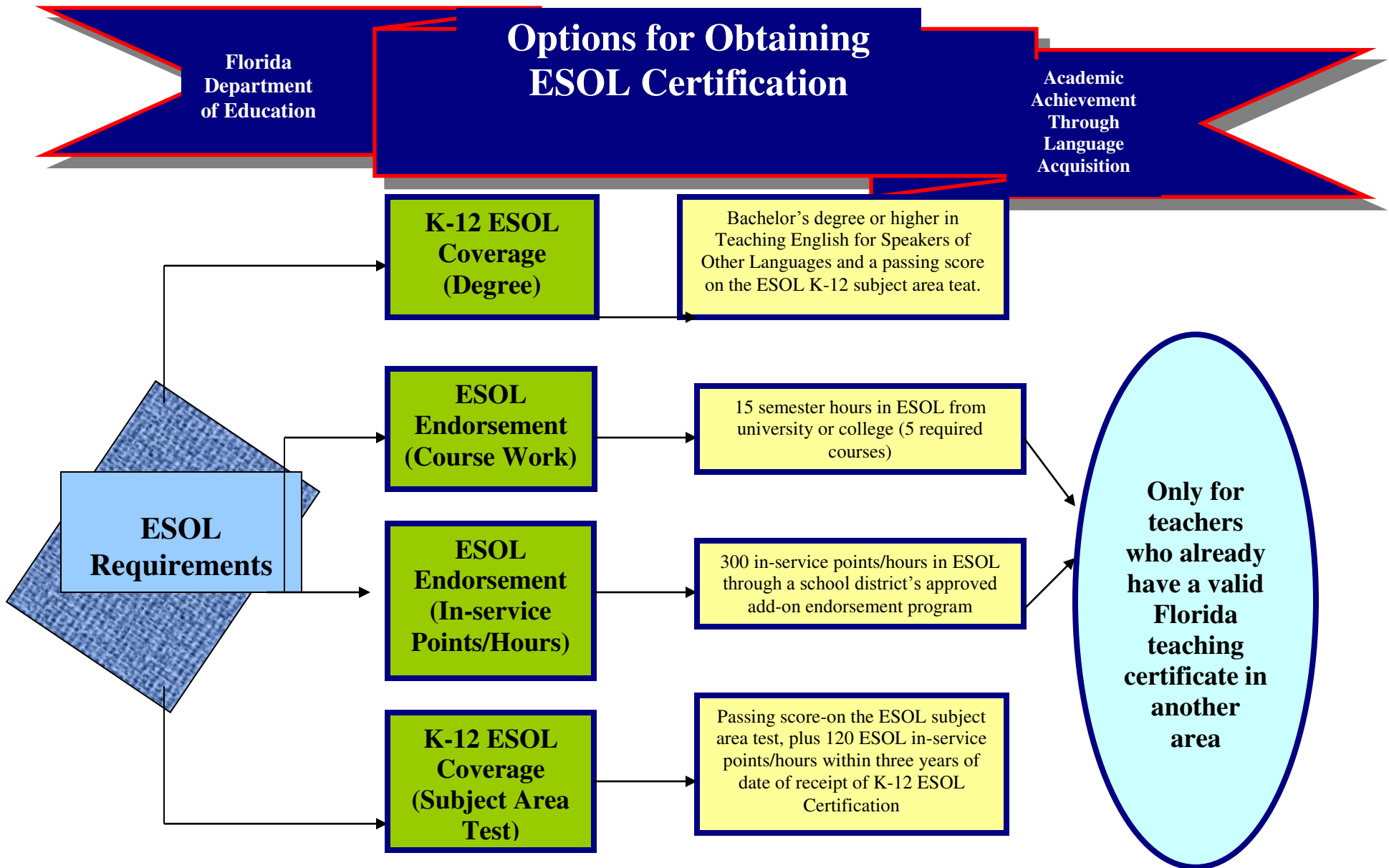
ELLs will not be marked as "at or below level" the first two years in the program. The comment, "Your child is receiving support in the area(s) of Reading, Language Arts, Math, Science, and/or Social Studies" may be used.

- ❖ **Students more than two years in the program:**

Students may receive regular grades if the ESOL strategies and modifications have been made by the teacher.



APPENDIX D



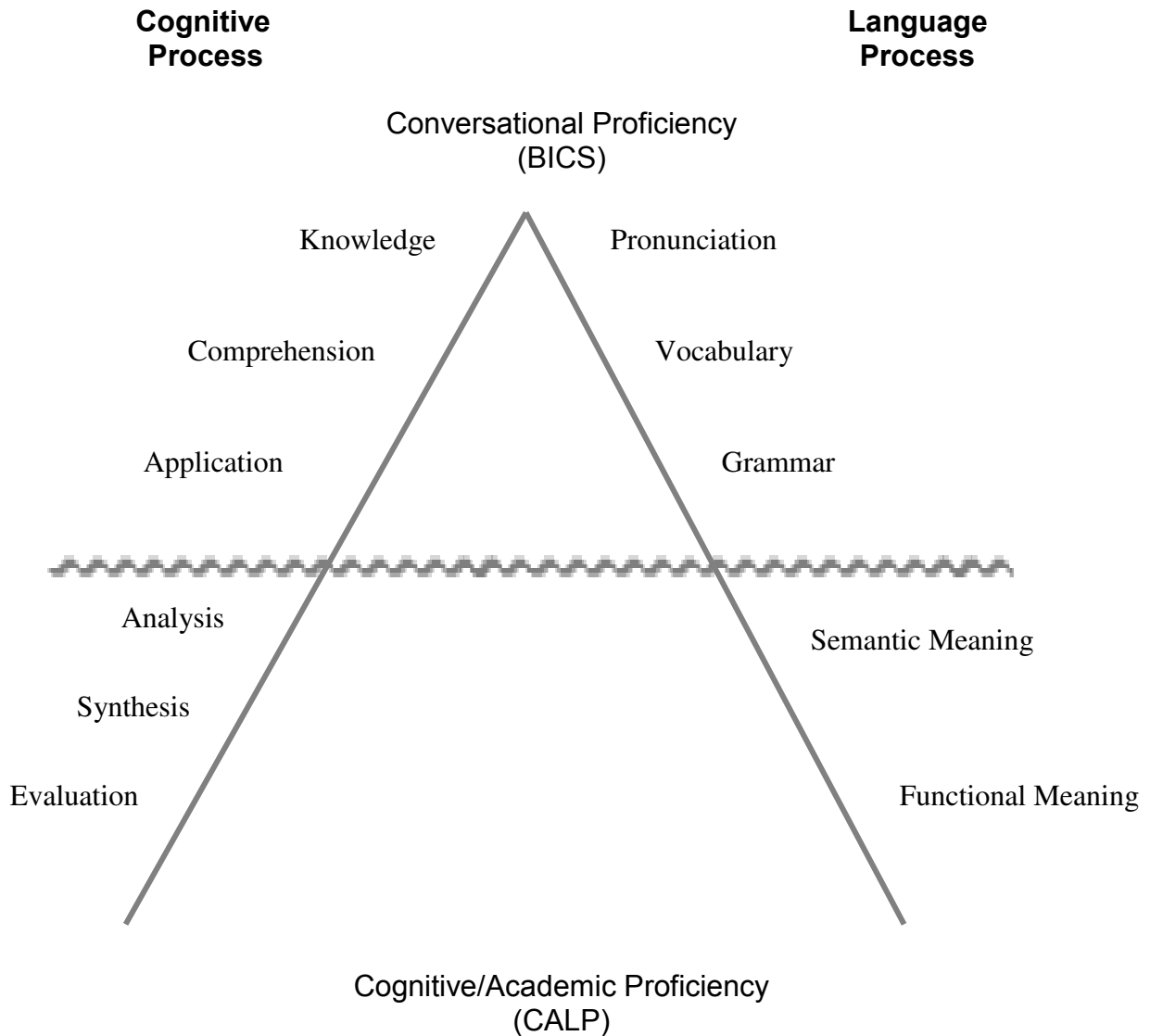
ESOL in-service Points/Hours Count as "infield" in any field

APPENDIX D

ESOL Educator Information			
CATEGORIES	DESCRIPTORS	ESOL REQUIREMENTS	ESOL COURSES
CATEGORY I	Primary Language Arts/English Teacher (ESOL Teachers)	CERTIFICATION K-12 ESOL Coverage: Passing Score on ESOL Subject Area Test; AND 120 ESOL In-service Points within a three year period.	ENDORSEMENT 15 ESOL semester hours or 300 ESOL in-service credit points OR District Add-on Program (300 in-service points) and appropriate Basic Education coverage.
CATEGORY II	Social Studies, Mathematics, Science, and Computer Literacy	60 in-service points or appropriate college course (3 semester hours).	<ul style="list-style-type: none"> ESOL Empowering Teachers
CATEGORY III	Foreign Language, Music, Art, Bilingual Instructional Paraprofessionals	18 district in-service points in ESOL strategies (District Professional Development)	<ul style="list-style-type: none"> ESOL Empowering Teachers
CATEGORY IV	School Administrators & Guidance Counselors	60 ESOL in-service points or college course (3 semester hours).	<ul style="list-style-type: none"> ESOL Empowering Administrators and Guidance Counselors

APPENDIX E

Surface and Deeper Level of Language Proficiency



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

GLOSSARY OF TERMS

ESOL	English Speakers of Other Languages
ELL/ELLs	English Language Learner/English Language Learners
NCE	Normal Curve Equivalent
SDAIE	Specially Designed Academic Instruction in English
FEFP	Florida Education Finance Program
CALLA	Cognitive Academic Language Learning Approach
LEA	(State)Local Educational Agencies
META	Multi-cultural Education Training Advocacy, Inc.
NCLB	No Child Left Behind
IT	Any technologies associated with communication
PDA	Personal Data Assistants
PTSA	Parent Teacher Student Association
TPR	Total Physical Response
LEA	Language Experience Approach
TESOL	Teacher of English for Speakers of Other Languages
Suggestopedia	It is methodology based on the power of suggestion in learning. This notion means that positive suggestion would make the learner more receptive and, in turn, stimulates learning. Music is essential for this approach.
Cloze procedure	A cloze procedure is a “fill-in-the-blanks” activity where the learner uses clues from the context to supply words that have been deliberately removed from the text. A cloze procedure is a test of reading comprehension. Responses reveal both text comprehension and language mastery levels.
BICS	Basic Interpersonal Communicative Skills
CALP	Cognitive Academic Language Proficiency
AOIT	Academy of Information Technology
CELLA	Comprehensive English Language Learning Assessment

ESOL DEFINITIONS

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

- **LY** – The student is Not Proficient in English and is enrolled in classes specifically designed for ELLs or be in an inclusion model where the teachers of record all have the appropriate ESOL Endorsement or Certification.

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

- **LF** – the student has exited the ESOL Program and is now in the two year monitoring stage.

- **LZ** – the student who has successfully completed the monitoring process.

- **ZZ** – Can be one of the following:
 1. The student’s parent who answered “YES” to only the first question and is awaiting the CELLA Online testing.
 2. Not applicable (student’s parent who responded in the negative to all three required Home Language Survey.)
 3. The student does not qualify for the ESOL program after being tested.

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

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

- **ELL Student Plan** – means a written document(s) that identifies student’s name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification, assessment data used to

classify or reclassify the student as ELL, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student’s exiting plan IEP, etc. or may be a separate document for a given student.

- **Basic Subject Areas** – means instruction in computer literacy, mathematics, science and social studies, reading, intensive reading or intensive English.
- **Basic ESOL** – means instruction in English/Language Arts (whether self-contained or inclusion).
- **Other Subject Areas** – means any instruction other than the Basic ESOL or Basic subject areas.
- **English Language Learners: Basis of Entry** – A one character code indicating the student’s basis of entry into the ESOL program: Aural/Oral (**A**): Reading and Writing (**R**); ELL Committee (**L**); or temporarily placed in a program based on the HLS (**T**).
- **English Language Learners: Basis of Exit** – Use one character code indicating the student’s basis of exit from the ESOL program. These codes are: (H, I, J, or L)

(K- 2 only) (H) Proficient in ALL areas of CELLA/Speaking, Listening, Reading, Writing

(Grades 3-9) (I) Proficient in ALL areas of CELLA/ Speaking, Listening, Reading, Writing and FCAT level 3 in reading

(Grades 10-12) (J) Proficient in ALL areas of CELLA/ Speaking, Listening, Reading, Writing and have met graduation requirement in Reading, either through FCAT, ACT, SAT or any test that the DOE accepts for graduation requirement.

(K-12) (L) This option is generally used for those students who are in another program that meets their needs. CELLA or CELLA Online can be used for this type of exit.

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

- **English Language Learners: Entry Date** – means the initial date a student entered an ESOL program in the state of Florida.
- **English Language Learners: Extension of Instruction** – means the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.09022, FAC. (Note: After the 1990-91 school year only those students entering Florida public schools for the first time must complete the Home Language Survey.)
- **English Language Learners: Instructional Strategy** – means the type of instructional strategy provided to ELL students in each course. The allowable types of instructional strategies are: Home Language and/or ESOL Instruction (only valid for elementary self-contained courses); Home Language Instruction – math, science, social studies and computer literacy; and ESOL instruction – language arts, math, science, social studies, computer literacy and reading.
- **English Language Learners: Post Reclassification Date (Monitor date)**– means each date that a former ELL Student’s performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student’s first report card; then the semester; then at the end of the first year from exit; and at the end of the second year; in accordance with Rule 6A-6.0903, FAC.
- **English Language Learners: - Reclassification Date** – means the initial date of Former limited English proficient student (LF) is reclassified as an English Language Learner (LY) (within the two year monitoring process.)
- **English Language Learners: Reclassification Exit Date** – means the date a reclassified ELL exits the ESOL Program for the second time.
- **English Language Learners: Re-evaluation Date** – means the most recent date the ELL was re-evaluated in order to determine whether the student should continue in or exit the ESOL program.
- **English Language Learners: Student Plan Date** – means the first day of classes that the student that an eligible ELL has.

Notes

