

# **MCSD ESOL Procedural Handbook**



**Multilingual Student Education Services  
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*This handbook is a step by step guide for identifying, assessing, placing, and properly monitoring English Language Learners (ELLs). It includes FLDOE guidelines as well as local data entry information along with procedures to follow to ensure compliance with State Mandates and the META Consent Decree.*

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# META Consent Decree



## META Consent Decree

[Florida Department of Education: Consent Decree](#)



- ❖ The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled. *The Consent Decree settlement terms focus on the following six sections described below.*
  - **Section I: Identification and Assessment Synopsis:** All students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services. The Consent Decree details the procedures for placement of students in the English for Speakers of Other Languages (ESOL) program, their exit from the program, and the monitoring of students who have been exited.
  - **Section II: Equal Access to Appropriate Programming Synopsis:** All ELL students enrolled in Florida public schools are entitled to programming, which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction, as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English language learner (or non-ELL) students.
  - **Section III: Equal Access to Appropriate Categorical and Other Programs for ELL Students Synopsis:** ELL students are entitled to equal access to all programs appropriate to their academic needs, such as compensatory, exceptional, adult, vocational or early childhood education, as well as dropout prevention and other support services, without regard to their level of English proficiency.
  - **Section IV: Personnel Synopsis:** This section details the certificate coverage and inservice training teachers must have in order to be qualified to instruct ESOL students. Teachers may obtain the necessary training through university course work or through school district provided inservice training. The Consent Decree details specific requirements for ESOL certification and inservice training and sets standards for personnel delivering ESOL instruction.
  - **Section V: Monitoring Issues Synopsis:** The Florida Department of Education is charged with the monitoring of local school districts to ensure compliance with the provisions of the Consent Decree pursuant to federal and state law and regulations including Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statutes (Florida Educational Equity Act). This monitoring is carried out by the Bureau of Student Achievement through Language Acquisition (SALA), Division of Public Schools, Florida Department of Education.
  - **Section VI: Outcome Measures Synopsis:** The Florida Department of Education is required to develop an evaluation system to address equal access and program effectiveness. This evaluation system is to collect and analyze data regarding the progress of ELL students and include comparisons between the LEP population and the non-ELL population regarding retention rates, graduation rates, dropout rates, grade point averages and state assessment score.



# Rules & Legislation



## Rules & Legislation

[Florida Department of Education: Rules & Legislation](#)



### ❖ State Board of Education Rules

- [Rule 6A-1.09951](#), FAC, Requirements for the Florida Seal of Biliteracy Program
- [Rule 6A-6.0902](#), FAC, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners
- [Rule 6A-4.02451](#), FAC, Florida Teacher Standards for ESOL Endorsement
- [Rule 6A-1.09432](#), FAC, Assessment of Limited English Proficient Students
- [Rule 6A-6.0901](#), FAC, Definitions Which Apply to Programs for English Language Learners
- [Rule 6A-6.0903](#), FAC, Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
- [Rule 6A-6.0904](#), FAC, Equal Access to Appropriate Instruction for English Language Learners
- [Rule 6A-0905](#), FAC, Requirements for the District English Language Learners Plan
- [Rule 6A-6.0906](#), FAC, Monitoring of Programs for English Language Learners
- [Rule 6A-6.0907](#), FAC, Inservice Requirements for Personnel of Limited English Proficient Students
- [Rule 6A-6.0908](#), FAC, Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)
- [Rule 6A-6.0909](#), FAC, Exemptions Provided to English Language Learners
- [Rule 6A-6.09091](#), FAC, Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners

### ESOL Program Legal References

Legal Reference	Procedures Covered
1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) <a href="#">Consent Decree</a> September 2003 <a href="#">Modification to the Consent Decree</a> (PDF, 31KB)	✓ All Procedures
<a href="#">Rule 6A-6.0902</a> , FAC. Requirements for Identification, Eligibility, and Programmatic Assessment of English Language Learners	✓ Initial Placement
<a href="#">Rule 6A-6.09022</a> , FAC. Extension of Services in English for Speakers of Other Languages (ESOL) Program	✓ Extension of Services
<a href="#">Rule 6A-6.0903</a> , FAC. Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program	✓ Continuation of Services ✓ Exit
<a href="#">Rule 6A-6.09031</a> , FAC. Post Reclassification of English Language Learners (ELLs)	✓ Monitoring ✓ Reclassification
<a href="#">Florida Statute 1002.20 Session 21</a> Student and Parental Rights and Educational Choices	✓ ELL Committee Meetings (Procedure adopted by SALA Office and to be implemented as prescribe in Statue)

# Registration & Identification Procedures



## Registration & Identification Procedures

### Step 1: Assist with registration when possible. Verify accurate information within 5 days of enrollment.

- Complete [MCSD Registration Packet](#) which includes but is not limited to the Home Language Survey (HLS), and Residency Questionnaire. Data Entry will give the ESOL Contact the HLS within 5 days of completed registration. Check your FOCUS dashboard for an ELL 20 day notification. The registration process is a collaborative process involving parents/guardians, registrar, and ESOL Contact. *If possible, it is beneficial for ESOL contacts to meet and greet parents and communicate about the family's transitions and needs.*
- On the Federal Information page of SIS (FOCUS), complete all necessary data (completed by data entry).
- All registration documents shall be provided to the parent/guardian in his/her native language, when feasible. During the registration process, assistance in the parent/guardian's native language shall be provided, when feasible.
- If the ESOL teacher is not available during registration procedures, he/she **must** be informed of any new student with any affirmative (YES) answer to the Home Language Survey. Data Entry will provide a copy of the HLS to the ESOL contact within 5 days of the student's enrollment date.
- Data Entry must also inform ESOL contact if the student was born in another country, based on documents presented during the registration process (**Exception for military students that are born in another country; but are U.S. Citizens**). This will allow the ESOL contact to determine Immigrant Field when developing an ESOL Plan.
  - Immigrant Student** – individuals who: (a) are aged 3 through 21; (b) were not born in any state, District of Columbia or Puerto Rico and (c) have not been attending one or more schools in any one or more states for more than 3 full academic years.

### Step 2: Review Home Language Survey (HLS)

- The Home Language Survey is the first step in identifying a potential ELL, and it must be completed for all students in grades Pre-K through 12 entering a Florida Public School for the first time.
- The Home Language Survey includes three questions. The questions are as follows:
  - Is a language other than English used in the home?*
  - Does the student have a first language other than English?*
  - Does the student most frequently speak a language other than*

**Monroe County School District: Spanish and English**  
**HOME LANGUAGE SURVEY**  
**ENCUESTA SOBRE EL IDIOMA DEL HOGAR**

ESTUDIO DEL IDIOMA LOCAL		
Fecha : _____ Escuela : _____		
Nombre del Estudiante _____		
Favor de llenar la información siguiente:		
Primer idioma que aprendió el niño	Idioma que se habla en casa más frecuentemente	Idioma que habla el niño más frecuentemente
Origen Nacional : _____ (País donde nació el niño)		
Escriba la Fecha en que el niño ENTRÓ a la Escuela en los E.E.U.U.:		
(mes / día / año)		
Favor contestar Sí o NO :		
1. El primer idioma del niño fue otro idioma que el inglés ?    Sí    No		
2. Se usa otro idioma que el inglés en casa ?    Sí    No		
3. El niño habla más frecuentemente otro idioma que el inglés ?    Sí    No		
School Staff Only: *DEUSS date 3 years or less and born outside the US, enter in the 5705 date of entry and codes 8214 for Immigrant non ELL and 8414 for Immigrant and ELL.		

COMMUNITY LANGUAGE SURVEY		
Date: _____ School: _____		
Student's Name _____		
Please complete the following information		
First Language Learned By Child	Language Used Most Often at Home	Language Most Frequently Spoken By Child
National Origin: _____ (Country where child was born)		
Write the Date of Entry into a United States School (DEUSS):		
Month / Day / Year		
Please answer YES or NO:		
1. Did the student have a first language other than English?    YES    NO		
2. Is a language other than English used at home?    YES    NO		
3. Does student most frequently speak a language other than English?    YES    NO		
School Staff Only: *DEUSS date 3 years or less and born outside the US, enter in the 5705 date of entry and codes 8214 for Immigrant non ELL and 8414 for Immigrant and ELL. Revised 10.27.15		



### English?

- These questions are found on the HLS within the [MCSD Registration Packet](#) on the District Website. Home Language Surveys in Spanish and Haitian Creole are readily available. This form must be made available in the home language, when feasible).
- The Home Language Survey (HLS) is incorporated into the registration form and is filled out by all parents of students entering MCSD. (Section 233.058, 228.092 and 228.093, FS, Section I, 1990 LULAC et al. Vs. State Board of Education Consent Decree, and Rules 6A-6.0901 and 6A6.0902, F.A.C.) All students, regardless of their native language and national origin, who enter Monroe County School District register at their neighborhood school.
- Check answers on the HLS: **ENSURE** that all 3 sections of the HLS are complete for the child's first language, language used most often at home, and language most frequently spoken by the child.
- Use the guidelines below for determining the HLS date:
  - The HLS Date is the date the HLS was actually completed by the student or the parent/guardian and should be the date entered into the computer on the Federal Information page of SIS (FOCUS).
  - If the student was previously registered in another Florida Public School, and completed the Home Language Survey, enter that first HLS date. However, if the survey form with completed questions is not readily available, then the student should be resurveyed upon entry into the receiving school.
  - If the student comes from another school district, OUTSIDE the State of Florida, CONFIRM that the Out-Of-State HLS asked the same 3 questions as the State of Florida's HLS. If the questions are the same, use the original HLS date. If the 3 questions are not the same, re-survey the student using a MCSD HLS, and use that new date and information.
  - If the school cannot obtain an original survey from the previous school, resurvey the student using a MCSD HLS and proceed to evaluate the student; *but continue to attempt to retrieve the original data*. Document the pursuit efforts taken to retrieve the information from the previous school in the LEP/ELL notes section of ELlevation.
- The district must administer an ELP Screener (WIDA suite) to all students who answer "Yes" to any of the questions on the HLS. For grades K-12, the aural/oral assessment must be completed within 20 school days, or the school must document the delay and notify the parent/guardian of such delay, in a language the parent/guardian understands, unless clearly not feasible.

### Step 3: Determine Date of Entry into US School (DEUSS date)

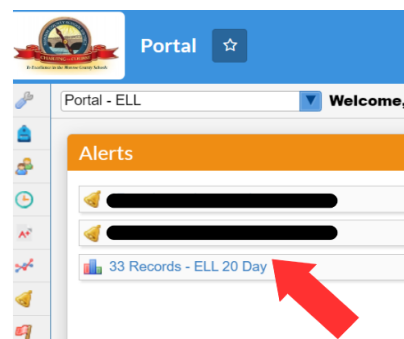
- This is the date the student **entered a US school for the first time**.
  - **NO** student should have a date of birth entered nor the date entered the country in this field.
  - **DEUSS** date includes any school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions)

- A Pre-K student's first day in Pre-K **DOES NOT** count. This will be replaced with the first day of enrollment in Kindergarten when they enter Kindergarten.
- Use the graphic below to understand the difference between the HLS and DEUSS.

HLS VS. DEUSS	
Home Language Survey (HLS) 	Date of Entry into U.S. School 
<p>Is the date that the parent completed the first Home Language Survey when registering the student in any school in <b>the USA</b>, including grades <b>Pre-K-12</b>, as long as the HLS includes these same 3 questions:</p> <ul style="list-style-type: none"> <li>● Is a language other than English used in the home?</li> <li>● Does the student have a first language other than English?</li> <li>● Does the student most frequently speak a language other than English?</li> </ul> <p><i>If the questions on the initial HLS are the same, use the original HLS date. If the questions are not the same, re-survey the student using the MCSD HLS, and use that date.</i></p>	<p>Is the first date the student was enrolled in any school in the U.S.A, in grades K-12.</p> <ul style="list-style-type: none"> <li>● This element includes <b>any of the 50 states and the District of Columbia</b>, excluding U.S. territories and possessions.</li> <li>● This element does <b>not</b> include Puerto Rico or the Virgin Islands.</li> </ul>
The date can be <b>the same as the DEUSS date, or prior to the DEUSS date</b> including cases in which the student participated in the Pre-K program in Florida.	<ul style="list-style-type: none"> <li>● This date <b>can be the same</b> as the HLS.</li> <li>● The date <b>can be after</b> the HLS (including an HLS date based on the Pre-K).</li> <li>● Or the date <b>can be before</b> the HLS where the student came from another state outside of Florida.</li> </ul>
<b>Pre-K date counts</b> for this element	<b>Pre-K date does not count</b> for this element.

**Step 4: Determine if language testing is needed and follow the guidelines below Initial Placement Procedures (students with no prior schooling) or Transfer Student Procedures (for students transferring within MCSD or for students transferring from other districts).**

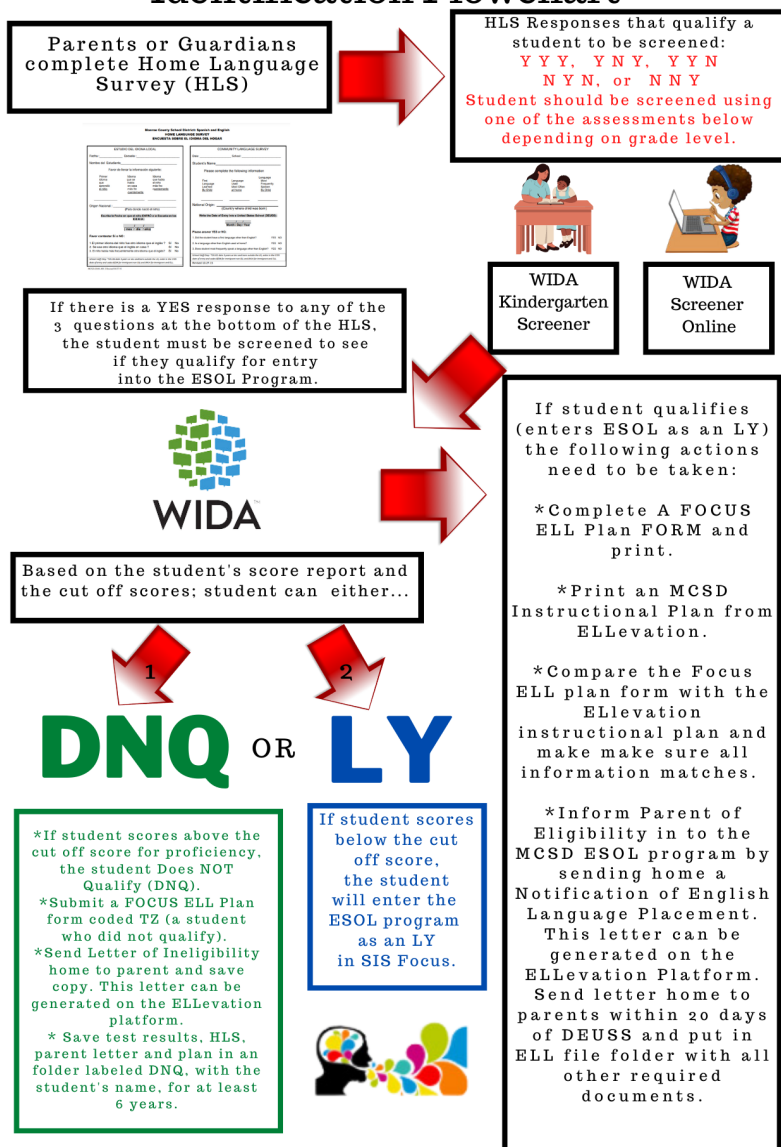
- If the parent responds “Yes” to any question 1, 2, or 3 (YYN, YNY, NYN, NNY)
  - Check weekly in FOCUS or with data entry to identify any newly registered students that have a positive (YES) response on the HLS. These students will be flagged on your FOCUS Portal (as seen in the image to the right).





- Determine if the student has been registered previously in another school district grades K-12, or if this is the first time the student is registering in a school within the United States.
- **Initial Entry Registration Procedures:**
  - If the student has no prior schooling, follow the initial entry procedures below:
    - Schedule a date to test the student within 20 school days.
    - ESOL Teacher administers the initial testing assessment to determine eligibility.
    - Please refer to the section on Testing and Placement.

## MCSD Registration & Identification Flowchart



- **Transfer Student Procedures:**

- **If the student is transferring within MCSD or if the student is transferring from another school district, follow the transfer student procedures below:**
- **If the student is transferring to MCSD from another school district:**
  - If the student is coming to Florida from any other US state, follow procedures as for any other new student registering with MCSD. *We do not use any data, other than the DEUSS date from other States. If the HLS from the previous school matches the same 3 questions on MCSD HLS, you may use that HLS date.*
  - **Please note:** If there is evidence on the student's registration that the student was in another Florida county school prior to leaving the state, that information **MUST** be obtained from the previous Florida County. Document all efforts to obtain that information. If it cannot be obtained the student **MUST** be tested within the first 20 days and an LEP/ELL committee meeting convened.
- **If the student is entering from another county in the State of Florida and has never been previously enrolled in MCSD, follow the transfer procedures below:**
  - If an ELL student is transferred from another county within Florida, check to see if Data Entry has the following information or contact the previous school to obtain original HLS responses (copy of initial HLS), HLS date, DEUSS date, entry date, basis of entry.
  - Document all attempts to reach the previous school. Printed copies of emails or call logs to document attempts to reach previous schools should be added to the ELL file/portfolio.
  - Hold an LEP meeting to discuss and review ELL portfolio, test data and plan. Students transferring to MCSD that are current LYs from another county in Florida, should be coded (L) LEP (must be coded ELL/LEP Committee due to SIS-FOCUS and a note in the ELL/LEP Committee Meeting comments with the student's original ELL/LEP indicators (the actual testing information and scores), classification date, plan date, last revaluation date (if applicable), language classification, LF monitoring (if applicable) from the other county.
  - If the student was exited in a previous Florida County, also request the basis of exit, exit date and monitoring dates; honor the exit and continue the monitoring process at MCSD. *Basis of Exit in these cases must be L if the student did NOT meet criteria for exit.*
  - If no information can be obtained within 10 school days (as a precaution), the student **MUST** be tested within the first 20 days present in MCSD using the WIDA Screener for Kindergarten or WIDA SCREENER Grades 1-12.
    - Enter the student based on new screener results, and create an ELL Plan or follow the TZ/DNQ procedure detailed below. **(Please refer to the section on Developing ELL Plans)**
    - The ESOL teacher will continue to make an effort to get original



information from the previous school and must document their efforts by adding call logs or printed e-mails to the student's ELL file/portfolio. If new information is obtained, the plan can be modified to include initial information and shared with Data Entry.

- If the information is not obtained, the student **MUST** be tested as new, but check the DEUSS date. If DEUSS date indicates that 3 academic school years have passed, and they are entering their 4th academic school year, the student **MUST** also be treated as a re-evaluation and given WIDA Screener Gr. 1-12 (to determine eligibility for extension of instruction), and an ELL/LEP Meeting must be held. **(Please refer to the section on ELL/LEP Committee Meeting).**
- **If the student is re-entering MCSD from a school within the State of Florida, follow the transfer procedures below:**
  - If a student was LY receiving services when he/she left MCSD and remained LY at the new school, he/she will continue ESOL services. Check DEUSS and complete re-evaluation if needed (annually at 3+ years).
  - If DEUSS date indicates that 3 academic school years have passed, and they are entering their 4th academic school year, the student **MUST** also be treated as a re-evaluation and given WIDA Screener Gr. 1-12 (to determine eligibility for extension of instruction), and an LEP Meeting must be held and plan should be updated with basis of entry as L, or Exit basis of L. **(Please refer to the section on ELL/LEP Committee Meeting).**
  - If the student was coded as LF before leaving MCSD, once the student re-enters MCSD, complete the monitoring periods as applicable.
  - If the student was LY when he/she left MCSD and exited—becoming LF in another county, the student will continue the monitoring process at MCSD. Change the LY code to LF and LY exit date from the previous school on the Focus ELL Plan Form.
  - Enter detailed information from the previous county on the ELL/LEP Committee Meeting and on the Focus ELL Plan Form.
- **If the student is re-entering MCSD from another State, follow the transfer procedures below:**
  - If a student was LY receiving services when he/she left MCSD and remained LY at the new school, he/she will continue ESOL services. The student must be re-evaluated with the WIDA Screener to determine if he/she is eligible if the student has been away from MCSD for 6 months or longer. Check the student's DEUSS date and complete re-evaluation if needed (annually at 3+ years). LEP Committee Meeting should be held and the plan should be updated with continuation as L.
  - If the student was coded as LF before leaving MCSD, once the student re-enters MCSD, complete the monitoring periods as applicable.

- If the student was LY when he/she left MCSD and exited—becoming LF in another county, the student will continue the monitoring process at MCSD. Change the LY code to LF, and change the LY exit date from the previous school on FOCUS ELL Plan Form.
- Enter detailed information from the previous county on the ELL/LEP Committee Meeting notes and on the FOCUS ELL Plan Form.
- **Transfer of English Language Learners from South America, or other countries who are on summer vacation:**
  - Students recently arriving from South America or other countries who are on summer vacation, should be placed in the grade they completed in their country.
  - Usually their “summer vacation” is based on their school year that ends by late November or early December and starts late February or even mid-March. It is important to identify students who come from their country in January, February, March, or later who might have already completed their school year and are currently on summer vacation.
    - **For example, if the student completed the tenth grade in Colombia, and wants to register with MCSD within the months of January, February or beginning of March, that student should be placed in tenth grade, not eleventh grade.**
  - Should a parent disagree with placement, an ELL/LEP Committee meeting shall be held in order to determine the best placement for the student. The parent must be invited and a member of the school administrative team (principal or assistant principal) must be present.
  - This does **not** apply to students coming from Puerto Rico since they follow our same school calendar.
  - School board policy provides flexibility to school staff in making academic placement decisions for students. Parents/guardians may appeal academic placement decisions to the principal.
- **Important Information for the Transfer of English Language Learners:**
  - The school-level ELL contact, the guidance counselor, and administrator/designee review the educational background of the transferring student to determine appropriate grade level, subject, and ELL program placement.
  - The ELL Committee/LEP Committee comprised of the school-level ELL contact, the guidance counselor, and administrator/designee must meet to review the educational background of the transferring student when a student’s placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements.
  - Parental input regarding educational background should be taken into consideration. However, taking into consideration that the student may reach the maximum age limit for attendance (age 19) before successful completion of high school graduation requirements the final determination for placement will be determined by the principal or designee.
  - ELL students are scheduled into classes that fulfill graduation requirements and the district’s Student Progression Plan. ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done.

- **If the student is transferring schools within MCSD, follow the transfer procedure guidelines below (including students coded LY, LF, LA):**
  - Verify if the student was previously enrolled in an MCSD school. This information can be found on the enrollment page on SIS- FOCUS.
  - Verify if the student was already evaluated for eligibility and placed in an ELL Program (refer to ELL tab and Test History tab on SIS- FOCUS).
  - Email the ESOL Contact at the previous school to request for transfer of the ELL file if they have not already emailed you.
  - When you receive the ELL file, sign and return the receipt of the ELL folder form that accompanies it. Then review the file.
  - Check to be sure that all items on the [MCSD ESOL File Checklist](#) (Requirements for EL Files) have been completed and that the file contains:
    - Initial paperwork/testing
    - HLS (*Original HLS answers and date are **NOT** changed*)
    - ELL Instructional Plan, signed and dated by previous school's contact
    - Parent letters: Notification of Initial placement /Annual Continuation Letter
  - Check DEUSS date to see if 3+ year re-evaluation is upcoming (completion of 3 full years in the ESOL program), plan to schedule an LEP/ELL meeting 30 days prior to the DEUSS anniversary date.
  - If all items are present and correct, the file should be kept in a locked filing cabinet.
  - If all items are not present, take steps to locate or reprint the needed items to complete the file.
  - For students coded as LF or LA:
    - If the student is LF, follow directions for monitoring of LF students.
    - For further instruction on LA students, (**Please refer to the section on ELL Exits, Progress Monitoring & Reclassification**).
  - **Please refer to the section on Testing & Placement for more information on how to proceed once these steps have been completed.**
- **Important protocol for sending ELL Files/Portfolios within District:**
  - When you receive a request from an ESOL contact within MCSD and are sending an ELL file, complete, sign and send the [Receipt of ELL Folder Form](#), along with the file.
  - Make sure that you make a copy of the most recent plan & supporting documents for the current school year and save it in a folder with the student's name on it. Save this file at your school site for at least 5 years in a locked filing cabinet.
  - Send the complete ESOL file with all its contents (listed above) via PONY to the designated MCSD ESOL Contact with the receipt of ELL folder form.

# Testing & Placement



## Testing & Placement Procedures

- **Step 1: Ensure that testing and assessments are administered for incoming/new students to determine if they are eligible to receive ESOL services following the procedures below:**
  - Once the student has been identified as a possible ELL (any affirmative [YES] response in the HLS), an oral language proficiency test is administered to determine the student's English language proficiency ( WIDA Screener for Kindergarten OR WIDA Screener Online grades 1-12).
  - Schedule a date to test the student within 20 school days.
  - Gather needed testing materials and/or generate testing tickets for students (test tickets are for students taking the WIDA Screener Online; grades 1-12 on the DRC Insight secure website).
    - Familiarize yourself with the portal and learn how to administer and score different domains (speaking and writing are grade level specific).
    - The directions for creating test tickets and for all test administration are included in the WIDA Secure Portal, under the heading titled: Assessment Training.
  - On the WIDA Secure Portal you can find the following testing materials:
    - WIDA Screener for Kindergarten:**
      - Testing Manual
      - Test Administrator Script
      - Testing Materials:
        - Storybook
        - Cards
        - Score sheet
    - WIDA Screener Online (Grades 1-12):**
      - Testing Manual
      - Test Administrator Script
        - Grades 1-12
        - Writing Grade 1
        - Writing Grades 2-3
      - Writing Test Booklets for Students (Grades 1-3 only)
      - Student Test Tickets & Student Test Roster (from WIDA AMS)
      - WIDA Assessment Management System (WIDA AMS User Guide)
      - Speaking Scaling Scores
      - Writing Scaling Scores
  - The ESOL teacher who is administering the WIDA Screener for Kindergarten or the WIDA Screener Online must make sure that they have completed all the required training and received certifications for each of the Screeners and required domains and grade levels prior to administering the assessments.
  - Likewise, you will not be able to print any of the required materials listed above until you have completed your training, passed the quizzes, and received certification.
  - You can check your certifications and dates on the WIDA Secure Portal under your profile.
    - **Please note:** If the new student has already been identified as an ESE student,

the ESOL teacher should review the student's IEP to determine needed accommodations for initial assessment prior to giving the ELP test. If additional English support appears to be beneficial for the student, indicate the allowable IEP accommodations on the WIDA Screener Online and administer the screener to determine ESOL eligibility. Please refer to [WIDA Accessibility and Accommodations Manual](#) for more information.

- Initial testing **MUST** take place within 20 school days from a student's enrollment date. If testing is delayed, the *Letter of Delay – Testing Beyond 20 Days Letter* **MUST** be sent to the parents and the original filed in the student's ELL Portfolio.
- The ESOL teacher should administer the assessment, complete scoring, and then print the score report directly from the WIDA Secure Portal.
- Depending on the students age and grade placement, you will be using either the WIDA Screener for Kindergarten, or the WIDA Screener Online (Grades 1-12). **Refer to the table below:**

Grade	Language Proficiency Test
Kindergarten	WIDA Screener for Kindergarten
1st grade, 1st semester (August - December)	WIDA Screener for Kindergarten <b>or</b> WIDA Screener Grades 1-12
1st Grade, 2nd Semester (January - June)	WIDA Screener Online Grades 1-12
Grades 2 - 12	WIDA Screener Online Grades 1-12

- **WIDA Screener for Kindergarten:**
  - The WIDA Screener for kindergarten can be used as an English Language Proficiency (ELP) test to determine eligibility for the ESOL program for students in Kindergarten or **first grade students in the first semester (Aug-Dec). Any first grader entering MCSD with a positive Y on the HLS from Jan-May: MUST be assessed using the WIDA Screener Online Grades 1-12.** It can also be used to determine the academic English language proficiency level new to school or to the U.S. School system in order to determine appropriate levels and amounts of instructional services. Refer to the table below:

August- December Entry		
*Pre-K	Kindergarten	First Grade
May 1st or later: Administer only the (A) auditory/oral domains (Listening and Speaking) <b>in the spring or summer during registration and screening process in preparation for Kindergarten entrance.</b>	Administer only the (A) auditory/oral domains (Listening and Speaking). *MAY <u>NOT</u> take Reading or Writing domains. 2nd criteria for LEP consideration can be other data sources or language models.	Administer the A domains (Listening & Speaking). *Administer the R domains (Reading & writing) only if necessary for a LEP committee review.

January-December Entry	
Kindergarten	First Grade
<p><a href="#">Administer the (A) auditory/oral domains (Listening and Speaking).</a></p> <p>*MAY <u>ALSO</u> take Reading or Writing domains or another source for diagnostic data as 2nd criteria for LEP review but <u>cannot</u> enter via (R) reading &amp; writing.</p>	<p>Can <u>not</u> take the WIDA Screener for Kindergarten. MUST take WIDA Screener Online (grades 1-12).</p>

- Once testing is complete, visit the [WIDA Screener for Kindergarten Calculator](#) page for scoring the student's response totals.
- Enter the scores for each domain and generate a score report. Type in the correct demographic information for the student and print the score report to include in the ELL file.
- [The WIDA Kindergarten Proficiency Level Descriptors](#) will provide you with more information on students' scores and proficiency levels.
- Determine the eligibility for ELL program participation based on the Language Domain Scores included in the report. The following is Florida's proficiency criteria for valid WIDA Identification Assessments:
  - **WIDA Screener for Kindergarten:**
    - For students in grades K and 1 (First Semester: August - December), a Listening score of 4 or higher and a Speaking score of 4 or higher means proficiency.
  - Students that do not meet the criteria for proficiency should follow the procedure for entry into the ELL program **(Code LY)**.
  - Students that do meet the criteria for proficiency should follow the procedures detailed below to notify families that the student Does Not Qualify (DNQ) and FOCUS should be updated to report the English Language Learner field as **(Code TZ)**.
  - **Please Note:** Students **may** be entered as L (LEP Committee) initially or during re-evaluation because they missed by a couple points (1 or 2). Please be sure to include additional data and information (including and not limited to grades, STAR Early Literacy, Reading, and/or STAR Math, iStation).
  - Please refer to the section on How to Develop an ELL Plan for more information.
- **[WIDA Screener Online \(Grades 1-12\):](#)**
  - WIDA Screener is an English language proficiency assessment given to new students in grades 1–12 to help educators identify whether they are English learners (ELs). It is a flexible, on-demand assessment that can be administered at any time during the school year.

- Students taking the WIDA Screener Online will require the following:
  - A computer (desktop or laptop) or table with the DRC Insight Secure Browser installed.
  - Headphones or Headsets
- The WIDA Screener Online will assess each of the four language domains: Listening, Speaking, Reading, Writing.
- Reports proficiency level scores for each language domain and for three composite scores: Oral Language, Literacy and Overall; score reports are produced at the individual student level only (not school, district or state).
- The Screener Online test platform automatically scores the Listening and Reading domains during administration. A trained local rater scores the Speaking and Writing domains.
- The Proficiency Level scores are interpretive scores. They help stakeholders understand what the score means in terms of the language skills of the student. They describe student performance in terms of the six WIDA English language proficiency levels: (1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, 6–Reaching). Please refer to the [WIDA Screener Interpretive Guide for Score Reports](#) for more information on proficiency levels.
- Score reports for WIDA Screener Online are available as a downloadable PDF from WIDA AMS.
- Determine the eligibility for ELL program participation based on the Language Domain Scores included in the report. The following is Florida's proficiency criteria for valid WIDA Identification Assessments:
  - **WIDA Screener Online:**
    - For students in grades K-2, a *Listening* score of 4 or higher **and** a *Speaking* score of 4 or higher means proficiency/Do Not Qualify
    - For students in grades 3-12, an *Overall Composite* score of 4 or higher **and** a *Reading* score of 4 or higher means proficiency/Do Not Qualify (DNQ).
    - Students that do not meet the criteria for proficiency should follow the procedure for entry into the ELL program **(Code LY)**.
    - Students that do meet the criteria for proficiency should follow the procedures detailed below to notify families that the student Does Not Qualify (DNQ) and FOCUS should be updated to report the English Language Learner field as **(Code TZ)**.
- **Please refer to the table below for a better understanding of what test to use, interpreting scores, and determining eligibility for ESOL services.**



Grades K-1		Grades 1-12		
<b>K and 1st Semester of 1st grade</b> (August - December)		<b>Starting the 2nd Semester of 1st Grade</b> (January to May) on through 12th grade		
<b>What test to use?</b>		<b>What test to use?</b>		
<b>WIDA Screener for Kindergarten</b>		<b>WIDA Screener Online</b>		
<b>Score Interpretation</b>		<b>Score Interpretation</b>		
1.0- 3.5 in Listening <b>OR</b> Speaking, student qualifies for ESOL.	4.0- 6.0 Listening <b>OR</b> Speaking, student does NOT qualify for ESOL (DNQ).	1.0- 3.5 in Listening <b>AND/OR</b> Speaking, student qualifies for ESOL. <i>Oral Language Composite score is less than 4.</i>	1.0- 3.5 in Reading <b>AND/OR</b> Writing, student qualifies for ESOL. <i>Literacy Composite score is less than 4.</i>	4.0- 6.0 Reading <b>AND</b> Composite Score, student does NOT qualify for ESOL (DNQ).
<b>Basis of Entry</b>		<b>Basis of Entry</b>		
<b>A</b> (Oral/Aural)	N/A <b>Code TZ</b> (Tested- Not Eligible)	<b>A</b> (Oral/Aural)	<b>R</b> (Reading and Writing)	N/A <b>Code TZ</b> (Tested- Not Eligible)
<b>Grades K-12</b>				
<b>WIDA Screener for Kindergarten or WIDA Screener Online</b>				
If a student's score is too high to qualify for entry criteria, <i>but concerns still exist</i> , hold an ELL/LEP Committee meeting and review data. <i>The student may enter ESOL via consented and signed agreement by all required parties in an ELL/LEP Committee Meeting.</i>				
<b>Basis of Entry</b>				
<b>L</b> (English Language Learners LEP/ELL Committee Meeting)				

- **Step 2: Determine placement into the appropriate Instructional Program for Qualifying ELLs following the procedures below:**
  - Once the ESOL Teacher administers the initial testing assessment to determine eligibility, they will have to complete a FOCUS EL Plan Sheet Form for both students who did qualify for ESOL services, and for students who did not qualify (DNQ).

- Likewise, it is essential to check all previous records from previous school systems when determining the placement into the ESOL program. Parent Notification Letters for Initial, Annual Continuation, Did Not Qualify must be sent home within 20 days of the student's first day of school. These letters can be generated on ELlevation.
  - Further information on how to complete an EL Plan Sheet on FOCUS and how to generate required documents on ELlevation can be found in the **Development of an ELL Plan Section**.
- As required in law and rule, eligible ELLs should receive ESOL instruction (course) or Language Arts/English using ESOL models and ESOL or Home Language instruction in math, science, social studies and computer literacy.
  - The student must be placed in a grade level and courses based on their records following the [MCSD Student Progression Plan](#).
  - The student must be placed in courses that are commensurate to his/her skills and achievement level for that subject area regardless of level of English proficiency.
- Below is a Matrix of Florida's Programs and Instructional Models for ELLs taken from the FDOE English Language Learners (ELL) Database and Program Handbook.

**MATRIX OF FLORIDA'S PROGRAMS AND INSTRUCTIONAL MODELS FOR ELLs**

Program <sup>1</sup>	Instructional Focus	Grade Level
<b>REQUIRED</b>		
English for Speakers of Other Languages (ESOL)	Use of ESOL instructional strategies to make instruction comprehensible	Grades Kindergarten - 12
<b>OPTIONAL (In addition to ESOL)</b>		
Home Language/Bilingual Education	Use of home/native language instructional strategies to make instruction comprehensible	Grades Kindergarten - 12
Newcomer <i>(Specific equal access provisions are required with this program)</i>	Use of either ESOL or home/native language instruction to make instruction comprehensible	Primarily in Grades 6 - 12 <i>(May be implemented in Grades 1 - 5 based on student needs)</i>

Instructional Model/Approach <sup>2</sup>			Academic Content	Language of Instruction	Student Composition
Model	Program				
1. Sheltered – English	E	E or N	English/Language Arts: Listening, Speaking, Reading & Writing <sup>3</sup>	English	Only students classified as English language learners
2. Sheltered – Core/Basic Subject Areas	S	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Only students classified as English language learners
3. Mainstream/Inclusion – English	I	E or N	English/Language Arts: Listening, Speaking, Reading & Writing <sup>3</sup>	English	Students classified as English language learners and fluent English-speakers <sup>5</sup>
4. Mainstream/Inclusion – Core/Basic Subject Areas	C	E or N	Mathematics, Science, Social Studies, Computer Literacy	English	Students classified as English language learners and fluent English-speakers <sup>5</sup>
5. Maintenance and/or Developmental Bilingual Education	O	E, H, L or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language (Native language of ELLs enrolled in program)	Only students classified as English language learners
6. Dual Language (Two-way Developmental Bilingual Education)	T	E, H, L or N	English/Language Arts: Listening, Speaking, Reading & Writing, AND Mathematics, Science, Social Studies, Computer Literacy	English and Another Language <sup>4</sup>	Students classified as English language learners and fluent English-speakers <sup>5</sup>

<sup>1</sup> Denotes program approved by Florida Department of Education (FDOE), regardless of instructional model/approach. ESOL is required; other programs may also be delivered, based on student need.

<sup>2</sup> More than one model/approach may be implemented at any given school.

<sup>3</sup> Instruction must be aligned to the content standards.

<sup>4</sup> Language of instruction may or may not be the native language of English Language Learners (ELLs).

<sup>5</sup> Fluent English-speakers includes former ELLs and native English speakers.

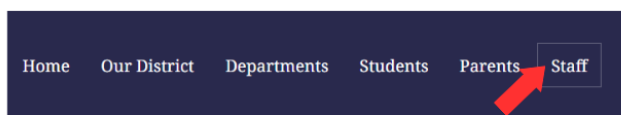
- **MCSD uses the following instructional models for students who are placed in the ESOL program.**
  - Sheltered English Language Arts
  - Sheltered Core/Basic Subject Areas
  - Mainstream- Inclusion English Language Arts
  - Mainstream- Inclusion Core/Basic Subject Areas
- As required in law and rule, eligible ELLs should receive ESOL instruction (course) or Language Arts/English using ESOL models and ESOL or Home Language instruction in math, science, social studies and computer literacy.
- **Please refer to the section on Scheduling, Courses, and FTE.**

# Development of ELL Plan, Parent Letters & ELL File Folder



## Development of an ELL Plan, Parent Letters & ELL File Folder

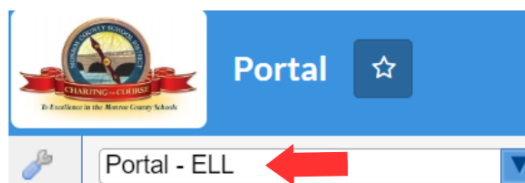
- **Step 1: Create an ELL Plan for the student.**
  - **ELLs: Student Plan – Per Rule 6A-6.0901, F.A.C.**, an ELL Student Plan is a written or electronic document that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or instructional schedule, date of ELL identification, assessment data used to classify or reclassify the student as an 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 existing plan, Individual Education Plan (IEP), etc. or may be a separate document for a given student or group of students. If the plan covers more than one student, each student will have an individual copy of the plan maintained in the student’s file. The ELL Student Plan must be updated to reflect current services. If the ELL Student Plan is electronic all of the information must be in one file.
  - ESOL Contacts will need to login to FOCUS SIS and complete an EL Plan Sheet found in the Forms tab. Follow the steps below when completing an EL Plan Sheet Form on FOCUS for each student.
1. Go to [www.keysschools.com](http://www.keysschools.com)
  2. Select “Staff” and then select: **“Focus Portal”** located under the section title: **“Staff Resources.”** You most likely will be required to login here with your Keysschools email address and password. **Please refer to graphics below:**



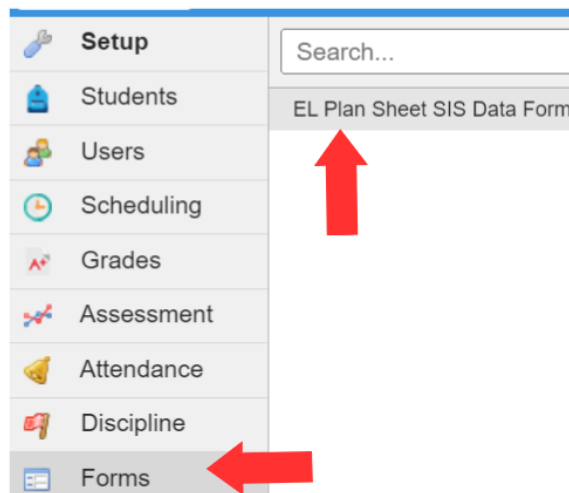
### Other Staff Resources:

- [Area Health Ed Center \(AHEC\)](#)
- [ClassLink Portal](http://Launchpad.classlink.net/mcsd) (Launchpad.classlink.net/mcsd)
- [Continuing Education: Grow Our Own program](#)
- [Cybersecurity Awareness Toolkit](#) ⬇️⬆️
- [District Communication](#) ⬇️⬆️
- [Employee Assistance Program](#)
- [FOCUS Employee Self Service Guide](#) ⬇️⬆️
- [FOCUS Portal](#) ⬅️

3. Ensure that you are working under your **School’s Name** in the **ELL Portal**, and not the Employee Self-Service Tab.



4. Click on the icon that represents “**Forms.**” This tab may be located on the top or side of your FOCUS Dashboard.
5. Once you click on the “Forms” icon, you will see an option called: **EL Plan Sheet SIS Data Form**. Select that form, and begin entering student data.



6. If you are unsure and need to double check something on the form with another ESOL contact or your District ESOL Coordinator: Natallie Liz, please save the form as a draft. Once you have verified correct information you may select the form again under the tab called “**Drafts**” and complete it before submitting. It is highly recommended to title your draft so that it is easier to locate under the drafts section.
7. **Important Tips:**
  - If you need to start over, just click “**Start New Draft.**”
  - If you want to save the draft to double check with a colleague, click “**Save Draft.**”
  - If you are ready to submit your form, click “**Submit Request.**”
  - Once you submit your form, please print a hard copy and keep it in your student’s EL file folder to check later on with your ELlevation Instructional Plan (for compliance and accuracy purposes).

8. When completing the EL Plan Sheet SIS Form you will need to enter specific data points before submitting. Please refer to the ESOL Definitions Section below when entering specific data points on the EL Plan.
9. On the second page of the EL Plan Sheet SIS Form you will be able to enter testing information.
  - Please note that all WIDA Screener domain scores are reported in FOCUS as integers, with no decimals being reported.
  - Composite scores are reported to the first decimal point at half of a level (i.e. 1.0, 1.5, 2.0, 2.5, 3.0 3.5, 4.0, 4.5, 5.0, 5.5, and 6.0).

**10. For an initial student or new student to MCSD:**

- Enter or verify the following information into the tab on FOCUS on the Focus EL Plan Sheet SIS Form.

**11. For returning students to MCSD:**

- Check / verify that all information on the Focus EL Plan Sheet is correct, and add any additional or new information.

● **ESOL Definitions for Data Elements:**

- **Student:** Full Name of the Student (correct spelling is important).
- **Student ID:** Student Identification found in FOCUS (Starts with 44000)
- **Grade:** Enter Current Grade Level
- **School:** Enter Full School Name
- **ELP Designation:** Enter ELL or Non-ELL
  - If the student is currently in the ESOL Program and is an LY, then they are an ELL.
  - If the student is not an LY: The student Did NOT Qualify (DNQ), or the student is an LF, LA, or LZ). Enter the student as a Non-ELL.
  - **English Language Learners (ELL)** – a student who:
    - Was not born in the United States (U.S.) and whose native language is other than English; or
    - 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
    - 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 or her level of English Language Proficiency; and WHO as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.



- **English Language Learners (ELL) Program Participation** – what programs the ELL is enrolled in and receiving services. The allowable program codes are:
  - **E-** English for Speakers of Other Languages
  - **H-** Home Language/Bilingual Education
  - **L-** English for Speakers of Other Languages and Home Language/Bilingual Education
  - **N-** Newcomer/New Beginnings Program (Primarily grades 6-12)
  - **Z-** Not applicable
- **EL Status:** Enter the student's EL Status:
  - **LY** - The student is an ELL and is enrolled in classes specifically designed for ELLs.
  - **LF** - The student is being followed up for a two-year period after having exited from the ESOL program. The student is in years 1-2 of the follow-up period.
  - **LA** - The student has completed the two-year follow-up period after exiting the ESOL program (code LF) and is reported in this category for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan.
  - **LZ** - The student is one who has been exited from the ESOL program for more than four years.
  - **ZZ** - Not applicable. (Students who responded in the negative to all three required Home Language Survey (HLS) questions, that is, Non-ELLs.
  - **TZ** - A student who answered yes to one or more questions on the HLS but after assessment were not eligible for ESOL services.
    - The student was tested for entry to the ESOL Program, but met criteria, and therefore does not qualify.
- **Immigrant:** Enter YES or NO (individuals who: (a) are aged 3 through 21; (b) were not born in any state, District of Columbia or Puerto Rico and (c) have not been attending one or more schools in any one or more states for more than 3 full academic years).
- **DEUSS:** Enter the date that the student **entered any US school for the first time**. **NO** student should have a date of birth entered in this field. **DEUSS** date includes any school in the United States – within the 50 States and the District of Columbia. A school in Puerto Rico or any other US territory is **NOT** considered US for this data element. A Pre-K student's first day in Pre-K **DOES NOT** count. This will be replaced with the first day of enrollment in Kindergarten when they enter Kindergarten.
- **Home Language Survey:** Enter the date that the HLS was completed in accordance with Rule 6A-6.0902, F.A.C. This is an actual date completed during the registration process. **Should** be the first HLS survey completed during the K-12 school experience. the date that the HLS was completed in accordance with Rule 6A-6.0902, F.A.C.
- **Native Language:** First language learned by the child.

COMMUNITY LANGUAGE SURVEY		
Date: _____ School: _____		
Student's Name _____		
Please complete the following information		
First Language Learned By Child	Language Used Most Often at Home	Language Most Frequently Spoken By Child
National Origin: _____	(Country where child was born)	
Write the Date of Entry into a United States School (DEUSS):		
<div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">             Month / Day / Year           </div>		
Please answer YES or NO:		
1. Did the student have a first language other than English?		YES NO
2. Is a language other than English used at home?		YES NO
3. Does student most frequently speak a language other than English?		YES NO
School Staff Only: *DEUSS date 3 years or less and born outside the US, enter in the 5705 date of entry and codes 8214 for Immigrant non ELL and 8414 for Immigrant and ELL.		
Revised 10.27.15		



- **Home Language:** Language used most often at home.
- **Frequent Language:** Language most frequently spoken by the child.
- **Entered EL:** Enter the initial date a student enters an ESOL program.
  - Usually the same date as the student was assessed using the WIDA Screener for Kindergarten students who were assessed in May of their Pre-school year, they would have the first day that they attended school during their kindergarten year.
- **Classification Date:** The initial date a student who responded “Yes” to the HLS is determined eligible or not eligible based on assessment for an ESOL program (usually the same date as the student was assessed using the WIDA SCREENER or for Kindergarten students who were assessed in May of their Pre-school year, they would have the first day that they attended school during their kindergarten year).
- **Basis of Entry:** A one character code indicating the student’s basis of entry in the ESOL program in Florida:
  - Aural/Oral (A);
  - Reading and Writing (R);
  - ELL Committee (L) or temporarily placed in a program based on a “Yes” response to HLS questions b and/or c (T).
- **Plan Date:** the date of the most recent development or review of the Student ELL Plan to reflect current services.
- **Previous Plan Date:** Enter the most recent date, previous to the plan that you are creating. For new students, do not enter a date (you are creating their initial plan).
- **ELLs: Instructional Model** – the type of instructional strategy provided to ELLs in each course. The allowable types of instructional models are:
  - **E** Sheltered – English
  - **S** Sheltered – Core/Basic Subject Areas
  - **I** Mainstream/Inclusion – English
  - **C** Mainstream/Inclusion – Core/Basic Subject Areas
  - **O** Maintenance or Developmental Bilingual Education
  - **T** Dual Language (Two-way Developmental Bilingual Education)
  - **Z** Not applicable
  - **Basic Subject Areas** – instruction in computer literacy, mathematics, science and social studies
- **Re-evaluation Date:** Enter the most recent date the ELL was reevaluated in order to determine whether the student should continue in or exit the ESOL program.
- **Basis of Exit (First):** A one character code indicating the student’s basis of exit from the ESOL program: A, B, C, D, E, F, G, H, I, J, L, R or Z. Codes of B, C, D, E and F are composed of two or more measures (refer to data element). *The addition of codes H, I, and J are effective with the 2012 Comprehensive English Language Learning Assessment (CELLA) administration.*

Data Element Name: **English Language Learners: Basis of Exit**

A one-character code used to indicate the basis of exit out of the English for Speakers of Other Languages (ESOL) program.

Code	Definition/Example
H	For grades K-2, qualifying exit scores on the English Language Assessments per Rule 6A-6.0903.
I	For grades 3-10, qualifying exit scores on the English Language Assessments per Rule 6A-6.0903, including an achievement level of 3 or higher on FCAT Reading or FSA in English Language Arts (ELA).
J	For grades 10-12, qualifying exit scores on the English Language Assessments per Rule 6A-6.0903 and a score on the 10th Grade FCAT Reading or FSA in English Language Arts (ELA) sufficient to meet applicable graduation requirements or an equivalent concordant score pursuant to Section 1008.22, F.S.
L	English Language Learners (ELL) Committee, for grades K-12, exiting the ESOL program through meeting two of five criteria in Rule 6A-6.0903, F.A.C., not solely through qualifying exit scores on the English Language Assessments.
Z	Not Applicable

- **Basis of Exit (Second):** If the student was re-classified and entered the ESOL program again after exiting. When they exit the second time, please enter a one character code indicating the student's basis of exit from the ESOL program: A, B, C, D, E, F, G, H, I, J, L, R or Z. Codes of B, C, D, E and F are composed of two or more measures (refer to data element). *The addition of codes H, I, and J are effective with the 2012 Comprehensive English Language Learning Assessment (CELLA) administration.*
- **Exited EL:** the initial date a student exits an ESOL program.
- **First Monitor Date:** The date of the first report card/marketing period after the exit date.
- **Second Monitor Date:** The date of the report card/marketing period that is closest to 6 months after the exit date.
- **Third Monitor Date:** The date of the report card/marketing period at the end of first year as an LF student.
- **Fourth Monitor Date:** The date of the report card at the end of the second year as an LF student.
- **Re-Classification Date:** the initial date a **former** ELL (LF) is reclassified as an ELL (LY) This is typically the ELL/LEP committee meeting date.
- **ELL LF Exit Date:** the initial date a student exits an ESOL program.
- **ELL LA Exit Date:** the date the student was classified as LA. This is 2 complete academic years after exiting the ESOL program.
- **ELL LZ:** Date that the student was classified as an LZ. This is after 4 complete academic years after exiting the ESOL program. Title III; CODE E: English for Speakers of Other Languages (LY Students)
- **CODE Z:** Not Applicable
- **TIER:** A code to indicate the tier placement for a student classified as limited English

proficient and enrolled in a program or receiving services for ELL students (LY) for purposes of the ACCESS for ELLs 2.0 assessment. (Detailed image below)

Data Element Name: **English Language Learners: Tier Placement**

A code to indicate the tier placement for a student classified as limited English proficient and enrolled in a program or receiving services for ELL students (LY) for purposes of the ACCESS for ELLs 2.0 assessment.

Code	Definition/Example
A	<p>Tier A – placement based on one of the following criteria:</p> <ul style="list-style-type: none"> <li>• Placement determined from the WIDA MODEL, or WIDA Screener.</li> <li>• Student arrived in the U.S. or entered school in the U.S. within this academic school year without previous instruction in English.</li> <li>• Student currently receives literacy instruction ONLY in their native language.</li> <li>• Student recently achieved an overall composite score of 1.0–2.0 on the statewide English language proficiency assessment.</li> <li>• Student is enrolled in grades 1–12.</li> </ul>
B	<p>Tier B – placement based on one of the following criteria:</p> <ul style="list-style-type: none"> <li>• Placement determined from the WIDA MODEL, or WIDA Screener.</li> <li>• Student has social language proficiency and some, but not extensive, academic language proficiency in English.</li> <li>• Student has acquired some literacy in English though have not yet reached grade level literacy.</li> <li>• Student recently achieved an overall composite score of 2.1–3.0 on the statewide English language proficiency assessment.</li> <li>• Student is enrolled in grades 1–12.</li> </ul>
C	<p>Tier C – placement based on one of the following criteria:</p> <ul style="list-style-type: none"> <li>• Placement determined from the WIDA MODEL, or WIDA Screener.</li> <li>• Student is approaching grade level in literacy and academic language proficiency in the core content areas.</li> <li>• Student will likely meet the state's exit criteria for support services by the end of the academic year.</li> <li>• Student recently achieved an overall composite score of 3.1–6.0 on the statewide English language proficiency assessment.</li> <li>• Student is enrolled in grades 1–12.</li> </ul>
D	<p>Alternate Tier – placement based on all of the following criteria:</p> <ul style="list-style-type: none"> <li>• Student has a significant cognitive disability and receives special education under IDEA (2004).</li> <li>• Student requires extensive direct individualized instruction and substantial supports to achieve measurable gains in the grade and age appropriate curriculum.</li> <li>• Student is or will be participating in Access Points Curriculum and/or Statewide, Standardized Alternate Assessment.</li> <li>• Student is enrolled in grades 1–12.</li> </ul>
Z	Not Applicable - Use for all KG students and for ELL students coded as LA, LF, LP or LZ on the English Language Learners, PK-12 data element.

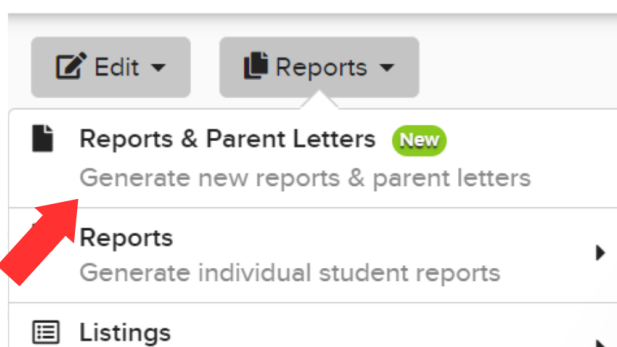
Notes: This code should be reported for all English Language Learners, PK-12 students. Select the appropriate Code/Tier for all LY students only. All others should be coded as Z.

- **IEP:** A student who has an Individualized Education Program.
- **504:** A specific plan that describes the annual accommodations that the school will provide to support the student's education.
- **Global Test Accommodations:** The testing accommodations that are provided to students on state and local assessments.
- **Form #:** The number that identifies which language proficiency assessment was given to the student. Enter [01] for the form number when entering scores on the Focus EL Plan Sheet SIS Form for the WIDA Screener Online or WIDA Screener for Kindergarten.
- **Oral Composite Proficiency Score:** The score calculated as 50% listening and 50% speaking domains.
- **Listening:** The listening score from the English Language Proficiency Assessment (ex: ACCESS for ELLs)

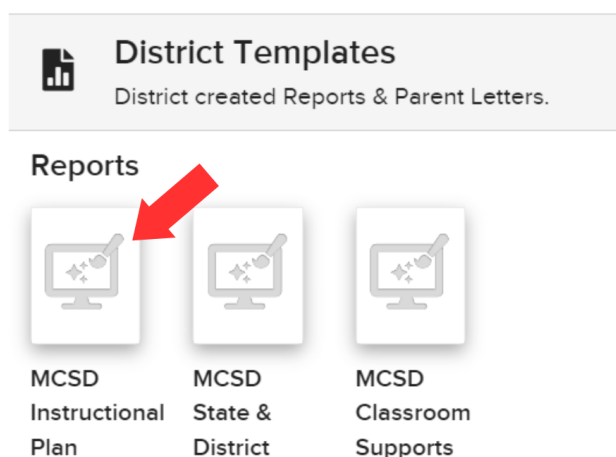
- **Speaking:** The speaking score from the English Language Proficiency Assessment (ex: ACCESS for ELLs).
  - **Reading:** The reading score from the English Language Proficiency Assessment (ex: ACCESS for ELLs).
  - **Writing:** The writing score from the English Language Proficiency Assessment (ex: ACCESS for ELLs).
  - **Overall Composite Score:** The score calculated across all 4 domains (Reading, Writing, Listening, Speaking).
  - **Level:** The 2- digit grade level assessed when giving the WIDA Screener or Kinder Screener to students for initial entry or who are up for re-evaluation. (00 = Kinder, 01-12 = all other grade levels)
  - **School Year:** The current school year.
  - **LEP Info:** The basis for which the student was assessed: Entry, Exit, Reclassification, Reclassification Exit, Annual Progress, Annual Progress Exit, Progress Exit, Annual Progress Reclassification.
  - **Gender:** The gender of the student as listed in FOCUS SIS.
  - **Date of Birth:** The student's date of birth.
  - **Country of Birth:** The country of birth of the student.
- **Step 2: Once you have completed entering all data points for the student on the Focus EL Plan Sheet SIS Form, allow for 24 hours to pass, and then login to ELlevation and generate a MCSD Instructional Plan.**
    - The ELlevation Instructional Plan pulls together a student's most recent English Language Proficiency (ELP) test scores, services, and accommodations, in order to easily share this information with parents and other educators.
      - It shall be filed in the ELL folder every time it is updated (at the beginning of each school year, whenever a program change occurs, when an ELL meeting is convened, etc.).
      - All pertinent panels on FOCUS must be accurate and updated in order for ELlevation to capture students correctly. It is imperative that the ESOL Contact and Data Entry communicate regularly.
      - FOCUS feeds nightly to ELlevation – it is a one-way communication, ELlevation does not feed to FOCUS therefore, any and all required dates for meetings, plans etc. will continue to be entered on FOCUS and as a result will be reflected on ELlevation within 24 hours.

- Below you will find the procedure for generating a MCSD Instructional Plan on the ELlevation Platform.

- Login to ELlevation via Classlink or url: [www.ellevationeducation.com](http://www.ellevationeducation.com)
- On the ELlevation dashboard, select the “**Students**” tab, and then select: “**Student List.**”
- Select the student or students you wish to generate an instructional plan for by clicking the checkbox to the left of their name. An individual instructional plan will be generated for each student you select.
- Click “**Reports**” at the top of the Student List. Then click “**Reports & Parent Letters.**”



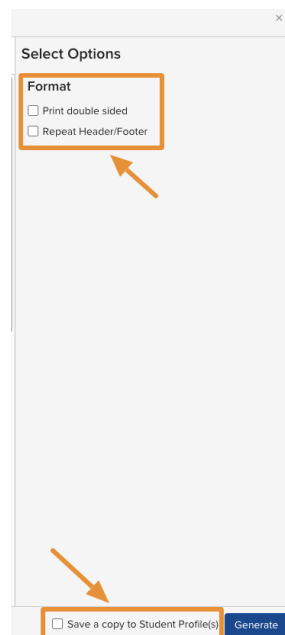
- Select the “**MCSD Instructional Plan**” located under District Templates.



- Preview the plan and ensure that all data points and information for the student(s) are correct and match the information on the FOCUS Portal.
  - The preview only shows the Instructional Plan for the first student in the list of students that you selected from the Student List. Instructional Plans will be generated for all selected students when you click “**Generate.**”
  - To optionally save a copy of the Instructional Plan to the Profiles of selected

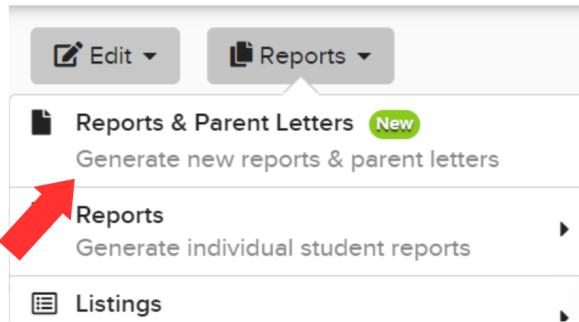
students in addition to downloading a PDF version, click the checkbox to the left of **“Save a copy to Student Profile(s).”**

- To optionally print double sided Instructional Plans, click the checkbox next to *Print double sided*.
  - To optionally include the header and footer on each page, click the checkbox next to *Repeat Header/Footer*.
- 
- Click the blue **Generate** button in the bottom right corner of the preview window to generate your Instructional Plan (and save to Student Profiles, if checked).
  - Access generated Instructional Plans or other ELlevation Reports request status queue on the right side of the Gallery page.
  - Generated PDF Instructional Plans can be downloaded and printed once they have a status of **Complete**.
  - Saved Instructional Plans will appear on Student Profile(s) under the Documents tab once they reach a status of *Saved to profile(s)* in the Reports & Parent Letters request status queue.
  - Download the Instructional Plan and print a copy. Always file the updated ELL Plan in the ELL Folder and NEVER throw away a previous ELL Plan. These are legal documents and must never be discarded.



- **Step 3: Once you have completed and confirmed that all information on the FOCUS EL Plan Sheet SIS Form and MCSD Instructional Plan are correct and match, create Initial/Annual Parent Letters on the ELlevation Platform.**
  - Parent letters should be generated using the ELlevation program. There are different types of Parent Notification Letters that you can generate in ELlevation in over 30 languages.
  - **Notification of English Language Program Placement**
    - This letter is sent home to parents/guardians after the student is initially identified as ELL.
    - It notifies them that they will be served in the ESOL Program.
  - **Notification of English Language Program Continuation**
    - This letter is sent home to parents/guardians after an ELL's annual ELP assessment determines they should continue in the program.
  - **Notification of English Language Program Exit (for annual assessments)**
    - This letter is sent home to parents/guardians after an ELL student has achieved English proficiency as determined by their annual ELP assessment and other factors.

- **Notification of 20 Day Oral Language Assessment Expiration**
  - This letter is sent to the parent if an entering student is not tested within the first 20 schools days after enrollment. It informs the parent of the delay and states that testing will occur within the next 20 days of school.
- **Notification of NOT Qualifying for ESOL Placement**
  - This letter is sent home to parents/guardians after the student is assessed for English language proficiency and determined to meet criteria for proficiency.
  - It notifies them that the student was assessed, met criteria for proficiency and does not qualify for ESOL program participation.
- **Parent Invitation To an ELL Committee Meeting**
  - This letter is sent home to parents/guardians after the student is assessed for English language proficiency and determined to meet criteria for proficiency.
  - Ensure that this letter has been sent 48 hours prior to the ELL Committee Meeting.
- **Notification of ELL Committee Meeting Results**
  - This letter is sent to parents that did NOT attend the ELL Committee meeting to inform them of the results of the meeting.
- **Parent Flexible Setting Letter**
  - A letter sent to the parents of ELLs explaining the allowable testing accommodations.
- **Below you will find the procedure for generating Parent Letters on the ELLevation Platform.**
  - Login to ELLevation via Classlink or url: [www.ellevationeducation.com](http://www.ellevationeducation.com)
  - On the ELLevation dashboard, select the “**Students**” tab, and then select: “**Student List.**”
  - Select the student or students you wish to generate a Parent Letter for by clicking the checkbox to the left of their name. An individual parent letter will be generated for each student you select.
  - Click “**Reports**” at the top of the Student List. Then click “**Reports & Parent Letters.**”



- Select the specific Parent Letter you would like to generate from the District Template section. There are a series of letters for you to select from. Below show some of the options on the ELlevation Platform.

#### Parent Letters

SPANISH MCSD Notification of a 20 Day Language Assessment Expiration	HAITIAN CREOLE MCSD Notification of a 20 Day Language Assessment	ENGLISH MCSD Notification of a 20 Day Language Assessment Expiration	MCSD Parent Invitation to ELL Committee Meeting Letter	MCSD Parent Notification of Initial Entry to ESOL Program	MCSD Parent Notification of Continuation in ESOL Program	MCSD Parent Notification of EXIT from ESOL Program

- The parent letters will include test scores, ELP (English Language Proficiency) Test results, and other important information for parents regarding their ELL.
- The Preview only shows the Parent Letter for the first student in the list of students that you selected from the Student List. Parent Letters will be generated for all selected students when you click “**Generate.**”
- The Preview will show the English version of the Letter, but the Letter will generate in each student's Home Language by default.
  - If the student’s Home Language Field is blank or does not have a supported Ellevation translation, the Letter will be translated into the student's Native Language. If both fields are blank or do not have supported Ellevation translations, the Letter will remain in English.
  - Any content within the letter that does not have a supported translation in Ellevation will be displayed in English.
- To optionally print double sided Parent Letters, click the checkbox next to **Print double sided.**
- To optionally include the header and footer on each page, click the checkbox next to **Repeat Header/Footer.**



- To optionally include an English version in addition to the default translated version, click the checkbox to the left of *Include an English Version*.

- To optionally save a copy of the Report to the Profiles of selected students in addition to downloading a PDF version, click the checkbox to the left of **Save a copy to Student Profile(s)**.

- Click the blue **Generate** button in the bottom right corner of the Preview window to generate your Parent Letters (and save to Student Profiles, if checked).

- Access Your Generated Letter: Generated Parent Letters appear in the Reports & Parent Letters request status queue.

- Generated PDF Parent Letters can be downloaded and printed once they have a status of *Complete*. Follow the steps below to download and print generated Parent Letters.

- Saved Parent Letters will appear on Student Profile(s) under the Documents tab once they reach a status of **Saved to profile(s)** under your request queue. Follow the steps below to filter by saved Parent Letters in the Student List.

» Select Options

Format

☐ Print double sided

☐ Repeat Header/Footer

Language

☐ Include an English version ⓘ

☐ Save a copy to Student Profile(s)

**Generate**

- **Parent Refusal of Services:**

- If the student is already LY, send home a copy of the **Notification of Initial placement /Annual Continuation Letter**. When the parent returns signed copy, and has selected that they do NOT want services, call the parent/ guardian to confirm that they understood they indicated do NOT want services.
  - If the parent confirms verbally that they DO want their child to receive services, record the conversation notes/ information on the Letter and file in the ELL File Folder.
  - **If the parent indicates verbally that they DO NOT want their child to receive services, e-mail the district coordinator at [Natallie.Liz@keysschools.com](mailto:Natallie.Liz@keysschools.com) to discuss these individual cases.** If any parent or guardian of an ELL communicates a refusal to have his or her child enrolled in an English of Speakers for Other Language (ESOL) program, the District shall have the student's principal or another representative of the school to meet with the parent to describe the range of programs and services and discuss the benefits the child is likely to gain by being enrolled in an ESOL program and receiving ESOL services. If the parent continues to refuse services, the representative should inform the parent that their child will NOT be placed in ESOL course codes or receive accommodations in class or during local and state testing. There is no option to **OPT OUT** of the ESOL program and the student will be monitored and tested annually. Nothing shall alter the duty of the district to provide highly qualified, duly certified or endorsed ESOL instructors, the child will still be coded as an LY, the child will still be assessed on ACCESS for ELLs and the child still has to be provided comprehensible instruction.

- **Sending Parent Letters:**
  - A copy of any letter sent to parents should be to the student's EL File Folder.
  - If the student is an initial placement, send the **Notification of English Language Program Placement**.
  - If the student is continuing in the ESOL Program, send the **Notification of English Language Program Continuation**.
  - If the student is being exited from ESOL, send the **Notification of English Language Program Exit**.
  - If the student was not tested within the first 20 days, send the **Notification of 20 Day Oral Language Assessment Expiration**.
  - If the ELL Committee Meeting is going to convene, send the **Parent Invitation To an ELL Committee Meeting**.
  - If the parent does NOT attend an ELL Committee Meeting, send the **Notification of ELL Committee Meeting Results**
  
- **Step 4: Ensure that the student has an ELL File Folder (Portfolio).**
  - English Language Learner (ELL) Folder An ELL Folder must be generated for each ELL enrolled in the ESOL Program. Students who did not qualify should also have a folder generated and stored for documentation purposes for at least 5 years.
  
- **Below shows the requirements for the ELL File Folders:**
- **Below is a link to a [One-Pager](#) that will show what items need to be sent home to parents.**

Students that do not qualify (DNQ) for the ESOL Program:
<ol style="list-style-type: none"> <li>1. Home Language Survey (HLS)</li> <li>2. Initial DNQ Screener Report</li> <li>3. FOCUS EL Plan Sheet SIS Form (Select TZ)</li> <li>4. Parent Notification Letter explaining not qualifying (DNQ) for ESOL services in English and Home Language (if available on ELLevation). *Copy of Delay of Testing Letter, <i>if applicable</i>.</li> <li>5. <i>If DNQ Letter from ELLevation does not generate Screener Scores, file and send home a copy of the Screener Score Report.</i></li> </ol>
Student who did qualify (LY) for the ESOL Program:
<ol style="list-style-type: none"> <li>1. Home Language Survey (HLS)</li> <li>2. WIDA Screener Online/WIDA Screener for Kindergarten and/or ACCESS Score Report</li> <li>3. WIDA Parent Interpretation Guides (English &amp; Home Language)</li> <li>4. FOCUS EL Plan Sheet SIS Form (Select (LY).</li> <li>5. ELLevation Instructional Plan</li> </ol>

6. ELLevation Parent Notification Letter: Initial or Annual Continuation (English & Home Language) \*Copy of Delay of Testing Letter, *if applicable*.
7. ELLevation Flexible Setting Parent Notification Letter (English & Home Language)
8. Any ELL/LEP Committee Meeting Notes, Score Reports or Test Results, Parent Invitation Letters and Meeting Notes/Parent Notification of ELL Committee Results (if parent did not attend). Copies of all schedule changes affecting instructional model or FEFP code. (See section on ELL/LEP Committee Meetings).
9. Any previous school district records and documentations regarding student's placement (transfer students).

### **Students who have Exited from the ESOL Program (LF, LA, LZ)**

1. All of the documents listed above for every year the student was an LY.
2. Parent Notification Letter of Exit (English and Home Language).
3. Any ELL/LEP Committee Meeting Notes, Score Reports or Test Results, Parent Invitation Letters and Meeting Notes (if parent did not attend). Copies of all schedule changes affecting instructional model or FEFP code. (See section on ELL/LEP Committee Meetings).
4. LF Students should still receive an ELLevation Flexible Setting Parent Notification Letter (English & Home Language)
5. LF Students would have the ELLevation Monitoring Report from each monitoring period with any additional notes.
6. Focus EL Plan Sheet SIS Form for any change in ELL Status (LY to LF, LF to LA, LA to LZ) and or LF monitoring date took place.

# ELL Committee Meeting, Annual Review & Extension of Instruction



- **ELL Committee Meeting, Annual Review & Extension of Instruction**
- **Step 1: Understand the purpose and procedures for ELL Committee Meetings below.**
  - **Purpose:**
    - The ELL Committee shall be operational at every school. This committee advocates for the best educational placement of the students.
    - Before an ELL Committee meeting is scheduled, the ESOL compliance teacher and the ESOL and/or bilingual teacher shall gather all pertinent data for the student to be discussed during the meeting.
      - This data may include but is not limited to: portfolio assessment, progression through Language Arts/ESOL, content area benchmarks, grades, reading levels in English and/or the native language and attendance.
      - If the data is not gathered, the ELL Committee shall not convene to make any decisions.
  - **Procedures:**
    - **The ELL Committee should convene for any of the following reasons:**
      - ENTRY through ELL Committee Meeting
      - EXIT through ELL Committee Meeting

- Parent Conference
  - Before an ELL is retained
  - When an ELL is being considered for Extension of Services (REEVALs) in the ESOL Program for 4, 5, or 6 and beyond.
    - For all ELL students that have completed 3 full years from DEUSS, **ELL Committee is mandatory prior to October 1st for students whose DEUSS is within the first two weeks of the school year.** If the DEUSS date is **after the first two weeks of school**, the ELL Committee meeting must take place **within 30 school days prior to the anniversary date.**
  - Graduation Jeopardy
  - During the two-year monitoring period following the ESOL Program exit date, while the student's progress is being monitored, if there is any consistent under-performance on appropriate tests and/or grades.
  - Reclassification to LY status after exit (Students re-entered while in the monitoring period NOT making adequate progress for at least two consecutive marking periods due to language acquisition.)
  - For students in grades K-12 with inconsistent test data to meet the entry or exit criteria.
  - Explanation of instructional models in the school and the school district
  - Initial Placement decisions to include Programmatic Assessment.
  - Possible placement at a school designated as a bilingual center when applicable
  - Extension of Instruction (as necessary for students needing additional time in the program)
  - Unsatisfactory linguistic and academic progress
  - Changes to the ELL Plan such as: ESE/ELL, gifted, magnet, etc.
  - Parental request, teacher request, or student request
  - Statewide assessment exemptions on an individual basis only
  - Unsatisfactory academic progress
  - Behavioral and discipline problems
  - Attendance issues or concerns
  - Mandatory third grade retentions or other grades retention decisions
  - Review of academic performance for students who continue to score level 1 or 2 on FAST ELA.
  - Any other concerns that are deemed necessary to ensure linguistic and academic success of ELL students; or any other time when there is a need to re-evaluate the ELL's educational plan or at the request of anyone involved in the ELL's education.
- 
- The main function of the ELL Committee is to resolve any issues affecting the instructional program of an ELL.
  - The ELL Committee shall be composed of the Administrator or Designee, Compliance Teacher, teacher, and parent. Each member must initial each page of the ELL Committee Notes Form and sign the ELL Committee Referral Form. The recommendations of the ELL Committee are recorded and documented on the ELL Committee Notes Form and Referral Form.
  - **The ELL Committee is composed of at least 4 members that may include (but is not limited to):**
    - Principal, assistant principal, or designee (**Must be present**)

- Guidance Counselor (**Must be present**)
  - ESOL teacher
  - Social worker (if needed)
  - ESOL Compliance teacher or ESOL contact
  - Student, parents or guardians (**Must be invited**)
  - ESE teacher (**Must be present only for students with an IEP / 504 plan**)
  - Other teachers as appropriate
- Parents must be invited to attend all ELL Committee meetings. The invitation should be written in a language that the parent understands, unless clearly not feasible. There must be more than one attempt (at least 3) to invite the parents and written evidence must be kept. This may be by email or phone call. If parents cannot attend, request a written statement from the parents that the ELL Committee may convene without their attendance. Parents must receive copies of all program forms.
- A minimum of four professional signatures is required and the guidance counselor is one of the required signatures, but only the individuals that attended the meeting can sign the original ELL Conference form. In cases where the parent was unable to attend the meeting, a copy of the notes shall be sent home. The copy (signed by the parent) should be attached to the original as evidence that the parent was properly informed of the ELL Committee decision.
- ELL Committee Members must be present at meetings and sign the ELlevation generated student Meeting Report for documentation purposes. ELL Committee information (date of meeting) to be documented on the FOCUS EL Plan Sheet SIS Form, dependent on the decision of the ELL Committee.
- If parents are unable to attend a meeting they should be given a copy of the ELL Committee Meeting Notes. The original form signed by other ELL Committee Members is filed in the student's ELL File Folder.
- Student with IEP/504: The student's ESE advocate **MUST** be present during the ELL committee meeting.
- One person only **CANNOT** make any decision pertaining to the educational placement of ELLs.
- All forms shall be translated in the parent's native language, when feasible.
- **Requirements for all ELL Committee Meetings:**
  - Copies of **all schedule changes** must be kept in the student's EL file.
  - Detailed and complete documentation of ELL committee meeting minutes, plan of action, copies of all data analyzed, including signatures of all required parties attended.
  - Copy of parent invitation letter or other record inviting parents to ELL Committee Meeting in English & native language (if possible).
  - Copy of parent notification of ELL Committee Meeting results if parents did not

attend the meeting.

- Verification that ELL Committee Meeting packet was scanned into ELlevation under documents (especially the page with signatures and dates).
- Detailed minutes have to be taken during the ELL Committee Meeting with action plans to help the students succeed.
- **Example:** If the student is re-entering, the minutes must include a plan of action for student to exit the program; If the student is being considered for summer school or to be retained, the minutes must include a strategic plan of action to help the student strengthen a skill, pass the class or earn the credit(s) needed with responsible parties listed. If the student is in danger of not graduating, the minutes must include a plan of action to help the student graduate.

## ● Annual Review & Extension of Services

### ● Step 1: Understand the procedures for Annual Review and Extension of Services below.

- *Annual Update of English Language Learner Student Education Plan In accordance with **Rules 6A-6.0901 and 6A-6.0902**, ELL educational plans must be updated annually to ensure that proper placement and services are provided to ELLs.*
- All updates are documented on ELlevation and an ELL Plan is dated and printed for the ELL File Folder. The annual update of the education plans must take place at the beginning of the school year.
- A copy of the ELL Plan from ELlevation, which includes the student's current course schedule, must be printed, dated, and filed in the ELL File Folder. The plan date must be updated on the FOCUS EL Plan Sheet SIS Form any time there is a change in the student's course schedule.
- **Students Entering Years 2 & 3(Annual Review):**
  - The ESOL Contact must make recommendations for continued placement in the ESOL Program within 30 days prior to the anniversary date (e.g., Date of Entry in a United States School, if DEUSS is not available use the Date of Entry in the ESOL program) for every ELL receiving services in the program.
  - For a recommendation for years 2 and 3, the Annual Review must be documented on the FOCUS EL Plan Sheet SIS Form and the ELlevation Instructional Plan. Both are printed and for the EL File Folder.
  - **An ELL Committee Meeting is NOT required for this recommendation.**
- **Students Entering Years 4, 5, 6 and beyond (REEVAL Procedures for Annual Extension of ESOL Program Services after 3 Year Base Period)**
  - **Upon completion of 3rd year, before entering 4th year and annually thereafter, the procedure below is followed:**
    - Within but not to exceed 30 days of the DEUSS that falls between June-Oct 1st: data from FSA ELA and ACCESS for ELLs 2.0 can be used to re-assess/re-evaluate. *ELL Committee Meetings must convene to continue or exit.*
    - Within but not to exceed 30 days of DEUSS that falls between Oct 2nd - May: the student must be reassessed with the WIDA Screener. *ELL Committee Meetings must convene to continue or exit.*



- *Students beyond their 6th year who have not met exit criteria and still qualify for ESOL are still coded LY. No FTE (weighted 130 codes) will be collected. The ELL Fund Source should be changed to [Z] Does not receive funds, upon the completion of 6 years of ESOL services.*
- **The following must be documented on ELLevation Meeting Center:**
  - For Students Entering Years 4, 5, 6 and beyond: REEVAL Procedures for Annual Extension of ESOL Program Services After Three-Year Period
  - **An ELL Committee must make annual recommendations for extension of services on the ESOL Program within 30 days prior to the anniversary date (e.g., *Date of Entry in a United States School, if DEUSS is not available use the Date of Entry in the ESOL program*) for every ELL who has completed a 3-year base period.**
  - Any student being considered for extension of services shall be assessed with WIDA Screener Online no earlier than 30 days prior to the student's anniversary date. However, if the anniversary date is before October 1st, the student's ACCESS for ELLs and FAST scores of the current school year can be used in lieu of WIDA Screener Online.
  - The ELL Committee must convene to review the student's current data and make placement recommendations.
  - **ELL Committee Meetings MUST be documented on the Meeting Center in ELLevation.**
  - Once the committee has finalized recommendations, generate, save, print and file the student Meeting Report and obtain signatures, place the original in the ELL File Folder.
  - ELL Committee information (date of meeting) to be documented on the FOCUS EL Plan Sheet SIS Form, dependent on the decision of the ELL Committee.
  - ***Please note: It is required to include meeting notes (handwritten or typed) to capture student progress as well as any specific information utilized during the meeting.***
  - Generate, save, print and file a dated notification of English Language placement or continuation in program in home language and English to be sent home and a copy to be filed in ELL File Folder.
- **Two of the state approved criteria must be substantiated in the Student Meeting in ELLevation and documents to support recommendation must be included:**
  - extent and nature of prior educational and social experiences; and student interview;
  - written recommendations and observations by current and previous instructional and supportive services staff;
  - level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
  - grades from the current or previous years;
  - test results from tests other than ACCESS for ELLs or FAST.
- **Students who are beyond 6 years or 12 FTE periods:**
  - Students who are beyond 6 years or 12 FTE periods of receiving ESOL

services cannot generate Weighted FTE funding for the district. Lack of ESOL funding eligibility does not relieve districts of any obligation they have under state or federal law to continue to provide appropriate services to ELLs beyond the 6 years of state ESOL program funding. Calculation for funding is based on the Date of Entry in the ESOL program, not the DEUSS date.

<b>REEVALs Checklist:</b>	
✓	Recommendations for ELLs entering years 4, 5, 6 and beyond based on DEUSS (annually within 30 days).
✓	ELL Committee IS required.
✓	Current data must be reviewed to make recommendations for continuation of services. <i>If DUESS is Aug- Oct 1st, ACCESS for ELLs scores may be used. AFTER Oct 1st, WIDA SCREENER must be administered.</i> Create a new plan sheet with the new scores. Update Tier.
✓	Print ELL Committee Meeting Report at the time of the meeting. Have all participating members sign the meeting report, and date it.
✓	Update PLAN Date and REEVAL date on FOCUS EL Plan Sheet SIS Form (Date of ELL Committee Meeting and Plan date shall match).
✓	Generate, save, print, and file a dated parent letter (Notification of Continuation or Notification of EXIT) and file in the ELL File Folder. Send original letter home in home language and English to parents.
✓	Ensure Testing Accommodations are updated.
✓	Generate and save the ELL Plan (Instructional Plan on ELLevation-must match information on the FOCUS EL Plan Form Sheet) within the required 20 day timeline and file in ELL Folder.

- **Step 2: Ensure your understanding of the Extension of Instruction/Services Categories.**

- **Below you will learn about the different categories for extension of instruction services for students in the ESOL Program.**

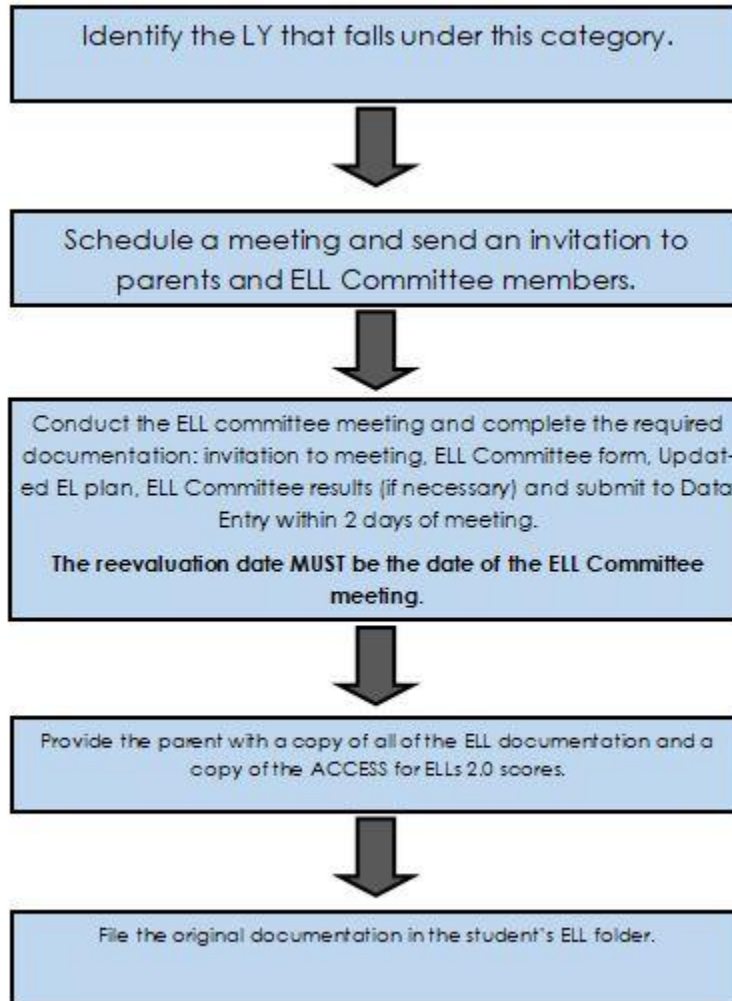
- Extension of instruction is determined based on the date entered a US school (DEUSS). If a student has been in a US school for **three years or more** and has not met exit criteria (refer to *Exit Procedures* for details), the student qualifies for extension of instruction.
- All ELL students will be assessed every school year with the ACCESS for ELLs 2.0 (K–12) and FAST ELA. The purpose is to measure the students' linguistic and academic progress.
- Once the student meets the exit criteria established by the FLDOE, he/she should be exited from the program (*refer to Exit Procedures for details*).

- If the student has been in an ESOL program for three years or more and was not reevaluated with the ACCESS for ELLs 2.0 and FAST ELA (3-12), the student must be reevaluated with the Screener to determine if he/she qualifies for exit or extension of instruction.
- ALL Extension of Instruction/Re-evaluations requires an ELL Committee Meeting.

- **Extension of Instruction: Category 1**

- LY students with three or more years of English instruction with a DEUSS that is within the months of August to October 1st.
- **DATA TO USE:** ACCESS for ELLs 2.0 overall score is 4.0 or above and a 4.0 or above in the domain of Reading (R), and Grades 3-12: FAST ELA (levels 3 or above) scores determine criteria for exit. If a student does not meet criteria for exit, they qualify for extension of instruction.
- **ELL Committee is mandatory prior to October 1st for students whose DEUSS is within the first two weeks of the school year.**
- If the DEUSS date is after the first two weeks of school, the ELL Committee meeting must take place within 30 days of school prior to the anniversary date.

## Extension of Instruction: Category 1 – What to do

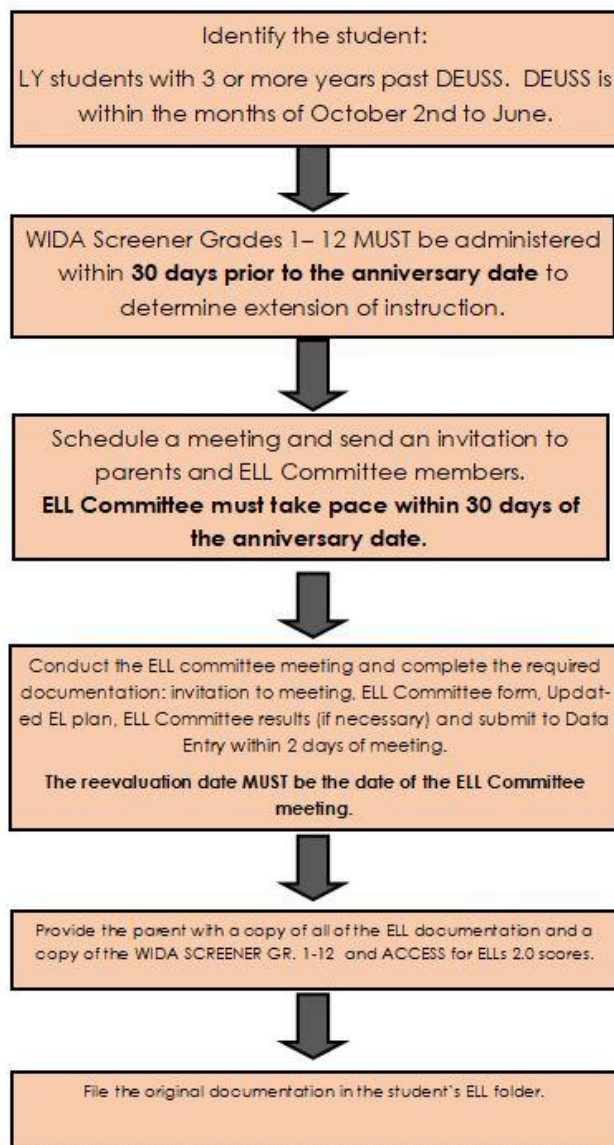




- **Extension of Instruction: Category 2**

- LY Students with three or more years of English instruction who's **DEUSS date is within the months of October 2nd to June**---Screener must be administered **within 30 days prior to the anniversary date** to determine exit or Extension of Instruction.
- **DATA TO USE:** Must give WIDA SCREENER Grades 1-12 in addition to reviewing report card grades, local PM data sources, and/or ACCESS for ELLs 2.0 overall score is 4.0 or above and at least a 4.0 in Reading (R), and Grades 3-12: FAST ELA (levels 3 or above) scores determine exit or extension of instruction.
- ELL Committee meeting must take place within 30 days prior not to exceed the anniversary date.

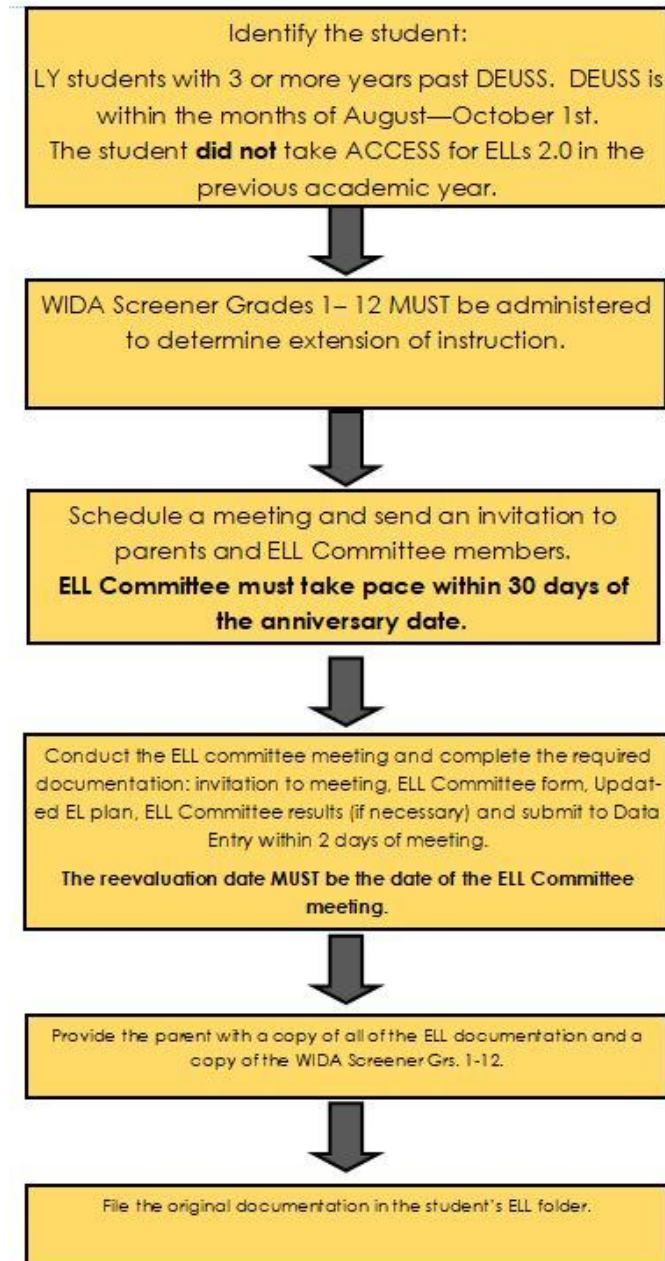
## Extension of Instruction: Category 2 – What to do



- **Extension of Instruction: Category 3**

- LY students with three or more years of English instruction whose **DEUSS date is within the months of August to October 1st**. The student **did NOT take ACCESS for ELLs 2.0 in the previous academic year**. The student should be given the WIDA Screener Gr. 1-12 to determine extension of instruction.
- ELL Committee **MUST** take place within the 30 days prior to the anniversary or prior to October 1st for students whose DEUSS date is within the first two weeks of the school year.
- **DATA TO USE:** Must give WIDA SCREENER Grades 1-12 in addition to reviewing report card grades, local PM data sources, and Grades 3-12: FAST ELA (levels 3 or above) scores determine exit or extension of instruction.

## Extension of Instruction: Category 3 – What to do



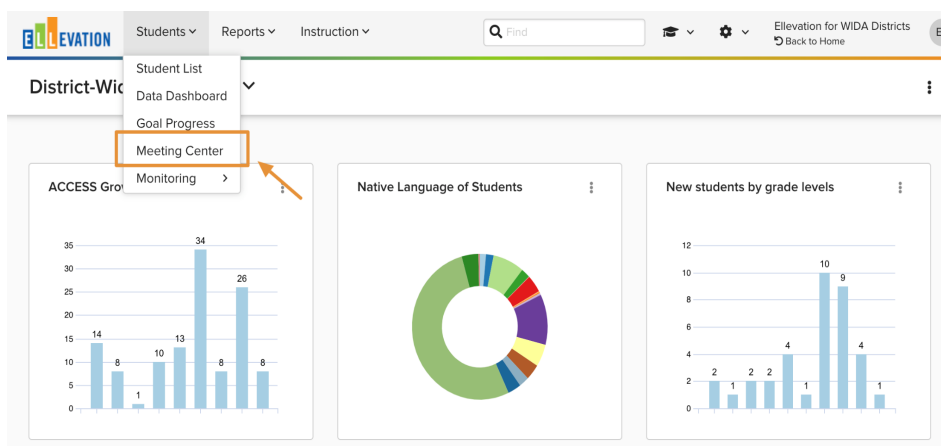
### ● Extension of Instruction: Additional Guidelines

- Per **Rule 6A-6.09022**, the ELL Committee must convene to discuss and recommend interventions according to the student's academic and/or linguistic needs. The RTI process may be initiated if necessary.
- **The DEUSS is used to determine Good Cause Exemption as well as Extension of Instruction, and may effect eligibility for FTE funding purposes.** A student may receive an additional 4th, 5th, and 6th year (total of 12 FTE periods) of FEFP funded ESOL instruction and services based upon needs as determined from annual evaluations.
- If a student is **coming from another US state**, and based on the DEUSS date has



three or more years of instruction in a school in the US, then an **ELL Committee meeting must take place to discuss initial placement and Extension of Instruction** as applicable. The Basis of Entry for these cases must be the LEP Committee (code L).

- **Step 3: Follow the procedures below for conducting ELL Committee Meetings on the ELlevation Platform.**
  - **To schedule or open your ELL Committee Meetings from the Meeting Center:**
    - Navigate to the Meeting Center.
    - Click **Students** on the navigation bar.
    - Select Meeting Center



- Locate the Meeting type that you would like to conduct in the tabs at the top of the page. Click the tab to open it.
  - **The following Meeting Options are available:**
    - 4th Year Extension of Instruction
    - 5th Year Extension of Instruction
    - 6th+ Year Extension of Instruction
    - Exit without Criteria
    - Initial Entry LEP Basis
    - Continuation Meeting
    - Academic, Behavioral, or Attendance Concerns for LY or LY
    - LF Monitoring (See section on Monitoring)
- Electronic ELL Committee Meeting records for students who are eligible for the selected Meeting are organized into sections. You will be brought to the **Unscheduled** section by default.
  - In the Unscheduled section, you see the list of students who meet ELL Committee Meeting Filter criteria.
  - To review ELL Committee Meeting Filter criteria, hover over the word **UNSCHEDULED** at the top left of the Meeting Center.



EL Progress Meeting

17 UNSCHEDULED 9 SCHEDULED 4 OPEN 19 FINALIZED

17 students meet the search criteria [Clear Filters](#) [Perform Action](#)

Student	Grade	Meeting Date	Status
Ajoy, Ann #99900835	9	---	UnScheduled
Alcimbert, Jennifer #99900121	7	---	UnScheduled

- Schedule/Open Meetings for students in the UnScheduled section.
- Select the students for whom you would like to schedule or open Meetings.
- To select all students in the UnScheduled section, click the checkbox at the top left of the list of students.
  - To select a subset of students in the Scheduled section, apply one or more Filters at left and then click the checkbox at the top left of the list of students.
  - To select individual students, click the checkbox to the left of their names.
  - Click **Perform Action** at the top right of the list of students.
  - Select **Schedule Meeting(s)/ELL Committee Meeting(s)** to schedule the meetings for a future date or select **Open & Perform Meeting(s)/ELL Committee Meeting(s)** to open and start filling out Meeting forms.

EL Progress Meeting

17 UNSCHEDULED 9 SCHEDULED 4 OPEN 19 FINALIZED

17 students meet the search criteria [Schedule Meeting\(s\)](#) [Open & Perform Meeting\(s\)](#) [Perform Action](#)

Student	Grade	Meeting Date	Status
Ajoy, Ann #99900835	9	---	UnScheduled
Alcimbert, Jennifer #99900121	7	---	UnScheduled

- Update Meeting/ELL Committee Meeting Details and Open or Schedule.
- Add the names of all required Attendees next to the appropriate roles.
  - If additional people will be participating in the Meeting, you can add them by clicking **+ Add attendee**, selecting their role, and inputting their name.

- If Attendees are not included in the dropdown list, **select Other** and then input the Attendee's name. Names will only appear in the Attendee dropdown if the person has a record in ELlevation.
- Update the Meeting Date and any other date Fields as needed. The Meeting Date will default to today's date, so you will need to update that date if the Meeting is meeting at a later date.
- Select the number of Additional Signature Lines you want to include on the ELL Committee Meeting Report for these Meetings.
  - Selecting 0 will include one signature line per Attendee. If you choose to include additional signature lines, these will be added in addition to signature lines for recorded Attendees.
- Click **Schedule** or **Open**

- Once you have initiated your Meetings you can: **Open Scheduled Meetings** or **Perform Open Meetings**.
- **To Open Scheduled Meetings follow the steps below:**
- If you scheduled ELL Committee Meetings from the Student List or from the Unscheduled section of the Meeting Center, you can Open and Perform them from the Scheduled section of the Meeting Center.
  - Navigate to the Meeting Center.
    - Click **Students** on the navigation bar.
    - Select **Meeting Center**.
  - Access scheduled Meetings/ELL Committee Meetings.
    - Locate the Meeting type that you would like to conduct in the tabs at the top of the page. Click the tab to open it.
    - Click **SCHEDULED** at the top of the Meeting Center.
  - Open Meetings for students in the Scheduled section.
    - Select the students for whom you would like to open Meetings.
      - To select all students in the Unscheduled section, click the checkbox at the top left of the list of students.
      - To select a subset of students in the Scheduled section, apply one or more Filters at left and then click the checkbox at the top left of the list of students.
      - To select individual students, click the checkbox to the left of their names.
    - Click **Perform Action** at the top right of the list of students.

- Select **Open & Perform Meeting(s)/ELL Committee Meeting(s)**.
- Click **Perform Now**.

Exit without Criteria	4th Year Extension of Instruction	5th Year Extension of Instruction	6th+ Year Extension of Instruction	Initial Entry LEP Basis	Continuation Meeting
Academic, Behavioral, or Attendance Concerns for LY or LF		LF Monitoring			

#### 4th Year Extension of Instruction

12 UNSCHEDULED	15 SCHEDULED	3 OPEN	263 FINALIZED
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#### Perform Meeting(s)

Are you sure you want to perform meetings for these 1 student(s)? Once opened, these meetings will be considered "In Progress" and you will be unable to move it back to scheduled.

Cancel

Perform Now

- When you **Open & Perform Meetings**, you will be brought directly to the open Meeting or the first student on your list.
- To Perform an Open Meeting, follow the steps below:
- Navigate to the Meeting Center.
  - Click **Students** on the navigation bar.
  - Select **Meeting Center**.
- Access Open Meetings/ELL Committee Meetings.
  - Locate the Meeting type that you would like to conduct in the tabs at the top of the page. Click the tab to open it.
  - Click **OPEN** at the top of the Meeting Center.
- Perform Open Meeting by selecting the students for whom you would like to re-open Meetings.
  - To select a subset of students in the Open section, consider applying one or more Filters at left.
  - Click **Perform Action** at the top right of the list of students.
  - Select **Open & Perform Meeting(s)/ELL Committee Meeting(s)**.
  - Click **Perform Now**.

#### 4th Year Extension of Instruction

12 UNSCHEDULED	15 SCHEDULED	3 OPEN
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- **Review Meeting Details and Add Notes on ELlevation:**
  - To edit Dates or Attendees, click **Edit Dates/Attendees** at the top right of the meeting Details section.

- Key student information is included at the top of the form by default.
  - Click the student's name at the top left to open the student's profile in a new tab as needed.
  - Use the links at the top right to view Test Results or Course Grades (if included) as needed.
- The form may include areas where you can view and update information from the student's profile in ELLevation (Classroom Supports, State Accommodations for Assessments)
- Complete checkboxes (select exiting criteria)
- Add Meeting Notes: Include any notes that you would like to add to the student's meeting record and profile.

- Complete Open forms.
  - If you have Opened Meetings for multiple students at a time, you can navigate back and forth between student Meeting records by clicking the students' names in the tabs at the top left of the page or by using the *Previous* and *Next* buttons at the bottom of the page.
  - ***If you are doing one meeting at a time you may finalize the meeting and generate a report for signatures. (Follow the steps above to***

**return to other open meetings).**

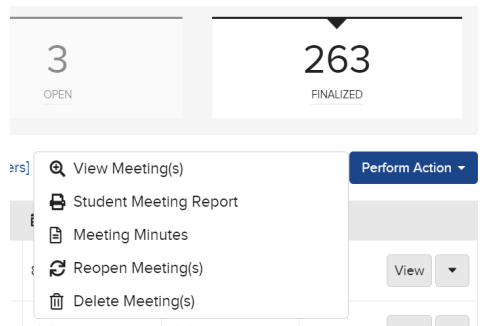
- Information that you add or change on the Meeting form is automatically saved. You can come back to open Meeting records as many times as you need to review or make changes by navigating to the *Open* section in the Meeting Center.
- To navigate back to the Meeting Center, click **BACK TO MEETINGS LIST** at the top left of the page.

- Once you are satisfied with your answers, Finalize the Meetings.
- Ensure that you have documented all Meeting decisions appropriately before finalizing the meeting. This will lock further edits to this Meeting record, which can be re-opened only by your Ellevation Administrator in the case of errors.
- You can Finalize individual students' Meetings as you complete them by clicking **Finalize** at the bottom of the form.
  - Navigate to the *Open* section of the Meeting type you would like to finalize.
  - Select the students for whom you would like to Finalize Meetings/ELL Committee Meetings.
  - You will not be able to finalize any Meetings that do not have required sections completed. Incomplete Meetings will be marked with an orange warning symbol.
  - Click **Perform Action** at the top right of the list of students.
  - Select **Finalize**.

- Once you have finalized your meeting, you will need to generate a report and have the participants sign next to their name, and also date it.
- **Generate your Meeting/ELL Committee Meeting Report for Signatures or to generate a copy of the meeting notes for parents who were unable to attend the meeting, follow the steps below:**
  - Click **Students** on the navigation bar.
  - Navigate to the Meeting Center.
  - Access finalized Meetings: Click the name of the Meeting/ELL Committee Meeting type you would like to conduct from the tabs at the top of the page.
  - Click **FINALIZED** at the top of the Meeting Center.
  - Filter for the Meeting/ELL Committee Meeting for which you would like to generate Reports.
  - The Finalized section of the Meeting Center includes all Finalized Meetings for all students whose information you have access to in Ellevation. You may see records for multiple years of that Meeting Type.
  - To narrow down your list to see only appropriate Meetings, use the Filters at left. Records must meet the criteria of all Filters in order to appear in the Finalized section.
  - To include just Meetings with a Meeting Date on or between a certain date, use the Meeting Date Filter.
  - Select the Meeting record that you would like to generate a Meeting Report of.
  - To select one or more Meeting records from the list, click the checkboxes to the left of them.
  - Click **Perform Action**.
  - Click **Generate Reports**.
  - ***Print the report and ensure that all meeting attendees have signed the ELL Committee Meeting report and dated it. The original must be stored in the ELL File Folder. (If parents did not attend the meeting, please send home a copy of the report in addition to any other parent notification letters).***
  - Once Meetings have been convened and all required data is entered on FOCUS EL Plan Sheet SIS Form (PLAN Date, REEVAL Date, Test Scores, etc.) generate an updated MCSD Instructional Plan on ELlevation, check that all information and dates match the information on FOCUS, and file in the ELL File Folder.

#### 4th Year Extension of Instruction

12 UNSCHEDULED	15 SCHEDULED	3 OPEN	263 FINALIZED
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- **Optional Meeting Minutes Report:**
  - If you wish to enter Meeting Minutes, there is an option under perform action that will allow you to generate minutes that will summarize the purpose of the meeting and the key decisions that were made for each student ( which are notes that will appear on the printed Meeting Minute Report, but will not be tied to individual students' Meeting Records. Simply enter a brief summary of the Meeting and select a Minutes taker (select Me if you facilitated the Meeting).
  - You may also generate Meeting Minutes by clicking perform action, and then clicking Meeting Minutes. (This is an optional step, not a required step in the ELL Committee Meetings). Remember that you have a notes section with the Meeting to generate notes that will be attached to the actual Meeting Report.
- **Summary for conduction ELL Committee Meetings on ELLevation:**
  - Navigate to the **Meeting Center**
  - Select the type of meeting (ex: 4 Year Reevaluation)
  - Select the student(s) you would like to conduct a meeting for.
  - Click **Perform Action**
  - Click **Open & Perform Meeting**
  - Add Meeting Participants and parents (must be invited and can attend in person or via phone).
  - Select 2 of the State approved criteria within the student's Meeting Report, and add notes with specific goals in ELLevation to document and support recommendation for exiting or continuing in the ESOL Program.

What specific goal can be written for a student?	
Example <input type="checkbox"/>	Non-Example <input type="checkbox"/>
<b>Notes:</b> Student will increase overall ACCESS 2.0 score by .5 and FAST ELA level by one level. Accommodations and supports are required.	<b>Notes:</b> Student scored a 2.5 on the reading domain of ACCESS 2.0, and a 2 on the FAST ELA. <u>He will benefit from remaining in the program.</u>

- Type your meeting notes with a specific goal, add a title and author to the notes. Click **Save**.
- Finalize the Meeting and then go click **Perform Action**. Select the student you would like to generate a meeting report for and click **Student Meeting Report**.
- All meeting attendees sign the ELL Committee Meeting Report.

# Instructional Models, Scheduling, Courses, Funding Codes & FTE





## Instructional Models, Scheduling, Funding Codes & FTE

- **Step 1: Understand the procedures in place for ELLs Instructional Services and Scheduling.**
  - As required in law and rule, eligible ELLs should receive ESOL instruction (course) or Language Arts/English using ESOL models and ESOL or Home Language instruction in math, science, social studies and computer literacy.
  - The META Consent Decree (1990) does not prescribe any particular instructional approach or model as the principal vehicle for instruction. However, the Consent Decree does require that understandable instruction must always be provided. The instruction must be comprehensible, equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.
  - The META Consent Decree states that ELL students must be given equal access to the general curriculum as outlined in the Florida State Standards.
  - Students will be placed in courses based on needs and eligibility regardless of their English language proficiency.
  - The individual student's schedule will include the instructional model code.
  - Appropriate school personnel must review the educational background of the new student (Programmatic Assessment), transferring, or re-entering to determine the appropriate placement.
    - Parental input regarding educational background must be considered for transcripts or report cards. When such documents are unavailable, Programmatic Assessment serves as a guide to this process.
    - If prior schooling records are not available, the ELL committee must convene to determine placement based on age appropriateness.
  - The ELL student's schedule must fulfill graduation requirements and the district's student progression plan and completed coursework, regardless of the language in which the coursework was done.
  - ELL Committee decisions are made on an individual basis on behalf of the student and parent. Parents have the right to appeal any placement decisions they deem appropriate for their child.
  - High School student registration for ELLs must follow the same procedures as for non-ELLs. This includes students who have finished the school year in another country prior to registering in MCSD.
  - The statute only addresses age to enter school for the first time, not maximum high school age. Therefore, decisions about ELLs older than 16 years of age must be made in an ELL committee meeting with the best interest of the student as a focus.
  - **Instructional Models:**
  - *In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs; MCSD uses the following instructional models for students who are placed in the ESOL program:*

- Sheltered English Language Arts
  - Sheltered Core/Basic Subject Areas
  - Mainstream- Inclusion English Language Arts
  - Mainstream- Inclusion Core/Basic Subject Areas
- The instruction provided to ELLs must be equal in amount, scope, sequence and quality to the instruction provided to non-ELLs at the same grade level. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELLs must be comparable to those used by their non-ELL counterparts.
- These instructional models are used in the Language Experience Approach (LEA) and are implemented with fidelity to ensure comprehensible instruction.
- Mainstream ESOL students receive all instruction in the English language and work on grade level academic skills inside regular classrooms with students who are native speakers of English. Teachers are ESOL trained and/or endorsed and use ESOL strategies to ensure comprehension.
  - **Elementary:**
    - At the elementary level the district implements the Mainstream-Inclusion models for both English Language Arts and Core/Basic Subject Areas. The classroom teacher (K-5) who is either ESOL endorsed or is working towards completing the ESOL Endorsement within the required timeline, utilizes ESOL/WIDA strategies to provide comprehensible instruction. In addition, bilingual teachers or tutors push into the classroom and provide academic support within the classroom or use a pull out model to assist in providing comprehensible instruction.
  - **Middle & High School Level:**
    - At the middle and high school level, the district implements Sheltered English Language Arts, Developmental Language Arts for ELL students, and Mainstream-Inclusion models. A teacher who is either ESOL Endorsed or is working towards completing the ESOL Endorsement within the required timeline teaches the courses within the models. The teacher utilizes ESOL/WIDA strategies to provide comprehensible instruction. For core subject areas the district implements the Mainstream-Inclusion model and the Sheltered Core/Basic Subject Area model in schools with the highest need. The core subject area teacher either has completed the required ESOL training or is in the process of completing the required endorsement. The teacher utilizes ESOL/WIDA strategies to provide comprehensible instruction. In addition, bilingual teachers, paraprofessionals or tutors push into the classroom to provide academic support within the classroom or use a pull out model to assist in providing comprehensible instruction.
- **Instructional Models & Scheduling:**
  - **Elementary School:**
    - Students are placed in a class that is age/grade appropriate based on data elements available such as report card, previous schooling information, and/or any other available information that demonstrates the student's academic competency regardless of native language.
    - Strategies are in place in the classroom to ensure comprehensible

instruction based on the student's academic abilities as well as their English language proficiency level.

- Students will develop listening, speaking, reading, and writing skills in English while learning the grade level curriculum in all areas.
- Reading and Language Arts classes are taught through the implementation of ESOL strategies/instructional supports.

■ **Middle School:**

- Students are placed in academic classes that are age/grade appropriate.
- Language Arts and Reading courses can be either through sheltered ESOL (all ELL students in the class) or mainstream courses (a mix of LY and non-ELL students).
- Content area courses can be either sheltered (all ELL students at various levels of proficiency) or mainstream (a mix of ELL and non-ELL).

■ **Highschool:**

- ELL students must have complete and equal access to the wide range of courses offered at the high school level regardless of English language proficiency.
- To determine appropriate course placement in high school, consider:
  - Evaluation and analysis of transcripts for students who attended high school outside of the United States.
  - Grade scale and grade level used in the country of origin.
  - Assessment of academic skills.
  - English and Reading courses can be either through sheltered ESOL (all ELL students in the class) or mainstream (a mix of ELL and non-ELL students).
  - Content area courses can be either sheltered (all ELL students at various levels of proficiency) or mainstream (a mix of ELL and non- ELL)

● **Equal Access to All Areas and Instructional Levels:**

- The school principal and guidance department staff take appropriate steps in the placement of ELLs into the core academic subjects. In cooperation with the faculty, they verify the student's level of learning in each of the grade level appropriate courses. In order to assure appropriate grade level placement for ELLs, schools must utilize results from testing, parent guardian and student interviews, review records, as well as programmatic assessment as part of their verification process. District ESOL Administrators and ESOL Instructional Facilitators assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses.
- Program goals and objectives for ELLs in the basic subject areas of social studies, science, mathematics, and computer literacy are the same as the program, goals and objectives for all students. They must meet the Florida Standards, NGSS and the WIDA ELD standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. Instructional delivery, not content, is modified to meet the needs of ELLs.

- **Comprehensible Instruction**

- In accordance with Florida law, ELLs are entitled to comprehensible instruction through a curriculum that is equal in scope and sequence to the curriculum provided to non-ELLs. The method of program delivery, whether as an ESOL Sheltered or Basic Mainstream, or in a Dual Language instructional setting, provides comprehensible instruction to ELLs through the use of ESOL instructional strategies, appropriate supplemental materials, and native language assistance from bilingual teachers and/or paraprofessionals.
- The following are some of the approaches used to ensure that comprehensible instruction is provided for the ELLs:
  - teacher/paraprofessional-student interaction is in both languages when possible;
  - the curriculum is structured so that prior knowledge (schema) is considered;
  - methods and materials used in the program reflect second language acquisition strategies and needs;
  - all subject matter is introduced in English, using ESOL instructional strategies, in a way that can be understood by the ELL (see ELLevation Strategies).
  - bilingual dictionaries or glossaries are used to support instruction.
    - [Link to Bilingual Glossaries and Cognates](#)

**\* It is the responsibility of the teacher to provide comprehensible instruction in order for the students to understand the content.**

- **Step 2: Understand the procedures for applying Funding Codes and Instructional Model Codes.**

- The courses and the instructional strategy codes must be used to document appropriate services provided to ELLs. The instructional model code indicates the type of instruction an ELL receives in each course (language arts, math, science, social studies, and computer literacy). This code must be entered on the FOCUS EL Plan Sheet SIS Form.
- Ensure that this code appears on both FOCUS and ELLevation.
- **Funding Codes and Instructional Model Codes to be entered for all LY Students:**
  - Funding Program Number: 130: ESOL if the course is included on the FLDOE list of courses approved for ESOL weighted FTE.
  - If the student has 6 years (**12 FTE counts**) or more of ELL services based on the ESOL Entry Date **DO NOT** enter a 130 code but you **MUST** enter the applicable Instructional Model code, the system will automatically pick up a general funding code (you do not need to enter them):

Code	Grade Level
101	KG- 3rd Grade
102	4th-8th Grade
103	9th-12th Grade

- **Note:** Students that are ESOL and ESE are coded with 111 -113 for ALL applicable courses and the Instructional Model is also entered. The appropriate ESE funding is automatically generated as appropriate. ESOL contacts do not need to enter the codes for ESE as this is done by Data Entry.

- **Instructional Models: This is the Instructional Model through which the student receives services.**

Code	Instructional Models & Courses	Description
<b>E</b>	<b>Sheltered English</b>	All students in class are LY in the <i>Reading/Language Arts</i> course.
<b>S</b>	<b>Sheltered Core Subject Areas</b>	All students in class are LY for classes: Math, Science, Social Studies, and Computer Literacy.
<b>I</b>	<b>Mainstream English</b>	Combination of non-ELL and LY students in <i>Reading/Language Arts</i> course.
<b>C</b>	<b>Mainstream Core Subject Areas</b>	Combination of non-ELL and LY students for classes: Math, Science, Social Studies, and Computer Literacy.

- **LF, LA, LZ are coded: Z and do not receive a 130 code.**

- **Step 3: Understand the procedures and survey periods for Full Time Equivalent (FTE):**
  - **ESOL Weighted FTE Funding:**
    - The FEFP Program number for English for Speakers of Other Languages (ESOL) KG-12 is 130. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, ESOL electives, and ESOL or home language instruction in math, science, social studies, and computer literacy.
  - **FTE- Survey Periods:**
    - Data entry verifies and checks for errors a few weeks before Survey weeks (October and February).
    - Communicate with and support Data Entry to remediate possible errors to make sure all corrections are done before the FTE survey date.
    - All corrections are done up until the specified date from State Reporting.
    - School ESOL contacts must work together with registrars (Data Entry), guidance counselors, and other school personnel to ensure all data is accurate on SIS to avoid errors.
    - **Most Common Errors:**
      - Missing entry screener (WIDA screener) test scores.

- Students tested in another Florida county.
  - Basis of Entry codes
  - Funding Program numbers on student schedules
  - Instructional Model codes on student schedules
  - LF students missing last monitoring to become LA
  - ESOL courses and basic subject courses including math, science, social studies, computer literacy & ESOL elective classes must be reported for weighted funding
  - Pre-kindergarten students do not generate weighted funding for ESOL.
  - If a student changes his/her/their program model: The Program Participation code must be updated and parents must be informed. An ELL teacher must be present at the IEP meeting.
- **Question(s) and Answer(s): English for Speakers of Other Languages (ESOL) Weighted Full-time Equivalent (FTE) Funding**
  - *Q. Under which circumstances may ESOL weighted FTE funding be claimed for English Language Learners (ELLs)?*
  - *A. ESOL weighted FTE funding may be claimed for students with an ELL code of “LY” who are enrolled in ESOL- Elementary, English Language Arts (ELA), ELA through ESOL, Intensive Reading or Developmental Language Arts (R). This also applies to the content areas math, science, social studies and computer literacy. The teachers of these courses must be appropriately certified in accordance with the current year’s Course Code Directory; and:*
    - in the process of, or have completed the required ESOL and/or Home Language in-service training required for basic subject area teachers;
    - and/or: in the process of, or have completed the training/certification requirements of the subject responsible for
    - and: documenting the use of ESOL and/or Home Language strategies.
  - *Q. Can weighted FTE funding be claimed and reported for ELLs with paraprofessionals or teachers aides as the teacher(s) of record? (This practice is illegal.)*
  - *A. No. FTE may be reported only for the instructional time students spend in an eligible subject area with a certified teacher (the teacher of record). FTE may not be claimed for students served by non-certified personnel.*
  - *Q. Can school districts claim ESOL weighted FTE funding for students enrolled in other subject area classes, such as music, physical education, art, etc., when the teachers have completed the 18 in-service points of required ESOL training?*
  - *A. No. Section 1003.56, F.S., only permits ESOL weighted FTE funding in Basic ESOL (Language Arts/English) using ESOL strategies, and ESOL or home language instruction in math, science, social studies and computer literacy.*
  - *Q. Do ESOL Teachers need to be reported as “out of field?”*
  - *A. Only teachers responsible for the primary ELA instruction and Intensive Reading of ELLs who do not have the ESOL endorsement or ESOL K-12 certification must be reported and approved by the school board as being out-of-field in ESOL. Parents must be notified of the teacher’s out-of-field status. Basic subject area teachers do not have to be reported as out-of-field.*

# ELL EXITS, PROGRESS MONITORING, & RECLASSIFICATION



## ELL Exits, Progress Monitoring, and Reclassification:

- **Step 1: Understand the procedures and requirements in place for exiting a student from the ESOL Program.**
  - Requirements for existing students from the ESOL Program are established by the Florida Department of Education and referenced in State Board Rule. These options are valid until October 1st of the current school year.
    - **After October 1st, any student being considered for exit by the ELL Committee shall be assessed on at least one approved assessment (WIDA Screener Online), no earlier than thirty (30) days prior to the ELL Committee. The assessment must cover all four (4) domains, listening, speaking, reading, and writing. For ESE/ELLs the committee shall consider the disability and include the IEP Team.**
  - **There are two options in which ELL students can be exited:**
    - **Option 1:** Student meets ACCESS for ELLs 2.0 and FAST ELA (**or current B.E.S.T. State Reading Test**) exit criteria set by FLDOE: no ELL Committee meeting is necessary.
    - **Option 2:** ELL Committee decisions: ELL Committee **MUST** convene to discuss exits using two (2) criteria below.
      - The ELL Committee may decide to exit a student by using *two* of the **5 criteria described in the META Consent Decree:**
        - (1) Extent and nature of prior educational and social experiences;
        - (2) Written recommendation and observation by current and previous instructional and supportive services staff;
        - (3) Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
        - (4) Grades from the current or previous years;
        - (5) Test results other than those used for placement (Cannot use screener)
        - *The criteria used **MUST** be documented on ELlevation in the ELL Committee Notes with evidence attached.*
    - **See tables below for a deeper understanding of the 2 options for exciting an ELL from the ESOL program.**

Requirements for EXITING ELLs from the ESOL Program Option 1 - Meets Criteria for Proficiency		
1. Update and submit FOCUS EL Plan Sheet SIS Form 2. Exit parent notification letter <b>MUST</b> be generated on ELlevation and sent home.		
Grades K-2	Grades 3-10	Grades 10-12
Basis of Exit: <b>H</b> is entered in FOCUS.	Basis of Exit: <b>I</b> is entered in FOCUS.	Basis of Exit: <b>J</b> is entered in FOCUS.



<p><b>ACCESS for ELLs 2.0</b> English language proficiency shall be a <b><u>4.0 or greater in overall composite</u></b> <b>and</b> 4.0 or greater in <b><u>Reading</u></b></p> <p><b>Alternate ACCESS for ELLs</b> proficiency level shall be a P1 overall (composite score) score or greater.</p>	<p><b>ACCESS for ELLs 2.0</b> English language proficiency shall be a <b><u>4.0 or greater in overall composite</u></b> <b>and</b> 4.0 or greater in <b><u>Reading</u></b></p> <p><b>Alternate ACCESS for ELLs</b> proficiency level shall be a P1 overall (composite score) score or greater.</p> <p><b>AND</b></p> <p>Passing score on the FAST ELA (Level 3) or FSAA score.</p>	<p><b>ACCESS for ELLs 2.0</b> English language proficiency shall be a <b><u>4.0 overall or greater and at reading 4.0 or greater.</u></b></p> <p><b>Alternate ACCESS for ELLs</b> proficiency level shall be a P1 overall (composite score) score or greater.</p> <p><b>AND</b></p> <p><b>ONE</b> of the following graduation requirements:</p> <ul style="list-style-type: none"> <li>* Level 3 FAST in ELA or FSAA (Reading)</li> <li>* A score of 18 on the ACT (Reading)</li> <li>* A score of 480 on the SAT (Reading)</li> </ul>
Enter the last day of school of the most recent school year as the LY exit date. DO NOT edit plan date now or there after	Enter the last day of school of the most recent school year as the LY exit date. DO NOT edit plan date now or there after	Enter the last day of school of the most recent school year as the LY exit date. DO NOT edit plan date now or there after

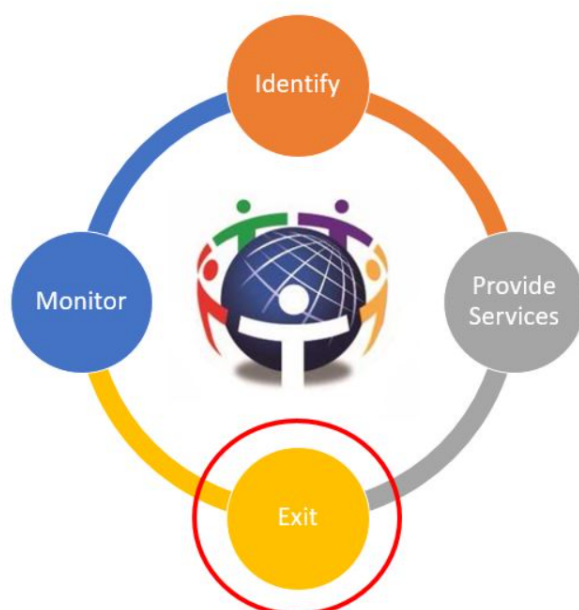
**Requirements for EXITING ELLs from the ESOL Program  
Option 2 - ELL Committee Meeting**

1. Update and submit FOCUS EL Plan Sheet SIS Form.
2. Conduct an ELL Committee Meeting via ELlevation
3. Exit notification letter **MUST** be generated on ELlevation and sent home.

<b>Grades K-2</b>	<b>Grades 3-10</b>	<b>Grades 10-12</b>
Basis of Exit for the ELL Committee: <b>L</b> is entered in FOCUS.	Basis of Exit for the ELL Committee: <b>L</b> is entered in FOCUS..	Basis of Exit for the ELL Committee: <b>L</b> is entered in FOCUS.

<p>Any student being considered for exit by an ELL committee <b>shall meet at least 2 criteria established below:</b></p> <p>(a) extent and nature of prior educational and social experiences; and student interview;</p> <p>(b) written recommendations and observations by current and previous instructional and supportive services staff;</p> <p>(c) level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards</p> <p>(d) grades from the current or previous years;</p> <p>(e) test results other than those from the district assessments of listening/speaking/reading/writing.</p>	<p>Any student being considered for exit by an ELL committee <b>shall meet at least 2 criteria established below:</b></p> <p>(a) extent and nature of prior educational and social experiences; and student interview;</p> <p>(b) written recommendations and observations by current and previous instructional and supportive services staff;</p> <p>(c) level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards</p> <p>(d) grades from the current or previous years;</p> <p>(e) test results other than those from the district assessments of listening/speaking/reading/writing.</p>	<p>Any student being considered for exit by an ELL committee <b>shall meet at least 2 criteria established below:</b></p> <p>(a) extent and nature of prior educational and social experiences; and student interview;</p> <p>(b) written recommendations and observations by current and previous instructional and supportive services staff;</p> <p>(c) level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards</p> <p>(d) grades from the current or previous years;</p> <p>(e) test results other than those from the district assessments of listening/speaking/reading/writing.</p>
<p>For ESE/ELLs the committee shall consider the disability and include the IEP team.</p>	<p>For ESE/ELLs the committee shall consider the disability and include the IEP team.</p>	<p>For ESE/ELLs the committee shall consider the disability and include the IEP team.</p>
<p>Enter the last day of school of the most recent school year as the LY exit date. DO NOT edit plan date now or there after</p>	<p>Enter the last day of school of the most recent school year as the LY exit date. DO NOT edit plan date now or there after</p>	<p>Enter the last day of school of the most recent school year as the LY exit date. DO NOT edit plan date now or there after</p>

# ESOL Program Process



- **Frequently Asked Questions for Exiting the ESOL Program**

- *Q: Should an ELL Committee be convened when an ELL student meets some, but not all, of the exit criteria?*
- *A: An ELL Committee may always be convened for students in grades K-12 with inconsistent test data, but it is only required if the committee recommends exit.*
- *Q: Can a student remain in the ESOL program if they met exit criteria?*
- *A: Yes. It is recommended that students that have met exit criteria are exited and monitored for 2 years and that during that time, students may be reclassified through the recommendation of an ELL Committee if concerns arise. However, if the ESOL teacher, classroom teacher, or parent feels that sufficient data from other sources (STAR, Istation, Lexia, Etc....) is a cause for concern at the time the student has met exit criteria, an ELL Committee meeting may be held to determine if the student should remain in the ESOL program. A Gradual Release of Support Plan must be noted in meeting minutes.*
- *Q: If a student met exit criteria last year but was not exited can I exit them now?*
- *A: Exit scores are only valid until October 1st of the tested school year. You must convene an ELL committee meeting and bring current scores to review to make a recommendation to exit, if after October 1.*

- **Step 2: Understand the procedures for monitoring students who have exited the ESOL Program (Monitoring LF Students).**

- Once a student has exited the ESOL Program the student's classification code will be changed from LY to LF. The FOCUS EL Plan Sheet SIS Form will need to be updated with the change in status, in addition to the basis of exit code, exit date, in addition to funding codes and instructional model codes. ***If you are exiting a student. You will not enter a new plan date on the FOCUS EL Plan Sheet SIS Form.***
- Exited students (LF students) must be monitored for 2 years from their exit date.
- Exited students' academic performance is monitored on an ongoing basis by gathering information from classroom teachers such as class performance, grades, and/or test results and documented under LF Monitoring Meeting on ELlevation.
- MCSD LF students should be monitored during these specific times:
  - **First report card occurring as an LF student**
  - **First report card closest to 6 month period as an LF student**
  - **Report card at the end of first year as an LF student**
  - **Report card at the end of second year as an LF student.**

<b>First Review</b>	<i>First report card occurring as an LF student.</i>	Refers to the date of the first report card that occurs after the ELL exits. The most common is the end of the first nine-week grading period after exiting.
<b>First Semi-Annual Review</b>	<i>First report card closest to a 6 month period as an LF student.</i>	Refers to the date of the report card at the end of the first six months; after exiting. Schools may use the report card at the end of the grading period closest to a six-month period.
<b>Second Semi-Annual Review</b>	<i>Report card at the end of the first year as an LF student.</i>	Refers to the date of the report card at the end of the first year after exiting.
<b>End of Second Year Review</b>	<i>Report card at the end of the second year as an LF student.</i>	Refers to the date of the report card at the end of the second year after exiting.

## LF Monitoring is Conducted over a 2 YEAR PERIOD:



After satisfactory performance during the 2 year monitoring period, the ELL Code changes from

**LF** to **LA** 

- **FOCUS EL Plan Sheet SIS Form:**
- These specific dates above must be documented on the FOCUS EL Plan Sheet SIS Form.
- Select the LF Monitoring period on the form and enter date.
- Each form must include the following:
  - Date that student was monitored
  - Verify that LF global accommodations are still elected & provided to students during their first 2 years after exit. (See State mandate below, about providing LF students with accommodations).
  - Verify that the FEFP 130 schedule codes are NOT selected.
- Sign and date the form after checking and print to add to the student's ELL portfolio.

- ***REMEMBER THAT THE NEW LEGISLATION ENSURES THAT LF STUDENTS CONTINUE RECEIVING ACCOMMODATIONS FOR 2 YEARS AFTER EXIT. (See the Memorandum below from Nov 15, 2019).***



**MEMORANDUM**

**TO:** School District Superintendents  
 School District Contacts for English for Speakers of Other Languages  
 School District Assessment Contacts

**FROM:** Jacob Oliva

**DATE:** November 15, 2019

**SUBJECT:** Amendment to Rule 6A-6.09091, Florida Administrative Code (F.A.C.),  
 Accommodations of the Statewide Assessment Program Instruments and  
 Procedures for English Language Learners

**Contact Information:**  
 Chane Eplin  
 850-245-0417  
[Chane.Eplin@fldoe.org](mailto:Chane.Eplin@fldoe.org)  
 DPS: 2019-164

The State Board of Education approved an amendment to Rule 6A-6.09091, F.A.C., on November 15, 2019, to allow recently exited English language learners (ELLs) to continue to receive accommodations for the statewide assessment program. The effect of this amendment is that ELLs exited from the ESOL program within two years, and therefore in the two-year follow-up period, coded LF in state data systems, could receive accommodations on the statewide assessment program as indicated in the Testing Administration Manuals. The rule revision becomes effective in December 2019.

Please ensure that your recently exited ELLs have the opportunity to receive accommodations on the statewide assessment program per this change. Thank you for all of your efforts to improve the academic outcomes of Florida's ELLs.

JO/ce

- **ELLevation:**
- These 4 specific dates must be documented in the Meeting Center on ELLevation.
- Conduct the LF Monitoring the same as you would via the Meeting Center on ELLevation, however select LF Monitoring as your meeting type.
  - ELLevation will automatically pull the most current grades into the meeting report and also provide you a space to write notes in regards to the students performance. *If for any reason ELLevation is experiencing a delay in uploading the most recent marking period grades, please enter the grades (or copy and paste) the grades from the FOCUS report card into the meeting notes within the ELLevation LF Monitoring Meeting, in addition to any other notes.*
  - Within the ELLevation Meeting, select if the student will remain LF or if reclassification is required. If the student's performance is satisfactory, the ESOL contact will select that the student remains LF, and continues to be monitored for 2 years following his/her exit date.
  - Make sure you save your notes before finalizing the meeting. Add any written notes from conversations with current teachers or ESE teachers about students' academic progress and/or concerns.
  - Follow the same procedures on how to conduct meetings in ELLevation above in the ELL Committee Meeting, Annual Review, and Extension of Instruction Section of the Handbook.

The screenshot shows a web-based form titled 'Reclassification Recommendation'. At the top, there is a horizontal navigation bar with several tabs: 'Exit without Criteria', '4th Year Extension of Instruction', '5th Year Extension of Instruction', '6th+ Year Extension of Instruction', 'Initial Entry LEP Basis', and 'Continuation'. Below this bar, there is a sub-tab labeled 'Academic, Behavioral, or Attendance Concerns for LY or LF' and another sub-tab labeled 'LF Monitoring', which is highlighted with an orange arrow. The main content area of the form asks the user to 'Determine whether an LEP should be held to review failing grades and/or test scores'. There are two radio button options: 'LEP to reclassify (unsatisfactory progress)' and 'Remain LF (adequate progress)', with the latter being selected. Below this is a section titled 'Add Note' with a close button (X). It contains a 'Note Title' text field and a 'Note Body' text area, both with orange arrows pointing to them. The text area has the placeholder text 'Add notes here'. At the bottom of the 'Add Note' section, there is a 'Grade Level' dropdown menu set to '3'. At the very bottom of the form, there are 'Cancel' and 'Save' buttons, with an orange arrow pointing to the 'Save' button.

- **What if a student is NOT performing satisfactorily during the Exit Monitoring period?**
  - If the student's performance is not satisfactory, the ESOL Contact dates, signs, and records a comment to that effect on ELlevation by convening an additional meeting and filing a copy in the ELL folder. An ELL Committee is convened and the parent(s) is/are invited. The ELL Committee determines if the student's academic underperformance is related to his/her English language ability.
  - *The ELL Committee may recommend reentry into the ESOL Program or placement in other appropriate programs, which best address the current needs of the student.*
  - Two of the state approved criteria must be substantiated in the student meeting in ELlevation and documents to support recommendation must be included:
    - extent and nature of prior educational and social experiences; and student interview;
    - written recommendations and observations by current and previous instructional and supportive services staff;
    - level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
    - grades from the current or previous years;
    - test results from tests other than ACCESS for ELLs or FSA



- Please refer to the section on ELL Committee Meeting for steps on how to create a meeting on the ELLevation platform. All meetings must be documented in the Meeting Center on ELLevation.

- **Step 3: Understand the procedures for Reclassification**

- **Reclassification:**

- If a student who has been exited shows unsatisfactory academic progress during the two-year LF monitoring process, the ELL Committee must convene to discuss and document the possible reasons for the unsatisfactory academic progress and the appropriate interventions. The ELL Committee members will determine if it is appropriate for the student to be reclassified as LY or if the unsatisfactory academic performance is due to other reasons and a reclassification is not applicable (excess of absences, ESE services, behavior problems...).
- An ELL Committee meeting must take place prior to reclassifying a student and placing him/her back into the ESOL program (reclassification) for how to conduct an ELL Committee meeting via ELLevation.
- If the ELL Committee determines that the academic deficiencies causing unsatisfactory progress **are due to limited English proficiency**, the student can be reclassified and placed back into the ESOL program.
- All data showing limited proficiency in English and grades showing poor academic progress must be discussed in detail during the ELL Committee meeting and documented within the ELLevation Meeting Center.
- **Student's data on FOCUS must be updated via submission of the FOCUS EL Plan Sheet SIS Form. Follow these steps below:**
  - Change the English Language Learner Code from "LF" to "LY"
  - Change EL Program Participant from Z (Not Applicable) to E (Eng Speaker of Other Languages)
  - Depending on the number of years in the ESOL program prior to exit, change ELL Fund Source. If student was in the program over 6 years and is now being reclassified, the ELL Fund Source will Remain Code: Z (Does not receive funds)
  - Update Plan Date to reflect the date the student was placed back in the ESOL program.
  - Enter a Reclassification date (the same date as the ELL Committee Meeting & matches the Plan Date).
  - 130 FEFP schedule code must be added.
  - Instructional 130 codes must be

The screenshot shows the FOCUS EL Plan Sheet SIS Form with several orange arrows pointing to specific fields:

- English Language Learner: (Arrow pointing to the dropdown menu)
- EL Program Participant: (Arrow pointing to the dropdown menu)
- ELL Fund Source: (Arrow pointing to the dropdown menu)
- Plan Date: (Arrow pointing to the date field)
- ELL Tier Placement: (Arrow pointing to the dropdown menu)
- Reclassification Date: (Arrow pointing to the date field)

Other fields include: Has IEP or 504?, Immigrant Student, Date Entered U.S. School (DEUSS), Home Language Survey Date, Primary Student Language, Secondary Language, Primary Language Spoken in Home, ELL Entry Date, Classification Date, Basis of Entry, Mainstream/Inclusion 130 I (Non-ELL & ELL), Mainstream/Inclusion 130 C (Non-ELL & ELL), Sheltered 130 E (Only ELL), Sheltered 130 S (Only ELL), Re-evaluation Date, Extension of Instruction, First Basis of Exit, Second Basis of Exit, ELL LY Exit Date, 1st Monitor Date, 2nd Monitor Date, 3rd Monitor Date, 4th Monitor Date, ELL LF Exit Date, and ELL LA Exit Date.



- added (Mainstream or Sheltered)
- Print the ELL tab with all initial LF monitoring dates from FOCUS before deleting all previous monitoring periods 1-4.
- **DO NOT delete any other data on the FOCUS EL Plan Sheet SIS Form!**
  - Original dates (entry, exit classification, exit, and reevaluation) must remain the same. This data is part of the student's academic history. The only items to be deleted are the post reclassification monitoring periods previously entered/removed.
- **Exit after Reclassification**
  - An ELL Committee meeting is required to exit a student that has been reclassified.
  - When exiting students after reclassification, the same procedures and criteria are applied as for students exiting for the first time, except for FOCUS SIS data entry procedures.
  - The only fields to update on SIS are the ELL code which changes back to LF, the ***Reclassification Exit Date and the Second Basis of Exit Date..***
  - **Do not change the First Basis of Exit Date.**
- **Step 4: Understand the procedures in place for students who are exited from the ESOL Program.**



- **LY TO LF:**
  - Once a student is exited from the ESOL Program, their plan form in FOCUS needs to be updated with an LY exit date and with their ELL Status changed from LY to LF. Ensure that global accommodations are still elected and that 130 schedule codes are removed.
  - **LF Student:**
    - During each of the 4 Post- Exit Monitoring Periods an updated plan form must be submitted in FOCUS once the report card grades have been reviewed in ELlevation and an LF Monitoring Meeting Report has been completed and generated on ELlevation.
    - As applicable, with the ELL Committee Meeting Form (If an ELL Committee Meeting was required due to students not performing satisfactorily). Submit a new plan form in FOCUS. The LY exit date remains the same and the plan date remains unedited too (should be 2 years old).

- **LF to LA:**
  - After 2 years of being Exited/Monitored from the ESOL Program an updated plan form must be submitted in FOCUS moving the student's ELL status from LF to LA.
  - An updated plan must be submitted with the new LF Exit date (The date the student moves from LF to LA, usually 2 years after the student's LY Exit Date). The LY Exit Date and Plan Date should **not** be edited.
  - *Once the student is LA, the student is no longer eligible for reclassification/re-entry into ESOL.*
  - No monitoring is required while the student is a LA
  
- **LA to LZ:**
  - After 2 years as an LA student, an updated plan form must be submitted in FOCUS moving the student's ELL status from LA to LZ.
  - An updated plan must be submitted with the new LA Exit date (The date the student moves from LA to LZ, usually 4 years after the student's LY Exit Date). The LY Exit Date, LF Exit Date, and Plan Date should **not** be edited.
  - *No further action is required after the student becomes LZ.*
  
- **Example of Dates:**
  - **Dates may fall within 30 days but not exceed the anniversary of exit date based on academic calendar.**

<b>LY Exit Date:</b>	<b>5/26/2022</b>
<b>LF Exit Date:</b>	<b>5/26/2024</b>
<b>LA Exit Date:</b>	<b>5/26/2026</b>

# ELL COMPLIANCE, ROLES & RESPONSIBILITIES



## **ELL Compliance, Roles & Responsibilities**

- **Step 1: Understand the roles and responsibilities of the MCSD ESOL Department's District Compliance Specialists.**
  - **The ESOL Department has District Compliance Specialists serving all MCSD Schools and Charter schools.**
    - The MCSD ESOL Department's District Compliance Specialist work cooperatively and collectively with Principals, staff, and other supervisors to ensure that ESOL programs and services are coordinated in the schools and are administered uniformly and equitably.
    - Facilitate compliance technical assistance training sessions to ensure that schools are following state and district procedures for the ELL students.
    - Provide ongoing support through desktop meetings, visits, email, and/or trainings.
    - Inform compliance teachers and principals through written reports the compliance recommendations regarding issues discussed during the compliance visits.
    - Assist schools identifying and correcting errors during FTE.
    - Ensure that ELLs are appropriately placed and receiving appropriate instruction addressing their language and academic needs
    - Assist with ACCESS for ELLs 2.0, FAST, and other Statewide Assessments.
    - Assist schools with implementation of research-based instructional models for ELLs to ensure comprehensible instruction
    - Monitor MTSS/RTI processes for ELLs in the schools
    - Attend retention meetings **as needed**
    - Monitor academic progress of retained ELLs, especially in 3rd grade
- **Step 2: Understand the roles and responsibilities of ESOL Curriculum Compliance Teachers or ESOL Contacts.**
  - **The ESOL Department has ESOL Curriculum Compliance Teachers or ESOL Contacts serving the MCSD Schools and Charter schools.**
    - The MCSD ESOL Curriculum Compliance Teachers or ESOL contacts support the development of appropriate language accommodations and instructional strategies through the development of conditions and events that increase fidelity when implementing a specialized instructional delivery model include:
      - Well-functioning professional learning communities
      - Using an approved screener that is brief, aligned with the ELD standards, core curriculum, result in reliable data, and is validated for screening and program eligibility decisions
      - Using a data-management system that is easily accessible by classroom teachers
      - Implementing interventions that address the language barrier of students.
      - Identifying and addressing class-wide supplemental instructional needs.
      - Establishing well-defined decision rules.
      - Clear leadership from the building principal.
      - Ongoing training and professional development.
      - Key stakeholders working together in a flexible manner to improve

student learning

- Use of standard-protocol interventions for tiered ELL program models.
- Not making entitlement (i.e., special education disability identification) decisions until the LEP committee has convened and reached an informed consensus.

○ **Other roles and responsibilities of MCSD ESOL Curriculum Compliance Teachers or ESOL Contacts:**

- Attend ESOL Compliance technical assistance trainings and District Meetings
- Be available to meet with District Compliance Specialists for school visits.
- Enter/update appropriate ELL/LEP Indicator data for ELLs.
- Check FOCUS daily during survey periods and correct errors prior to FTE week.
- Work closely with registrars to ensure students have been identified and assessed appropriately in a timely manner.
- Complete the testing procedures for eligibility purposes within the 20 school days of registration.
- Complete the reevaluation process for students under extension of instruction within the 30 school days before the anniversary date (Date Entered a US Schools) as applicable.
- Make final placement decisions for new students within 20 school days of registration.
- Keep accurate records of ELL forms in the student's ELL File Folder.
- Monitor Former ELLs – LF students
- Keep record of all the Testing Logs and Screener Scores generated during the school year
- Conduct ESOL meetings annually
- Keep record of all Data Element Forms.
- Assist with the scheduling of ELLs.
- Communicate with teachers to ensure ELLs are receiving comprehensible instruction in the content areas.
- Offer Professional Development for teachers.



● **Step 3: Understand the roles and responsibilities of Parent Educators**

○ **Parent Educators help ensure Home-School Communication within MCSD Schools and Charter Schools.**

- The essential function of Parent Educators within MCSD is to communicate with non-English speaking parents concerning the school's/district's happenings, programs, events and progress. The position works under direct supervision according to set procedures.

- Parent Educators educate students and parents in grades K-12 about best practices, routines, and resources that facilitate acclimatization with behavioral norms and academic expectations.
  - Communicate with all second nonnative English-speaking parents and receive feedback.
  - Assists all nonnative English-speaking parents in completing forms, applications, or surveys.
  - Translate school or district written materials including correspondence, forms, newsletters, flyers, etc.
  - Arrange & interpret parent/teacher conferences that require translation including truancy or IEP meetings.
  - Organize and conduct ELL parent meetings, parent education meetings, and related school events. Contributes to SAC, PTO, or other parent committees and actively recruits diverse members.
  - Monitor both current and follow up (LY, LF) EL students' attendance and grades.
  - Participates in required training in order to assist with proctoring tests for students with accommodation.
  - Provide and coordinate parent volunteers when needed.
  - Perform routine clerical tasks as required, including but not limited to preparing reports, copying and filing documents, entering and retrieving computer data, preparing notices and mail.
  - Attend training, conferences, workshops and meetings as required to enhance job knowledge and skills; keep abreast of developments in special education and grade appropriate curriculum and instruction.
  - Coordinates with the Title I and ESOL Contacts regarding needs of students and parents. Coordinates with the school nurse, administrators and other school staff to assist parents and students to receive needed medical and social services. Maintains the Parent Resource Centers with updated and current information, materials, resources, and supplies.
- **Step 4: Understand the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home.**
    - All verbal and written communication is provided to parents/guardians in their home language, whenever feasible.
      - Language assistance is also provided via school and district personnel fluent in the parent/guardian home language (i.e. pre-recorded messages with time sensitive information sent directly to the parent/guardian phones).
      - Information posted on the district website and interpreted at school functions and community venues.
      - Translation services, especially in less commonly spoken languages are also provided through bilingual staff and community volunteers which help build relationships with MCSD parents.
      - MCSD also provides access and training for the use of Language Line Solutions. This platform provides interpreters in over 240 languages in order to strengthen the communication with ELL parents.
        - Phone interpretation, video interpretation, and written translation of documents is available for all staff and parents of ELLs.

**LanguageLine Solutions®** Enabling Communication in Any Situation<sup>SM</sup>

### Language Access for Schools



**WRITTEN**

- LanguageLine® Document Translation<sup>SM</sup>
  - Individualized Education Plans (IEP)
  - Special Education documents
  - Parental consent notices
  - Progress reports
  - Parent handbooks
  - Medical Information/Authorization
  - Notices about available programs
- LanguageLine® Localization<sup>SM</sup>
  - District website
  - Multimedia

**BILINGUAL STAFF TESTING AND TRAINING**

- LanguageLine Academy®
  - Validate staff language proficiency
  - Interpreter skills testing

**SPOKEN AND SIGNED**

- LanguageLine® Phone<sup>SM</sup> Interpreting
  - Inbound/outbound telephone calls
  - Parent-Teacher conferences
  - Student discipline
  - School nurse visits
- LanguageLine® InSight<sup>SM</sup> Video Interpreting
  - American Sign Language for Deaf and Hard-of-Hearing persons
  - Student health and other situations when visual cues are important
- LanguageLine® OnSite Interpreting
  - Critical meetings with district personnel
  - Everyday classroom instruction

**IMPLEMENTATION SUPPORT**

- "Interpretation Services Available" signage
- Account Executive assistance
- Implementation and Training Guides

**Bridge Language and Cultural Barriers**  
Improve Productivity / Maximize Revenue / Decrease Expense / Enhance Image  
Boost Customer Service / Build Loyalty / Comply with Regulations and Laws

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- **Step 5: Understand the essential role of the ESOL Department in parent outreach activities and home-school communication:**
  - The ESOL Department hosts various events throughout the school year to involve parents, including ESOL Open House, homework support workshops and ESOL Family Nights.
  - Parent Liaisons and Educators meet quarterly to ensure that ELL parent needs and concerns are being addressed.
  - ESOL Contacts, Parent Liaisons and Educators also conduct home visits, phone parents to invite them to teacher/parent conferences and a personal invitation to attend the ESOL meetings.
  - If students are in need of outreach services such as a medical appointment, the parent liaison assists parents with these appointments.
  - During ESOL meetings school policies, FSA/EOCs and ACCESS for ELLs assessments information and explanations are given, and tips for parents to assist their children academically are discussed.
  - The MCSD ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies to provide additional services that can include English Language classes, assistance with immunization and immigration information.
  - Activities are usually scheduled at school sites with significant ELL populations so that it is easier for parents to participate. Transportation to and from events, in addition to interpreters, are often available.

# Grading & Retention Considerations for ELLs





## Grading & Retention Considerations for ELLs

- **Step 1: Understand the grading policies in place for ELLs.**
  - Students identified as English Language Learners (ELL) must meet the district levels of performance as indicated in the MCSD student progression plan.
  - The requirement is to measure the student's ability to read and write regardless of the ability shown in English or the student's native language.
  - ELL students must not be failed if instructional strategies, materials and assessments have not been modified to meet their linguistic and academic needs as required by state and federal mandates.
    - **Teachers must have evidence of the implemented modifications, strategies and accommodations used.**
    - *Documentation must be provided to show how comprehensible instruction and second language strategies were provided as part of the student's curriculum. At least one ELL Committee meeting should have taken place within the first marking period of the school year to initiate the MTSS process if progress is not adequate at the time. Documentation should be filed in the student's ELL records. (Follow [MCSD SPP](#)).*

When Grading English Language Learners	
Do	Don't
<ul style="list-style-type: none"> <li>● Use the same grading system as that of students in the regular program.</li> <li>● Identify assignments where ESOL strategies are used.</li> <li>● Assign a grade in all subject areas.</li> <li>● Document alternative assessments used to assign grades.</li> <li>● Use available translation of Progress Reports to parents (if feasible).</li> <li>● Inform parents in the comment section of progress reports that "English language proficiency level is taken into consideration when planning instruction and grading student."</li> </ul>	<ul style="list-style-type: none"> <li>● Mark ELL students below grade level.</li> <li>● Assign a student a lower grade based solely on lack of English proficiency.</li> <li>● Use a single assessment to determine mastery of skills and concepts taught.</li> </ul>

- **Step 2: Understand retention considerations for ELLs.**
  - **Students in specialized ELL programs cannot be retained based solely on their language proficiency in English.**
    - As stated by FLDOE and Bureau of Student Achievement through Language Acquisition, while this is not specifically listed in the Florida Consent Decree, it is a Civil Right and constitutional issue that protects the rights of the ELL with

regards to retention, promotion, and equal access to all educational programs.

- Specific considerations must be in place for students who qualify for a Good Cause Exemption:
  - Mandatory third grade retention requirements may not be waived unless the student qualifies for a Good Cause Exemption as defined by the Florida statute 1008.25(6) (b), if the student has been in an ELL program for *less than two years*.
  - ELL students in grades 6-8, who have been in a US school for less than two years (based on DEUSS), must complete the credit requirements of middle school in order to be promoted to high school; however, they receive exemption from retention within the middle school years (grades 6 - 8). Exemption from retention within the middle school years must be accompanied by course recovery (summer school or online in order for the students to meet the requirements for promotion to high school.
- Other Important Considerations:
  - ELLs may not be retained based on lack of language proficiency in English.
  - ELLs who are identified as substantially below grade level in reading in English, but are proficient in their native language, may not be retained for English reading deficiencies. In bilingual education programs, documentation must substantiate that the student does not meet the next Generation Sunshine State/ B.E.S.T. Standards *in the native language* when considered for retention.
  - Schools must provide documentation on how the curriculum and grade level assessment was modified to accommodate the level of English language proficiency of the student in the second language acquisition process.
  - Instructional strategies selected to demonstrate attainment of grade level benchmarks must be congruent with the instructional model implemented at the school and listed in the lesson plans.
  - Parents must be notified of a student's lack of academic progress in a timely manner.
  - An official ELL Committee meeting must convene to determine whether the student should be retained.
  - ELLs may be retained if the ELL Committee determines that all of the above considerations were in effect and the student has not progressed satisfactorily according to their plan implemented.
  - The District Compliance Specialist assigned to the school shall be requested to be present during retention meetings for ELLs.

- **Step 3: Understand the required documentation prior to any ELL being considered for retention.**

- **The following documentation must be part of the student's ELL Educational Plan prior to consideration of retention:**
  - ELL Committee Conference Forms of all ELL Committee meetings held during the school year.
  - Parent/teacher conference forms for meetings held to monitor student's progress aside from ELL Committee meetings.
  - Active RTI and/or MTSS data for the current school year.
  - Work samples with accommodations and modifications as applicable.

## II. Promotion and Retention Decisions

**Retention.** Decisions about whether it is in the best interest of a child to repeat a grade solely for academic reasons must be determined at the local level by the school's principal, after a careful review of the student's academic record, with input from the parents, the student, teachers and school leaders. Only academic performance, or provisions in a student's Individualized Education Program (IEP), can be considered when discussing a child repeating a grade.

## II. Promotion and Retention Decisions

**Extra support for struggling students.** For students that are at risk of being retained, the school district and charter schools must provide extra supports in concert with those interventions required under DOE Order No. 2020-EO-07. While this Order provides authority for school districts to use alternative means to determine achievement for students expected to graduate in the spring of 2021, in order to ensure that students who are scheduled to graduate after this year meet the standards established in statute and rule, school districts must begin remediation efforts. Priority must be given to students at risk of being retained for summer learning programs. The district must use best efforts to assign these students, with priority to a highly effective teacher, and thereafter, if necessary, assign to an effective teacher.

# ELL DECISION TREE & INSTRUCTIONAL PRACTICES



## ELL Decision Tree & Instructional Practices

### ● Step 1: Understand the MSCD Decision Tree for ELLs.

- MCSD's literacy team has developed a best practices decision tree for ELA placement in elementary, middle school and high school courses. It guides placement, instructional methods, certification requirements, and grading using district and state assessments data points.
- School based administrators, guidance counselors, and district staff are responsible for monitoring best practices and ensuring comprehensible instruction.
- It is the responsibility of the teacher to provide comprehensible instruction in order for the students to understand the content.
- ESOL Teachers and interventionists should use the ELL Decision Tree when creating schedules for ELLs.

**Elementary English Learners Decision Tree**

State & Local Data	EL Minutes	Program/Materials/Strategies/Intensity	Delivery Model
<b>WIDA Level 1-2</b> OR Overall TIER A  <b>FAST Level 1</b>  <b>PR STAR &lt;20</b>  <b>DEUSS less than 2 years</b>	90 minutes + <i>Weekly in addition to Tiered Instruction</i>	<b>Program:</b> Imagine Learning K-3 , Lexia English Gr 4 & 5 <b>Materials:</b> Texts in Native Language, Imagine Learning Ancillaries, Benchmark Hello, EL & intervention kits, Curated Multisensory Literacy Centers, Leveled Readers, Welcome Newcomer Texts, Graphic Organizers, Sentence Stems & Paragraph Frames linked in ELA Maps <b>Strategies:</b> QSSSA, Guided Reading Small Groups, Co-created Writing, Multi-sensory Instruction, Comprehensible Input; Refer to newcomer vignette <b>Intensity:</b> Minimum of 3+ days per week; 30 min per day; Group size 5 or less	<b>Pull-Out</b> <b>EL service minutes must occur outside of the Tier II and Tier III intervention block. Delivered with guidance of EL academic coach, contact, co-teacher:</b> <ul style="list-style-type: none"> <li>Non-English students grouped together</li> <li>Modeled Meta-Cognitive Strategies &amp; Co-created texts</li> <li>Specialized Program, Curriculum &amp; Materials</li> <li>Research-based Strategies and SIOP Best Practices for sheltered strategies</li> <li>Same language clusters when possible</li> </ul>
<b>WIDA Level 3</b>  <b>FAST Level 2</b>  <b>PR STAR 20-40</b>	60 minutes + <i>Weekly in addition to Tiered Instruction</i>	<b>Program:</b> Imagine Learning K-3 , Lexia English Gr 4 & 5 <b>Materials:</b> Texts in Native Language, Imagine Learning Ancillaries, Benchmark Hello & intervention kits, Curated Multisensory Literacy Centers, Leveled Readers, Welcome Newcomer Texts, Graphic Organizers, Sentence Stems & Paragraph Frames linked in ELA Maps <b>Strategies:</b> QSSSA, Guided Reading Small Groups, Co-created Writing, Multi-sensory Instruction, Comprehensible Input <b>Intensity:</b> Minimum of 2x per week; 30-45 min per day; Group size 10 or less	<b>Push-In</b> <b>Co-teaching support should occur during content specific lessons or academic vocabulary instruction</b> <ul style="list-style-type: none"> <li>ELL students grouped with Non-ELL students</li> <li>Instruction with ESOL strategies to support understanding such as annotated texts and abbreviated assessments</li> <li>Peer Mentoring/Ambassadors</li> <li>Co-planning and data analysis <u>minimum of MONTHLY</u> with ESOL contact/coach/co-teacher</li> <li>Highly qualified <u>paraprofessional to support 50% of instruction time</u> (bilingual when possible)</li> </ul>
<b>WIDA Level 4</b>  <b>FSA or FAST Low Level 3</b>  <b>PR STAR 40-49</b>	30 minutes <i>Weekly in addition to Tiered Instruction</i>	<b>Programs:</b> iStation, Lexia English Gr 4 & 5 <b>Materials:</b> Browser-Enabled Device, Benchmark, Leveled Texts, Curated Multisensory Literacy Centers, Graphic Organizers, Sentence Stems & Paragraph Frames linked in ELA Maps <b>Strategies:</b> Sensory, Graphic, and Interactive Support <a href="#">Grades K-5 Benchmark Tier 1 ELD Support</a>	<b>Accommodations</b> Implementation of daily classroom accommodations should reflect statewide testing accommodation norms. Regular use of a <b>bilingual dictionary or glossary, flexible group setting, extended time, and assistance in heritage language when possible, occur without penalty</b> of content evaluation and assessment.
<b>WIDA Level 4+</b>  <b>FSA or FAST Level 3+</b>  <b>PR STAR 50+</b>	<b>Consult</b> (No Direct EL services needed)		As detailed in the MCSD Pupil Progression Plan, report card grades should be reflective of the EL's ability to demonstrate mastery with linguistic support or in native language with alternative tasks to demonstrate understanding (WIDA Can-Do's).

**Middle & High School English Learners Decision Tree**

State & Local Data	EL Course	Program/Materials/Strategies/Intensity	Delivery Model
<b>WIDA Level 1-2</b> OR Overall TIER A  <b>FAST Level 1</b>  <b>PR STAR &lt;20</b> <b>PSAT &lt;20 PR</b>  <b>DEUSS less than 2 years</b>	<b>ELA Acceleration</b> <a href="#">M/J Lang Arts 1-3</a> <a href="#">ESOL Dev Lang (1002381)</a>  <a href="#">English through ESOL</a>  <b>STEM Acceleration</b> <a href="#">M/J English Language Development (MC) (#1002180)</a> <a href="#">ELD (1002380)</a>	<b>Program:</b> Read 180, SAVVAS iLit ELL <b>Materials:</b> Texts in Native Language, SAVVAS ELA Paired Texts, Curated Multisensory Literacy Centers, High-Low Saddleback Leveled Classics and Content Based Readers, Welcome Newcomer Readers, Graphic Organizers, Sentence Stems & Paragraph Frames <b>Strategies:</b> QSSSA, Guided Reading & Writing, Multi-sensory Instruction, Language Experience Approach, Comprehensible Input <b>Intensity:</b> MINIMUM of 3+ days per week; 30 min per day; Group size 3 or less	<b>Group size 15-18: Sheltered</b> <ul style="list-style-type: none"> <li>Non-English students grouped together</li> <li>Same language clusters when possible</li> <li>Specialized Program, Curriculum &amp; Materials</li> <li>Research-based Strategies and SIOP Best Practices for sheltered instruction strategies</li> <li>Modeled Meta-Cognitive Strategies &amp; Co-Created Texts</li> <li>Highly qualified paraprofessional to support 50% of instruction time (bilingual when possible)</li> </ul>
<b>WIDA Level 3</b> OR Overall TIER B  <b>FSA or FAST Level 2</b>  <b>PR STAR 20-40</b> <b>PSAT 21-39</b>	<a href="#">English through ESOL (or English)</a>  <a href="#">M/J Lang Arts Dev Lang 9-12 Intensive Reading</a>  <a href="#">M/J English Language Development (MC) (#1002180)</a> <a href="#">ELD (1002380)</a>	<b>Program:</b> SAVVAS My Perspectives, iLit ELL/45, Lexia English, Progress Learning <b>Materials:</b> Texts in Native Language, Curated Multisensory Literacy Centers, High-Low Saddleback Leveled Classics and Oxford Picture Dictionary Curriculum, Graphic Organizers, Stems & Frames <b>Strategies:</b> QSSSA, Guided Reading & Writing, Multi-sensory Instruction in Small Groups, Jointly Created Writing, SAT/ACT direct instruction <b>Intensity:</b> 2x per week; 30-45 min per day; Group size 5 or less	<b>Group size &lt;15: Inclusion</b> <ul style="list-style-type: none"> <li>ELL students grouped with Non-ELL students</li> <li>Instruction with ESOL strategies to support understanding</li> <li>Peer Mentoring/Ambassadors</li> <li>Co-planning and data analysis meetings a <u>minimum of MONTHLY</u> with ESOL contact/coach/co-teacher</li> <li>Highly qualified paraprofessional to support 25% of content area instruction time (bilingual when possible)</li> </ul>
<b>WIDA Level 4</b>  <b>FSA or FAST Low Level 3</b>  <b>PR STAR 40-49</b> <b>PSAT 42-52</b>	<b>English</b>  <b>Honors AVID Advanced Placement Dual Enrollment</b> <b>EXIT or MTSS</b>	<b>Programs:</b> SAVVAS My Perspectives and iLit45/ELL, Progress Learning <b>Materials:</b> High-Low Saddleback Leveled Classics and Content Based Readers, Graphic Organizers, Sentence Stems & Paragraph Frames <b>Strategies:</b> Sensory, Graphic, and Interactive Supports, SAT/ACT direct instruction  <a href="#">Grades 6-8 My Perspectives Tier 1 ELD Support</a>  <a href="#">Grades 9-12 My Perspectives Tier 1 ELD Support</a>	<b>Accommodations</b> Implementation of <u>daily classroom accommodations</u> should reflect <u>statewide testing accommodation norms</u> . Regular use of a <b>bilingual dictionary or glossary, flexible group setting size, extended time, and assistance in heritage language</b> (when possible) occur without penalty of content evaluation and assessment.
<b>WIDA Level 4+</b> OR Overall TIER C  <b>FSA or FAST Level 3+</b>  <b>PR STAR 50+</b> <b>PSAT 52+</b>			<i>As detailed in the MCSD Pupil Progression Plan, report card grades should be reflective of the EL newcomer's ability to demonstrate mastery with linguistic support or in native language with alternative tasks to demonstrate understanding (WIDA Can-Do's).</i>

Monroe County School District

Multi-tiered Systems of Support

2024

● **Step 2: Understand the most effective ESOL strategies and practices to use when working with ELLs.**

- MCSD ensures the rights of ELLs with equal access to all academic and social programs.
  - Comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with the BEST benchmarks and grade level expectations, course descriptions, and district curriculum frameworks.
  - Highly qualified teachers who are implementing and documenting the required ESOL strategies and using appropriate instructional materials. ELLs are entitled to appropriate services to help them become English proficient.
- Essential Practices for working with ELLs:
  - **Culturally Responsive Environment:** Teachers create a welcoming and inclusive atmosphere that respects and values the diverse cultures and backgrounds of ELL students. Cultural materials and references are integrated into the curriculum, and students' native languages are acknowledged and celebrated.



- **Language-rich Environment:** The classroom is filled with opportunities for language practice, including reading materials, visuals, vocabulary walls, and interactive activities that promote listening, speaking, reading, and writing skills.
  - **Differentiation:** Instruction is tailored to meet the individual language proficiency levels and learning styles of each ELL student. Teachers use a variety of instructional strategies and resources to ensure all students can access the content.
  - **Scaffolding:** Teachers provide appropriate support and scaffolding to help ELL students understand and participate in lessons. This may include simplified language, visuals, gestures, and demonstrations to enhance comprehension.
  - **Cooperative Learning:** Group activities and projects encourage ELL students to interact with their peers, practice language skills, and develop social language proficiency in a supportive setting.
  - **Explicit Language Instruction:** Teachers explicitly teach language structures, grammar rules, and academic vocabulary. They model language use and provide opportunities for students to practice new language concepts.
  - **Content-based Language Instruction:** Language learning is integrated with content instruction. Teachers focus on language development while teaching academic subjects like math, science, and social studies.
  - **Real-world Contexts:** Lessons are designed to connect language learning to real-life situations, making it more relevant and meaningful for ELL students.
  - **Supportive Resources:** The classroom is equipped with bilingual dictionaries, visuals, language charts, and other resources that aid language development and comprehension.
- **What do effective ELL classrooms look like?**
    - Interactive
    - Student-centered learning context
    - Functional communication between teachers and students and social interaction among students.
    - Integrated and thematic curriculum
    - Collaborative learning
      - (E.Garcia, UC-Santa Cruz, 1991-2003)
  - **What are Effective ESOL Instructional Approaches?**
    - Total Physical Response
    - Natural Approach
    - Cognitive Academic Language Learning Approach
    - Whole Language Approach
    - Activating Background Knowledge
    - Language Experience Approach

○ **What are Effective ESOL Strategies?**

- Visuals
- Flowcharts
- Venn Diagrams
- Concept Mapping
- Language Ladders
- Asking higher and lower order questions
- Cooperative learning
- Jigsawing
- Think, Pair, Share
- Field Experiences
- KWL
- Dialogue Journals

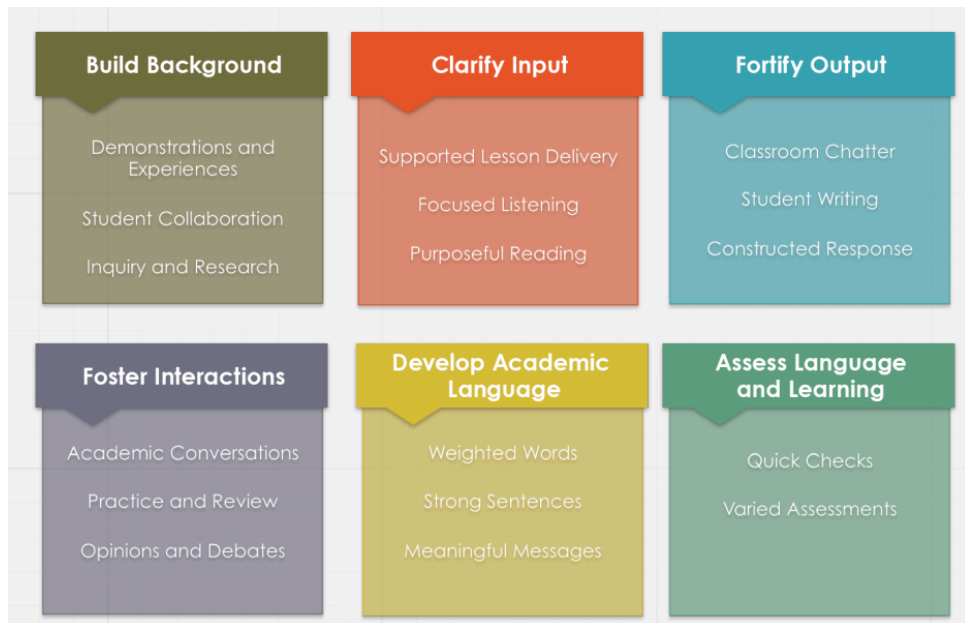
<b>Marzano's High Yield Strategies*</b>	<b>ELL Implication*</b>	<b>SIOP Components</b>
Identifying Similarities and Differences	Compare Classify Create Analogies Create Metaphors	Building Background Comprehensible Input
Cooperative Learning	Shared Reading and Writing Dramatizations Book Pass	Interaction Practice and Application
Non Linguistic Representation	Concept Maps Drawings Realia Manipulatives	Strategies Interaction Practice and Application
Summarizing and Note Taking	Explicit instruction of paraphrasing	Review and Assessment Lesson Delivery
Homework and Practice	Differentiate and adapt accordingly	Review and Assessment
Cues, Questions and Advanced Organizers	Previewing content identifying critical information	Comprehensible Input Strategies
Generating and Testing Hypotheses	Include explanation of hypotheses Language production is modified	Comprehensible Input Practice and Application
Setting Objectives and Providing Feedback	Include content AND language objectives Praise use of English while valuing home language	Lesson Preparation Lesson Delivery
Reinforcing Efforts and Providing Recognition	Create a safe and comfortable learning environment	Lesson Preparation Building Background

○ **It is highly encouraged to use ELlevation to ensure highly effective teaching practices.**

- Ellevation is organized into a three-tiered framework with six instructional Practices for meeting the needs of English language learners.
- Each Practice is comprised of three Strategies, or approaches to the Practice. Within the Strategies are our classroom Activities. These activities are non-content specific and can be used across grade levels.



- Comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with the BEST benchmarks and grade level expectations, course descriptions, and district curriculum frameworks.



# MULTILINGUAL PARENT LEADERSHIP COUNCIL (MPLC)



## Multilingual Parent Leadership Council (MPLC)

- **Step 1: Understand the purpose of the MCSD Multilingual Parent Leadership Council.**

- Parents play an important part in the success of English language learners. Parents' involvement in their child's education is a major step to success in the classroom and future endeavors.
- Parental involvement begins as soon the student enrolls, and procedures shall be implemented to ensure that parents/guardians of ELLs receive, whenever feasible, all communication in their primary language and are represented on various district and school committees that require parents' participation (*Section 233.058, F.S.; Rules 6A-6.0902, 6A-4.0904, 6A-4.0906, 6A-0908, F.A.C.; and Section I-IV, 1990 LULAC et. al. vs. State Board of Education Consent Decree*)
- **Purpose:**
  - The purpose of the MPLC is to encourage parental involvement and participation in the implementation of ELL programming and academic achievement initiatives.
  - The school-based MPLC shall be provided resources to provide leadership training and orientation of the district's ELL program services, monitoring procedures and involvement procedures available to parents of ELLs.
  - Parents of ELL students shall be informed of their opportunities to be represented at existing school and district advisory committees. Furthermore, parents must be involved in revisions and implementation of the district's ELL plan and in the monitoring of its implementation. (*Section 233.058, F.S.; Rules 6A-6.0900-6A-4.0909, F.A.C.; and Section I-IV, 1990 LULAC et. al. vs. State Board of Education Consent Decree*).
  - Each school that reports ESOL students for weighted FTE under program number 130 shall have a Multilingual Parent Leadership Council (MPLC) and maintain a list of names of members, addresses and telephone numbers, minutes of meetings, and notices sent in the language(s) of the parents, unless the latter communication is clearly not feasible.
  - It is the principal's responsibility to ensure that the establishment and maintenance of the records of meetings (invitations, sign in sheets, minutes) and agendas regarding this council are kept up to date and on file at the school site.
  - The Florida Consent Decree for ELL also known as the META agreement requires that the membership of the school based Multilingual Parent Leadership Council (MPLC) is composed of at least 51% of parents of English Language Learners.
  - It is recommended that among the faculty representatives on the MPLC there be a staff person who speaks the predominant language of the majority ELL population of the school.
  - The school based Multilingual Parent Leadership Council shall be established at the beginning of each school year and at least 2 meetings (one per semester - preferably more) will be conducted throughout the school year at the school.
  - Documentation of invitations, flyers, sign-in sheets, and topics/issues

discussed shall be filed for compliance purposes. The chairperson represents the school at the district level MPLC meetings. In addition, the chairperson and co-chairperson representing each school must be parents of ELL students within the system.

- **Step 2: Understand the essential role and goals of the MPLC.**

- The goals of the MPLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites and among the community.
  - Via these meetings parents are provided with an opportunity to take an active role in the decisions that affect the education of their children and to consult the school personnel and give input on goals related to the program.
  - The District MPLC is composed of the majority of parents of current and former ELLs, as well as classroom teachers, curriculum specialists, and ESOL resource teachers. Community leaders and ELL advocates are also invited to participate as members.
  - The primary function of the MPLC is to make recommendations for the District ELL plan, and review policies which are instrumental in the approval process.
  - The MPLC plays an essential role in encouraging parental involvement and participation in the implementation of ELL programming and academic achievement initiatives.

- **Step 3: Understand the roles and responsibilities of the MPLC Chairperson.**

- The school MPLC Chairperson must be a parent of an ELL.
- Meets and collaborates with the school principal to ensure that the parents of ELL are actively involved in school.
- Prepares the agenda in collaboration with the compliance teacher for all MPLC meetings during the school year.
- Appoints the MPLC Secretary to ensure that the minutes of the meeting are properly documented.
- Participates in the implementation of the District ELL Plan in the school.
- Assists parents of ELLs in clarifying misunderstandings or concerns.
- Participates in due process meetings for ELL at the school, if applicable.
- Conducts the MPLC meetings for the school year (2 required; additional meetings are recommended).
  - Recommended Topics for School MPLC Meetings:
    - Cultural adaptation
    - Homework help
    - District Curriculum/Florida State Standards
    - Florida Consent Decree
    - Instructional models for ELL
    - Understanding Proficiency Levels – ACCESS for ELLs 2.0 scores
    - Understanding the school system
    - FAST and EOC's
    - Graduation Requirements
    - Protocol for summer school offerings
    - Scholarship opportunities to be applied to while in high school
    - Every Student Succeeds Act (ESSA)
    - Parent Involvement and Leadership Skills
    - Promotion/Retention
    - Other topics as determined by the school MPLC

# Assessment Requirements



## Assessment Requirements

- **Step 1: Understand Assessment Requirements for ELLs in Statewide Assessments and Accommodations for ELLs.**
  - All ELLs participate in statewide assessments. The District ESOL Coordinator works with the District Executive Director of Assessment and Accountability, school based assessment coordinators and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.
  - The ESOL teacher ensures that the accommodation for statewide assessment which are indicated in TAM and include:
    - Flexible Setting
    - Flexible Scheduling
    - Assistance in Heritage Language
    - Approved Dictionary/Glossary
  - Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment.
  - Parents are notified of the different testing accommodations in a letter sent home by ESOL teachers (MCSD Flexible Setting Letter: Statewide Accommodations- which is generated in ELlevation in both English and the home language).
    - Parents may choose if a flexible setting is the best testing option for their child.
  - These accommodations must be updated on the LY and LF FOCUS EL Plan Sheet SIS Form and also on the ELlevation Instructional Plan.
    - For directions on how to edit “State Accommodations” on ELlevation please refer to the ELlevation Resource Center.
      - Step by step instructions and videos will be found under “Assigning Testing Accommodations.”
- **Statewide Assessments for English Language Learners (ELLs)**
  - School districts are required to offer accommodations to ELLs who are currently receiving services in a program operated in accordance with an approved District ELL Plan. The FAST may be administered with any, or a combination of, accommodations that are determined to be appropriate for the particular needs of the ELL. However, all testing, with or without accommodations, must be completed during the prescribed testing dates shown on the inside cover of the FAST testing manual.
  - All high school students, including English Language Learners (ELL), must take the high school state required test(s) in English. No versions of the test(s) exist in other languages. Provisions under *Florida Statute 229.57* allow for accommodations as necessary for students in ESE programs who have limited English proficiency.
  - Districts are required to offer accommodations to students identified as ELLs. Listed below are allowable accommodations for ELLs participating in the FAST Writing Field Test.
    - **A. Flexible Setting:**
      - ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.
    - **B. Flexible Scheduling:**
      - ELLs may take a test during several brief periods within one school day;

- however, each test session must be completed within one school day.
- ELLs may be provided additional time; however, each test session must be completed within one school day.

■ **C. Assistance in Heritage Language:**

- ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions and for the Writing prompts. This should **not** be interpreted as permission to provide oral presentation of the Writing prompts in English or in the student's heritage language. Assistance may NOT be provided for passages.
- The ESOL or heritage language teacher may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
- The ESOL or heritage language teacher may answer specific questions about a word or phrase in a Writing prompt that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit a response.

■ **D. Approved Dictionary/Glossary:**

- ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Electronic translation dictionaries that are standalone devices without the ability to access the Internet may be used.

● **ACCESS for ELLs 2.0:**

- The state of Florida uses ACCESS for ELLs 2.0 to measure the growth of students classified as English Language Learners (ELLs) in mastering the skills in English they will need to succeed in school.
- ACCESS for ELLs 2.0 is a secure large-scale English language proficiency assessment administered to Kindergarten through 12th grade students who have been identified as English language learners (ELLs). It is given annually in WIDA Consortium member states to monitor students' progress in acquiring academic English. ACCESS for ELLs 2.0 is only available to Consortium member states. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing.
- Evidence of program accountability in accordance with Title III grant and Every Student Succeeds Act (ESSA), which calls for schools and districts to meet state accountability objectives for increasing the English language proficiency of English Language Learners.
- Data useful for charting student progress over time and, for the newly arrived students, charting progress over the first year.

- Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from English for Speakers of Other Languages (ESOL) programs.
- Diagnostically useful information about students' strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test)
- **Grade-level Clusters for ACCESS for ELLs 2.0**
  - ACCESS for ELLs 2.0 includes the following clusters:
    - Grade 1
    - Grade 2
    - Grade 3
    - Grades 4-5
    - Grades 6-8
    - Grades 9-12
  - ACCESS for ELLs is divided into two tiers: A, and B/ C and while the tiers overlap, each tier assesses a different range of language proficiency.
    - Tier A is overall proficiency level 2.0 or below
    - Tier B/C is overall proficiency level 2.1 or above.
    - Remember to check the correct Tier on the ESOL plan in order to ensure each student takes the correct Tier of ACCESS for ELLs 2.0 English Language Proficiency Test.

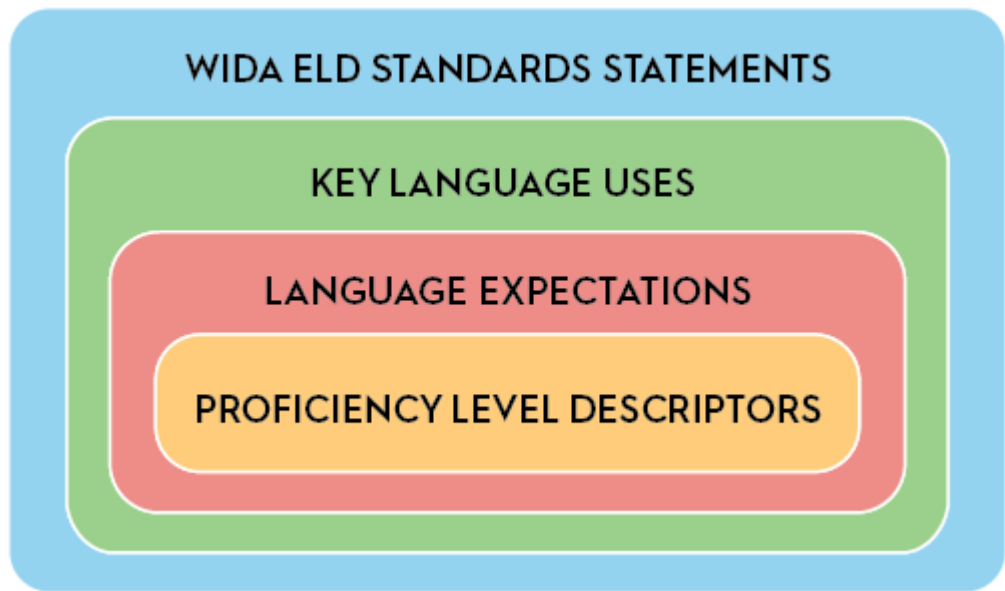


# WIDA ENGLISH LANGUAGE DEVELOPMENT (ELD) STANDARDS



## WIDA English Language Development (ELD) Standards

- **Step 1: Understand the purpose and framework of the WIDA English Language Development (ELD) Standards.**
  - WIDA ELD Standards set high expectations and ensure equity of opportunities for multilingual learners.
  - The WIDA English Language Development (ELD) Standards Framework provides a foundation for curriculum, instruction and assessment for multilingual learners in kindergarten through grade 12. The ELD Standards Framework is centered on equity and fosters the assets, contributions and potential of multilingual learners.
  - [The WIDA English Language Development Standards Framework, 2020 Edition](#) serves as a resource for planning and implementing language curriculum, instruction and assessment for multilingual learners.
    - Educators can use the 2020 Edition to:
      - Promote and guide systematic, explicit and sustained language development
      - Support and frame collaboration among educators to plan for content and language integration in culturally and linguistically sustaining ways
      - Monitor multilingual learners' language growth
      - Provide standards-referenced feedback to students and families.
  - **Four Big Ideas anchor the standards and are interwoven throughout the framework:**
    - Equity of opportunity and access
      - This is essential for multilingual learners' preparation for college, career and civic lives.
    - Integration of content and language
      - Academic content is the context for language learning, and language is the means for learning academic content.
    - Collaboration among stakeholders
      - Stakeholders share responsibility for educating multilingual learners.
    - Functional approach to language development
      - This approach helps educators focus on the purposeful use of language.
  - These Big Ideas support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.
  - **Framework Components:**
    - The framework consists of [four components](#), ranging from broad to narrow in scope:
      - WIDA ELD Standards Statements
      - Key Language Uses
      - Language Expectations
      - Proficiency Level Descriptors
      - *These work together to make a comprehensive picture of language development.*



- **Step 2: Understand [WIDA's Can-Do Philosophy](#):**
  - WIDA embraces the Can-Do Philosophy for ELLs. Click the link below to watch a video that explains this in depth.
  - <https://wida.wisc.edu/resources/can-do-philosophy-video>
  - **Please use links below to refer to the specific Can-Do Descriptors by grade level:**
    - [Name Charts, Grades K-12](#)
    - [Can Do Descriptors Name Charts, Kindergarten](#)
    - [Can Do Descriptors Name Charts, Grade 1](#)
    - [Can Do Descriptors Name Charts, Grades 2-3](#)
    - [Can Do Descriptors criptors:Name Charts, Grades 4-5](#)
    - [Can Do Descriptors Name Charts, Grades 6-8](#)
    - [Can Do Descriptors Name Charts, Grade 9-12](#)

# MCSD ESOL Program Overview



## MCSD ESOL Program Overview:

- **Step 1: Understand the MCSD ESOL Program.**

- The goal of the MCSD ESOL Program is to ensure all students entering Monroe County School District with varying levels of limited English proficiency, receive comparable and comprehensible instruction. Our teachers and staff are dedicated to the most strategic and effective instructional practices that help these students to develop communicative and academic skills necessary for meeting national, state, and district educational standards.
- All schools with students classified as English Language Learners (ELLs) must provide an appropriate ESOL program to meet the specific students' needs in language learning, academic achievement, and in cultural integration.
- Students in the ESOL program are required to meet the same curriculum standards as any other student in English/Language Arts and content area instruction. The content of the curriculum is established by the Florida B.E.S.T State Standards. ESOL strategies, supplementary materials, and native language assistance are used to ensure comprehensible instruction is being provided to every ELL student.
- MCSD District Leaders and Educators are dedicated to the implementation of the ESOL Program in accordance with the Florida META Consent Decree. They support student achievement through ELL student assessment and placement; visit assigned schools monthly and support student achievement through lesson modeling and instructional coaching.
- For more information on the MCSD ESOL Department please visit the following sites:
  - [MCSD ESOL Department: Title III: Part A: English Language Learners](#)
  - [MCSD VirtuEL Website](#)

Monroe County School District

## ESOL Program Overview

**Professional Learning : Sheltered Instruction Observation Protocol (SIOP)**

ERPD and School Visits: Administration, Educators and Support Staff

Lesson Preparation, Building Background, and Comprehensible Input Components

Balancing Linguistic Exchanges: Ways to Promote Language Development & Elicit Elaborated Responses




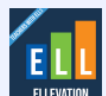


**Elementary Grades**

Sheltered/Self-Contained: ELs only in classroom instruction together; Teacher(s) adjust instruction and use ESOL strategies to make content comprehensible

Mainstream/Inclusion: Students in classroom with non-ELLs; Teacher(s) use ESOL instructional strategies to make content comprehensible. ELs in the same grade may be assigned to the same classroom teacher(s)

**Alternative Pathway Graduation Requirements**

- Newcomers less than 2 years in US
- 6 options for ELA achievement
- LEP committee
- Superintendent signs
- Graduation code in FOCUS

**6-12 International Academy**

**CRITERIA**

- DEUSS less than 2 years
- Lexile 700 or less
- Reviewed Quarterly, Fluid rostering
- DLA-R replaces *Reading* for newcomers
- Sheltered Algebra/Geometry/Civics/History
- Paraprofessional support facilitation

**PROGRESSION**

- Not to exceed 2 years in sheltered setting
- YEAR 1 & 2 or until criteria determines:
  - Grades 9-12: DLA-R and ENG/ESOL
  - Grades 6-8: M/J Developmental Language Arts through ESOL 1-3 and M/J English Language Development – ELD Multiple content (MC) elective
- FLOWS INTO 0.5 elective credit:
  - At quarter end or semester change
  - Executive Internship/ AMBASSADORS
  - ENG for Credit Recovery/MTSS consideration
  - Course for FIRST TIME CREDIT (SAT/ACT prep)

**RULES**

- Grade levels can be combined (6-8, 9-12) in elective courses only and as clusters in ELA (9/10 or 11/12)

# Certification Requirements



## Certification Requirements

- **Step 1: Understand the teacher certification requirements.**

- In August, 1990, the United States District Court, Southern District of Florida, issued a Consent Decree giving the court power to enforce an agreement between the Florida State Board of Education and a coalition of eight groups represented by Multicultural Education, Training and Advocacy, Inc. (META).
- The Consent Decree settlement terms focus on the following six issues:
  - Identification and assessment
  - Equal access to appropriate programming
  - Equal access to appropriate categorical and other programming for English Language Learners
  - Personnel
  - Monitoring
  - Outcome measures
- The META Agreement states that Florida teachers are required to participate in training when they have an English Language Learner assigned to their class. Training is available at local colleges and universities and through in-service provided by the Multilingual Student Education Services department.
- There are three categories for teachers (Category I, II, and III), each with its own training requirements. When determining the appropriate category, keep in mind that the teaching assignment, not the area of certification, is the deciding factor.
- A certificate holder may bank in-service points or college credit completed in ESOL during the validity period of a temporary certificate to use towards the first renewal of a professional certificate, as long as there was no break in continuity of certificates and the training was not part of a degreed program. A certificate holder may bank all ESOL in-service or college credit earned while on a professional certificate to use for subsequent renewal periods.
- A modification was made to the Consent Decree in 2003 that requires all administrators and school guidance counselors (Category IV) to attend ESOL training.
  - **ESOL Requirements - Category 1**
    - This category is for teachers responsible for **teaching language instruction or reading**, such as Elementary, English, Language Arts, Reading, and Exceptional Education.
    - Category I requires proof of completion of the following 5 content areas, either with in-service and/or college courses, or by completing two courses, passing the ESOL Subject Area Test, and adding either the ESOL Endorsement or ESOL K-12 Certification (respectively) to your teaching certificate.
      - Domain 1: Culture (*Cross-Cultural Communication and Understanding*)
      - Domain 2: Language and Literacy (*Applied Linguistics*)
      - Domain 3: Methods of Teaching ESOL
      - Domain 4: ESOL Curriculum and Materials Development Domain
      - Domain 5: Assessment (*Testing and Evaluation of ESOL*)

- The teacher has six years to complete the courses. The timeline for completing the requirements for Category I begins the day and month the teacher is assigned an ESOL student. In cases where the teaching assignments change, the teacher must continue to complete requirements per the timeline below:
  - Years 1-2: 3 semester hrs. /60 in-service pts
  - Year 3: 3 semester hrs. /60 in-service pts totaling 6 semester hrs. /120 in-service points
  - Year 4: 3 semester hrs. /60 in-service pts totaling 9 semester hrs. /180 in-service points
  - Year 5: 3 semester hrs. /60 in-service pts totaling 12 semester hrs. /240 in-service points
  - Year 6: 3 semester hrs. /60 in-service pts totaling 15 semester hrs. /300 in-service points.
- Teachers must submit either official transcripts or in-service printouts (clearly marked, "For ESOL Credit") to the Certification Office.
- Upon completion of 15 college credits or 300 in-service points or a combination of both, request that the ESOL Endorsement be added to the teaching certificate by submitting an official transcript and the appropriate application and fees to the District Certification Office.

#### ■ **Requirements for ESOL Subject Area Coverage K-12**

- Using a degree to add ESOL to the teaching certificate will need to submit the following documentation to the Certification Office:
  - Bachelor's or Master's Degree in TESOL, and
  - Official Score Report reflecting a passing score on the ESOL Subject Area Exam.
  - Using a passing score on the ESOL Subject Area Exam the teacher will need to submit the following documentation to the Certification Office:
    - Official Score Report reflecting a passing score on the ESOL Subject Area Exam and adding ESOL to the teaching certificate by completing an application and attaching the appropriate fee, **and**
    - Completing two courses equaling 6 semester hours or 120 in-service points within three years of passing the ESOL Subject Area Exam and adding ESOL to the certificate.
    - **The teacher will be out-of-field for ESOL until completion of all requirements.**

#### ■ **ESOL Requirements - Category 2, 3, 4**

- The timeline for completing ESOL requirements begins the day and month the teacher is assigned to serve a Limited English Proficient student. Once the requirements are met, submit an official transcript or in-service printout to the Certification Office.

#### ■ **Category II (ESOL Compliance)**

- In order to be in compliance, teachers of Math, Social Studies, Science, or Computer Literacy need 60 ESOL in-service points or one of the approved ESOL college courses. Experienced teachers have one year



- and beginning teachers have two years to complete the requirements.
- Training Requirements
  - Hold certification in a subject appropriate to the teaching assignment, **and**
  - Complete 60 in-service points or 3 semester hours of college credit in ESOL strategies.
- **Category III (ESOL Compliance)**
  - In order to be in compliance, teachers who teach subjects not listed in Category I, II, or IV, such as Art, Music, Physical Education, **or** Media Specialists need 18 ESOL in-service points **or** one of the approved ESOL college courses.
  - Experienced teachers have one year and beginning teachers have two years to complete requirements.
  - Training Requirements
    - Hold certification in a subject appropriate to the teaching assignment, **and**
    - Complete 18 in-service points or 3 semester hours of college credit in ESOL strategies.
- **Category IV (ESOL Compliance)**
  - In order to be in compliance, Administrators or Guidance Counselors need 60 ESOL in-service points or one of the approved ESOL college courses.
  - Administrators or Guidance Counselors hired prior to September 9, 2003 must complete the requirements within three years.
  - People hired after September 9, 2003 must complete the requirements within three years of the hire date as a school administrator or guidance counselor.
  - Training Requirements
    - Complete 60 in-service points **or**
    - 3 semester hours of college credit in an approved ESOL course or in-service component.
- **Note:** Any ESOL-approved in-service hours and coursework taken prior to September 9, 2003 or prior to being hired as a school administrator or guidance counselor may be counted toward the required 60 points.