

# SCHOOL DISTRICT OF CLAY COUNTY

## GUIDANCE HANDBOOK

### DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

2008-2011



#### CLAY COUNTY SCHOOL BOARD

Carol Vallencourt	District 1
Carol Studdard	District 2
Charles Van Zant Jr.	District 3
Frank Farrell	District 4
Lisa Graham	District 5

# **SCHOOL DISTRICT OF CLAY COUNTY**

## **MISSION STATEMENT**

Our mission is to work collaboratively with all stakeholders to provide a public education experience that is motivating, challenging and rewarding for all children. We will increase student achievement by providing students with learning opportunities that are rigorous, relevant and transcend beyond the boundaries of the school walls. We will ensure a working and learning environment built upon honesty, integrity and respect. Through these values, we will maximize student potential and promote individual responsibility.

# **Introduction**

The School District of Clay County provides equal and equitable educational opportunity for all students to succeed. The district is dedicated to the total development of each student and is committed to the goal of providing quality programs, which meet the special needs of all children.

The English for Speakers of Other Languages (ESOL) services are designed to meet the communication, academic, and social needs of the English Language Learner (ELL). The use of ESOL strategies helps promote success by providing the tools necessary for addressing individual differences in linguistic development and in styles and rate of learning.

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# ELL PLAN

## **I. INITIAL IDENTIFICATION PROCEDURES**

### **A. Registration of Students**

Registration and enrollment procedures include the gathering of information required by the Florida Student Record system and the Florida Statutes for School Entry. Data is collected at the individual school sites. Upon enrolling a student at the home school, each parent completes a registration form in the school registration office in the native language, when available, with the assistance of the registration personnel, unless clearly not feasible.

### **B. Home Language Survey**

The Home Language Survey (HLS) is included on the School District of Clay County Registration Form. The HLS is completed upon the initial enrollment of a student. Registration materials are available in English, Spanish and various other languages through TransAct.

### **C. Data Collection**

Data entry personnel under the supervision of the guidance counselor and administrator enter all data collected during the registration process into the Florida Student Records System. The registration form with the Home Language Survey information is filed in each student's cumulative folder and ESOL (red) folder.

## **II. ASSESSMENT PROCEDURES/STEPS TO DETERMINE ELIGIBILITY FOR APPROPRIATE SERVICES**

### **A. Steps Followed for a Student with a "Yes" Response**

1. The principal/designee at the home school notifies the ESOL test coordinator at the school.
2. A date and time convenient to the parent for testing at the home school is established if the student is registering during the summer. During the school year testing is administered at the home school during school hours.
3. The testing is administered at the home school site by the school ESOL testing coordinator.

When the student/parent answers "yes" to either question 2 ("***Did the student have a first language other than English?***") or question 3 ("***Does the student most frequently speak a language other than English?***") on the home language survey section of the registration form, the student will be placed in the ELL program until all evaluation is complete.

Aural/Oral testing will be administered for Grades K-12 within 20 school days. It is the goal of the district to provide testing within *two* days of enrollment so that placement decisions are made quickly and students don't have to change programs after adjusting to school.

For students who score fully English speaking in grades 3-12 on the aural/oral, the reading/writing test must be administered within 20 school days.

The guidance counselor/administrator completes the testing and the calculation form (SCH32181) to determine if the student is a fluent, limited, or non-English Reading/Writing student. The guidance counselor gives all test data to the Data Entry clerk for TERMS reporting.

If the student/parent answers "yes" to question 1 ("***Is a language other than English used in the home?***") only, the student will be placed in the regular program and testing will be done within 20 school days.

The principal/designee notifies parents/guardians in their home language of the students eligibility, unless clearly not feasible. (SCH12190 and SCH12187)

If more than 4 weeks elapses prior to testing, written notification is to be sent to the parent of the reason for the delay and a copy of this notification shall be retained in the student's ESOL (red) folder.

When a student is identified as limited or non-English speaking, a Programmatic Assessment form must be completed (SCH12183).

## **B. Use of Appropriate Assessment Instrument**

### **1. Aural/Oral**

- a. Students with a "yes" response in grades K-12 are given the IDEA Language Proficiency Test (aural/oral).
- b. K-2 students scoring as fully-English speaking (FES) may enter a regular program and no further testing is required.

- c. If there is evidence the student might be unsuccessful in a regular program, or the student's progress is not satisfactory after placement in a regular program, a LEP Committee will be convened to reconsider the placement.
- d. Grades K-12 students scoring non-English speaking (NES) or limited-English speaking (LES) will be placed in the ELL program.

**2. Reading and Writing (Grades 3 and above)**

- a. The students identified as FES on the aural/oral test are then scheduled for testing within 20 school days using the IPT 2 or 3 Reading & Writing test if no current approved reading/writing standardized scores are available on that student. If the student scores as a non-English reader, limited English reader, non-English writer, or limited English writer, the student is identified as ELL. The exception to this would be if a LEP Committee were convened and determined the student not to be ELL.
- b. A LEP Committee may be convened in lieu of reading/writing testing and the Committee may decide on placement in ESOL or a regular program. However, within one year reading/writing scores must be acquired and a placement decision made at that time. The decision could be placement in ESOL, regular program, or LEP Committee review to determine placement.

**C. Notification to Parents**

Parents must be notified in writing if their student qualifies for ESOL. The Clay County forms titled, *“Parent Notification of Determination of Student Eligibility for ESOL Program Placement”* (SCH12190) and *“Parent Notification for Qualifying for ESOL Program/Does Not Qualify for ESOL”* (SCH12187) will be used for this purpose.

**D. Academic Assessment**

The name of any student identified as ELL is given to the ESOL contact person. The ESOL contact person and the school's guidance counselor review the educational background of the student and/or conduct parent and/or student interviews to determine an appropriate grade level or subject area placement for the student.

The guidance counselor and/or ESOL contact person then schedules the student to an ESOL or English/Language Arts class taught by an ESOL endorsed teacher\*, to basic subject area and other subject area classes taught by ESOL trained

teachers who use ESOL strategies to deliver comprehensible instruction.

**\*NOTE:** Should it be necessary to schedule an ELL student to a teacher not trained in ESOL strategies, that teacher receives an orientation in ESOL strategies from the ESOL contact person. That teacher then participates in the formal ESOL training that is required by the Florida Consent Decree.

**E. Role of the LEP Committee**

1. Each school has a LEP Committee. School personnel or parents who wish to have the committee review the LEP or non-LEP status of a particular student complete a “*Parent Letter of Invitation to LEP Committee Meeting*” (SCH12185) form and submit it to the ESOL contact person who schedules a meeting of the LEP Committee.
2. The parent must be invited to participate in the review to determine whether the student is or is not ELL (SCH12185). The findings of the committee and its recommendations are kept in the student's ESOL (red) folder. The ESOL contact person and guidance counselor work together to implement any program changes recommended by the committee and document them in the student's LEP plan. Parents who are not able to attend will be notified in writing of the findings.
3. The ESOL contact person/ guidance counselor works with the data entry person to assure proper and accurate entry of all changes in the required LEP data elements for TERMS as a result of the committee review.

**II. COMPREHENSIVE PROGRAM REQUIREMENTS**

**A. Equal Time in ESOL**

The guidance counselor, ESOL contact person or data entry person schedules ELL students into a basic ESOL class or into an English/Language Arts class taught by an ESOL endorsed teacher using ESOL strategies. Students receive such instruction for a period of time that equals or exceeds the amount of time that non-ELL students receive instruction in regular English/Language Arts.

**B. Equal Access to All Areas and Courses**

1. The ESOL contact person and the school's guidance counselor review the educational background of the student and/or conduct parent and/or student interviews to determine an appropriate grade level, appropriate subject areas, and appropriate course level placement for the student. The teacher will meet with the ESOL contact person and the guidance counselor to review the placement of any student whose performance indicates a need for more appropriate placement.
2. This highly individualized scheduling process, as implemented by the ESOL contact person and the guidance counselor, assures that ELL students have equal access to all areas and courses.
3. Although the district provides elementary ESOL services through a center approach, any student whose parent does not want the student served in the center will receive ESOL instruction at the home school.

**C. Next Generation Standards**

All teachers, including those who instruct ELL students, are required to attend district-wide in-service training on the Next Generation Standards. All teachers are required to use these standards and benchmarks when designing lesson plans and units of study. District ESOL training will include strategies to effectively incorporate these standards into instruction for ELL students. Principals will assure that lessons are planned with the standards as a guideline. This includes all teachers of students, whether in ESOL or basic subject areas, as well as teachers of non-ELL students.

**D. Mechanism to Assure Comprehensible Instruction**

1. The School District of Clay County requires all teachers to complete the ESOL training as required by the Florida Consent Decree.
2. In the scheduling of each ELL student, the ESOL contact person and/or the guidance counselor assure placement of those students into classes taught by qualified teachers using ESOL strategies or taught by teachers who begin the training and become qualified according to training guidelines set forth by the Florida Department of Education and the Florida Consent Decree.

3. Services will be provided by the assigned teachers to address the language proficiencies with comprehensible instructional strategies that include, but are not limited to:
  - Individualized instruction
  - Cooperative Learning
  - Utilization of computers
  - Integration of language and content
  - ESOL instructional strategies
4. The instructional program is designed to meet the cognitive and affective needs of ELL students. Both elementary and secondary students will receive instruction in the regular classroom. Instructional strategies shall be documented in the teacher's plan book, approved curriculum frameworks, instructional checklists, and other district developed forms as appropriate to the student's overall program.
5. Throughout the year, the ESOL contact person, guidance counselor and the principal maintain contact with the ELL students and their teachers to monitor the degree to which they are receiving understandable and effective instruction.

#### **E. Test Modifications**

##### **1. Statewide Assessment**

The Florida Department of Education recommends that all ELLs who have been receiving services in the ESOL program for **less than 12 months** should be assessed on the Florida Comprehensive Assessment Test (FCAT) in Reading, Mathematics and Science.

There can be **no exemptions** from any statewide assessment for ELL students. All ELL students are expected to fully participate in statewide assessments. This will insure that ELL students are counted as "tested" for the AYP participation rate component, but exempt from the AYP proficiency rate component.

**If** the U.S. Department of Education approves the recent request made by the Florida Department of Education to use the Comprehensive English Language Learning Assessment (CELLA) as a means to meet the AYP reading participation rate component, those students who have been in an ESOL program for **less than 12 months** will no longer need to participate in FCAT Reading, but will be expected to participate in FCAT Mathematics and Science tests.

## 2. **Accommodations**

Accommodations will be provided for ELL students in the administration of all statewide assessments. Accommodations are listed in the Florida Comprehensive Assessment Test (FCAT) Administration Manual.

The School District of Clay County will offer accommodations according to Florida Statute 229.57 (3) (c) 5 to ELL students who are currently receiving services in a program operated in accordance with an approved LEP plan. Permissible accommodations for ELLs are listed below. The test may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of ELLs. However, all testing, with or without accommodations, must be completed during the prescribed testing dates shown on the inside front cover of the Florida Comprehensive Assessment Test (FCAT) Administration Manual.

- a) **Additional Time:** ELL students may be provided additional time; however, a session **must** be completed within one school day.
- b) **Flexible Scheduling:** ELLs may take a session of the test during several brief periods within one school day; however, a session of the test **must** be completed within one school day. Students **must not** be permitted to continue working on a test section from one day to another. This will prevent students from leaving the test setting, gathering additional information about how to solve a problem, and returning to enter the correct answers on the answer sheet.
- c) **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 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.**
- d) **Approved Dictionary:** 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. Use of electronic dictionaries is **strictly prohibited** and may be cause for invalidation. Approved dictionaries are provided by the School District of Clay County.

- e) **Assistance in Heritage Language:** For the mathematics and science tests and the prompt portion of the writing test, ELLs may be provided *limited* assistance by an ESOL or heritage language teacher using the student's heritage language.

The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is **prohibited** from giving assistance that will help the student solve mathematics problems and answer science test items.

A student's questions **must not** be answered in a way that would lead the student to infer the correct answer to an item.

The teacher **may** answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of the limited English proficiency. In **no case** shall assistance be given to the student in responding to the writing assessment prompt. The teacher is **prohibited** from reading the entire prompt to the student.

If the FCAT 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.

For the reading test, the ESOL or heritage language teacher **may** answer student questions about the general test directions in a way that the student **would not** be led to infer the correct answer to any of the items.

The teacher is **prohibited** from reading words to the student from the passages, test items, and performance tasks, and from answering student questions about the passages, test items and performance tasks.

In addition to the language above, the ESOL or heritage language teacher may answer student questions about the general test directions in their heritage language.

**All student responses must be written in English.** Responses written in languages other than English **will not** be scored.

- f) ESOL or heritage language teachers who will administer the FCAT to ELL students shall be given adequate training by the School District of Clay County to enable them to administer the test under the procedures defined herein. The School District of Clay County also will provide for any modified FCAT administrations to be monitored by LEP coordinators or other qualified personnel to verify that appropriate testing conditions are maintained.

The School District of Clay County will provide additional instruction in preparation for FCAT when needed for ELL students. Additional instructional strategies for content area teachers are inclusive of the following:

- Use of visuals and/or technology to clarify key concepts.
- Communicate with the student individually as much as time permits.
- Use of a slower speech rate, clear enunciation, and emphasis of key words and phrases through gesture, facial expression, and intonation.
- Provision of a warm, encouraging environment in which help is readily available.
- Reinforcement of key concepts in a variety of situations and activities.
- Preparation of students for lessons and reading assignments.
- Establishment of consistent patterns and routines in the classroom.
- Allowing students enough wait time to volunteer answers for questions.
- Summarizing and reviewing frequently.
- Questioning for comprehension and clarification.
- Working together with peers to solve problems and to complete assigned tasks.
- Being as informed as possible about various cultures.

#### **IV. PROCEDURES FOR EVALUATING THE APPROPRIATENESS OF PROGRAMS**

The highly individualized scheduling procedures that ensure appropriate placement of ELL students as previously described, as well as ongoing monitoring procedures described under the mechanism for ensuring understandable instruction, serve as the ongoing procedure for evaluating the appropriateness of the program for individual students during the school year.

Guidance counselors will conduct reviews during the school year to ensure the appropriateness of the program. Such reviews are inclusive of the following:

- Review of the student's grades in all subject areas.
- Monitoring of the student's level of performance in course areas.
- Monitoring of the student's performance on all state required assessment tests and academic student standards.

**V. PROCEDURES FOR REEVALUATIONS FOR ANNUAL EXTENSION OF PROGRAMS AFTER THREE (3) YEARS**

- A.** If the student has not yet developed English proficiency, as evaluated by the ESOL teacher annually through the exit criteria tests (appropriate aural/oral and/or reading/writing), a LEP Committee will convene to conduct a programmatic assessment of the ELL student's progress.
- B.** Documentation by the Committee that the student is not yet English proficient will result in a one year extension in the ELL program. Following this procedure a student will continue to receive ESOL services.
- C.** At the end of the sixth year, a non-English proficient student will continue to be served in the ESOL program but **will not** be reported for weighted funding.

**VI. PROCEDURES FOR EXITING STUDENTS FROM ELL SERVICES**

**A. Aural/Oral (IDEA Oral Language Proficiency Test)**

1. The English proficiency of all K-2 students whose basis of entry was the aural/oral test will be reassessed by the ESOL testing coordinator or guidance counselor at the school using the same or comparable assessment instrument, procedures and standards required for initial assessment as adjusted for age and grade.
2. Students scoring non-English speaking or limited-English speaking will remain in the ELL program.
3. K-2 students scoring full-English speaking will exit the program unless a LEP Committee is requested to assess the student's progress and placement.
4. The English proficiency of all grade 3-12 students whose basis of entry was the aural/oral test will be reassessed by the ESOL testing coordinator or guidance counselor at the school using the same or comparable assessment instrument, procedures and standards required for initial assessment as adjusted for age and grade.

5. Grade 3-12 students scoring NES or LES will remain in the ELL program.
6. Grade 3-12 students scoring FES will be evaluated by the ESOL testing coordinator or guidance counselor at the school with an IDEA Proficiency reading and writing test.
7. A score of non-English (NER/NEW) or limited English (LER/LEW) in either reading or writing will result in the student remaining in the ELL program unless a LEP Committee determines the student not to be ELL.
8. A score of competent English in both reading and writing (CER/CEW) will result in placement of the ELL student in a regular program unless a LEP Committee determines the student to be ELL.
9. Testing to determine eligibility to exit an ELL student will occur annually at the end of each school year or at anytime the teacher or a LEP Committee determines the testing for exit is appropriate.

**B. Reading/Writing**

1. For grade 3-12 students who entered on the basis of reading/writing, English proficiency shall be reassessed by the ESOL testing coordinator at the school using the same or comparable assessment instrument, procedures and standards required for initial assessment as adjusted for age and grade.
2. A score of non-English (NER/NEW) or limited English (LER/LEW) in either reading or writing will result in the student remaining in the ELL program unless a LEP Committee determines the student not to be ELL.
3. A score of competent English (CER/CEW) in both reading and writing will result in placement of the ELL student in a regular program unless a LEP Committee determines the student to be ELL.

**C. Role of LEP Committee for Exiting Students**

1. Students whose basis of entry into ESOL was based on a LEP Committee decision will be exited based on a LEP Committee decision.
2. School personnel or parents who wish to have the LEP Committee review the ELL or non-ELL status of a particular student will complete a LEP Committee Review form (SCH12172) and submit it to the ESOL contact person who schedules a meeting of the LEP Committee. The parent is invited to participate in the review to determine whether the student

continues to be or not to be ELL (SCH12185). The findings of the committee and its recommendations are kept in the student's ESOL (red) folder. The student will exit the program only if the committee determines the student not to be ELL.

3. When a LEP Committee is convened to determine if a student is ELL or not, it must consider **at least** 2 of the 5 criteria as follows:
  - Extent and nature of prior educational and social experience; and student interview;
  - Written recommendations and observation by current and previous instructional and support services staff;
  - Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
  - Grades from current or previous years;
  - Test results other than the aural/oral and reading/writing tests. The Comprehensive English Language Learning Assessment (CELLA) scores may be used as a criterion for exit.

## **VII. PROCEDURES TO COMPLY WITH POST-RECLASSIFICATION MONITORING REQUIREMENTS**

### **A. Identification of Students to be monitored**

The School District of Clay County's Management Information System (MIS/TERMS) provides each school's ESOL contact person/guidance or administrator with the capability of a printout listing all ELL students at that school including those students coded LF (former ELL).

### **B. Process Used During the Monitoring Period**

1. The ESOL contact person/guidance counselor at the school is responsible for ensuring that the form titled "*Monitoring of Former ESOL Student Progress*" (SCH12171) will be completed by the former ELL student's teachers at each evaluation interval required. Formal reviews shall take place at the student's first report card and semi-annually during the first year after exiting the program, and at the end of the second year. Although the review of student progress is ongoing throughout the year, review dates will be maintained only for the required time line.

2. The dates for post-reclassification monitoring will be recorded on the exit review form by the ESOL teacher at the time of student exit.
3. This form will be maintained as part of the student's ESOL (red) folder.
4. Immediately after each required review, the date of the review will be entered into the Florida Department of Education data base by the Data Entry Person under the direction of the ESOL contact person/guidance counselor and administrator at the school.

**C. Reclassification Procedures**

The former ELL student's teachers must notify the ESOL contact person/guidance counselor or administrator regarding any students with a pattern of poor performance (below average or failing grades). A LEP Committee will be convened by the ESOL contact person to review and determine whether the student continues to be or not to be ELL. A list will be provided annually to teachers identifying former ELL students.

**D. Role of the LEP Committee**

The LEP Committee will review the performance of the former ELL student according to criteria specified in the Florida Consent Decree and will determine whether the student continues to be or not to be ELL. A student determined to be ELL will be reclassified as ELL and will be re-entered in the ELL program. The ESOL contact person/guidance counselor or administrator will ensure that all appropriate documentation is filed in the student ESOL (red) folder at the school, and that the appropriate data entry is entered by the Data Entry Person into Terms.

**VIII. PROCEDURES TO PROVIDE ACCESS TO HOME LANGUAGE SERVICES WITH FIFTEEN (15) OR MORE STUDENTS WITH SAME HOME LANGUAGE**

When there are **fifteen (15)** or more students with the same native language, at least one teacher aide and/or proficient teacher in the same language will be provided and trained to assist in ESOL basic subject area instruction.

**IX. PROCEDURES TO ENSURE EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS FOR ELL STUDENTS**

Programs described in this section shall be provided to ELL students in a manner appropriate to their level of English language proficiency and must provide them equal access to the program's subject matter content and benefits including understandable instruction.

- A. Title I:** The primary objective of the Title I program is to provide remedial instruction in reading and mathematics for eligible students. ELL students determined to be eligible for Title I will receive the same supplementary

instruction in reading and/or math as that provided to non-ELL students. Title I instruction is delivered by qualified personnel who use ESOL strategies to deliver instruction. Instruction is designed to meet the identified needs of the ELL student as assessed through the entry criteria. To ensure equal access to ELL students, the program is monitored by the district representative, the school principal and the Florida Department of Education.

- B. Dropout Prevention, Compensatory Education, and Alternative Education:** ELL students who meet the criteria to participate in these programs will be provided the same services that are provided to non-ELL students. These services are delivered by qualified personnel who use ESOL strategies to deliver instruction to their ELL students. Instruction is designed to meet the identified needs of the ELL student as assessed through the entry criteria. Dropout prevention personnel; compensatory education personnel; alternative education personnel; the school's ELL program personnel, and the regular school program personnel work together to provide a comprehensive and effective program of instruction to the ELL student.
  
- C. Title II:** The Title II program is used to enhance instructional resources in the schools' media centers and to improve students' reading ability by supplementing the K-6 language arts program with emphasis on providing instructional materials and appropriate literature for at-risk readers, including ELL students.
  
- D. Student Services Including Guidance and Counseling:** As already described in this plan, the guidance counselor and the ESOL contact person work closely together to provide very individualized guidance and counseling services to ELL students. Through this process, ELL students receive the same academic, personal, career/employment guidance and counseling services that are available to non-ELL students.

ELL students with special needs and who are at risk for under-achievement and/or dropping out, and in need of additional services, shall be provided equal and comparable services to those provided to English proficient students

Trained and certified guidance personnel will coordinate student service activities.

Counselors are required to complete 60 hours of in-service in ESOL for Guidance.

- E. Adult and Vocational Education:** Adult education courses are available to all students including ELL students based on current School District of Clay County school board criteria. All vocational courses are available to all students including ELL students. Eligibility is based on interest and talent, not on a lack of proficiency in English. No ELL student or adult is denied access to adult or vocational programs because of a lack of English proficiency. Adult education

includes adult ESOL classes taught by qualified personnel. The administrators of adult education and vocational education, along with adult and vocational education personnel will ensure that appropriate/quality programs are available to meet the needs of ELL students and adults.

Vocational Education teachers shall complete 18 hours of ESOL in-service.

- F. Pre-K:** Any Pre-K student with a "yes" response is automatically considered to be ELL. ELL students who meet the age and economic entry criteria that are linguistically and culturally appropriate are served by the Pre-K program and receive the same services as those received by non-ELL students. Pre-K services are delivered by qualified personnel who use ESOL strategies to deliver instruction to their ELL students. Instruction is designed to meet the identified needs of the ELL student as assessed through entry criteria. All students in Pre-K receive developmentally appropriate instruction which addresses language development and culture. Pre-K students are coded in the basis of Entry/Exit as "T" in Terms.

Pre-K teachers, the Pre-K specialist, building level administrators and district level administrators are responsible for assessing the Pre-K program to assure that ELL students receive understandable instruction and appropriate language development.

Notification of program availability and other pertinent program information shall be provided in all communities through such methods as churches, community radio announcements, flyers from school, and school-community meetings. Efforts shall be implemented as outreach measures to identify potential ELL children and their families.

- G. Exceptional Student Education including Gifted and Handicapped:** All ELL students in grades one through seven who have not already been placed in the mentally handicapped program are selected for screening. The testing of ELL students who have already been placed in other ESE programs, such as OHI, EH, and SLD, is reviewed to determine the student's IQ. Students with IQs of 115 or higher are included in the screening process. If the student's full scale IQ is equal to or greater than 130, permission for evaluation is secured, and a referral packet is compiled. Testing conducted within the past three years is considered current and is used in the referral without another assessment being completed by the school psychologist.

For all other students, permission for screening is sent home. When permission is granted, the student's primary teacher completes a screening checklist. This checklist samples characteristics typically associated with gifted students. For each characteristic observed, a check is recorded. Those students receiving a majority of the 24 characteristics are considered for further evaluation.

Permission for evaluation is solicited from the parent/guardian. Once received, a referral for the gifted program is initiated and the student is scheduled for individual evaluation by the school psychologist.

The screening process for Gifted is initiated after the **first six weeks** of instruction. This permits the teacher to develop a better understanding of the student's strengths and weaknesses prior to completing the screening tool.

All screenings and assessments are conducted at the student's school.

For those students who proceed to individual evaluation, the referral process includes recording standardized test scores, and the results of a more detailed gifted characteristics checklist completed by the primary teacher are compiled. This data is recorded on a matrix and the completed referral packet is forwarded to a committee to determine eligibility for the gifted program. All such referrals follow the established Plan B guidelines.

#### **H. Equal Access**

1. The School District of Clay County ensures that ELL students and racial and national origin minority students are provided equal and unhindered access to appropriate educational programs.
2. No personally identifiable data of any kind shall be required, compiled or maintained as to any individual student's immigration status.
3. No student upon enrollment shall be referred or reported to the U.S. Immigration and Naturalization Services prior to admission. Admission procedures shall be common to all students. A release of data must be signed by the parent or guardian authorizing such referral on reporting.
4. Limited English proficient students shall not be denied any federally funded educational services under any state or locally funded program.
5. Social security numbers are recorded, whenever possible, for all students. However, they may not be required at the time of enrollment or for the provision of educational services.
6. District administrators shall monitor programs and services for compliance.

**I. Announcements:** Announcements of school information may be sent to local home language newspapers, churches, and/or civic organizations to facilitate understandable communication.

**J. Recommendations:** Recommendations are solicited from parents at Parent Leadership Council, Parent Night and LEP Committee meetings to improve the communication process between the school and home.

**K. Efforts:** Efforts are continually made at the district and school levels to improve understandable communication.

**X. PROCEDURES TO PROVIDE UNDERSTANDABLE HOME SCHOOL COMMUNICATION**

1. Translators will be available at district/school Parent Leadership Council meetings and parent night.
2. Bilingual teachers and staff members are made available to translate at conferences and meetings as needed.
3. District/school required forms and documents are available in a translated format unless clearly not feasible. TransAct is a service available to the School District of Clay County personnel for translations of several different documents.
4. The School District of Clay County surveys all school communities to recruit bilingual volunteers for interpreting and translating.
5. Written communication may include pictures to clarify meaning of the written word when appropriate.
6. Bilingual teachers and staff assist in the translation of notes sent home and notes received from home, as needed.
7. Bilingual teachers and staff assist in making phone calls to LEP students' families as needed.

**XI. PROCEDURE TO DISSEMINATE INFORMATION REGARDING DISCIPLINE ASSURANCES TO SCHOOLS, STUDENTS AND PARENTS**

- A. Schools and appropriate district staff receive a copy of the Department of Education (DOE) Technical Assistance Paper No. 013-DP-92 on discipline.
- B. The School District of Clay County Code of Student Conduct, the school Student/Parent Handbook, and the School District of Clay County School Board Policy Handbook specify that no disciplinary action may be taken based on the use of a language other than English by ELL students.
- C. Information is disseminated as needed to school staff (including bus drivers) which describes culturally influenced behaviors which may be mistaken for insubordination, insolence, or disrespect.

**XII. PROCEDURES USED TO COORDINATE AND TO MONITOR COLLECTION AND ACCURACY OF STUDENT DATA**

**A. Individual LEP Student Plan (SCH32173)**

1. Each ELL student has a plan which identifies:
  - Student name and grade level
  - Teacher's name and school
  - Date of Plan
  - Amount of instruction time
  - Date of LEP identification
  - Assessment data used to classify or reclassify as ELL
  - Date of exit
  - Assessment data used to exit student
2. The LEP Committee and the teacher of record will be responsible for developing and updating the student plan annually.
3. The student LEP plan shall be maintained by the teacher of record and kept in the student's ESOL (red) folder

**B. Computer data**

1. The collection and monitoring of data shall be supervised at each school by the principal, guidance counselor, district level contact for ESOL and information management will assist to ensure compliance.
2. Data entry personnel, guidance counselors and administrators will be trained and updated on required data base elements.
3. Data will be verified prior to survey 2 in October and survey 3 in February at each school. Student's schedules with program coding and teachers of record are to be included in the ESOL (red) folder each survey period.

**XIII. PROCEDURES USED TO ESTABLISH PARENT LEADERSHIP COUNCILS**

**A. Formation**

1. Each school serving ELL students will be encouraged to have a Parent Leadership Council. All ELL parents are encouraged to participate. The ESOL contact person and the teachers of record personally contact parents to tell them about the council and invite them to participate on the council. Each school council will include at least 51% ELL parents. A school administrator and teachers will serve on the school council. Schools that house ESOL students as a center will have a Parent Leadership Council.

2. The School District of Clay County will have a District Parent Leadership Council. The Director of School Improvement, Professional Development, ESOL and Assessment and/or District Supervisor of ESOL is responsible for seeking ELL parent participants and providing leadership in the development of the council. The School District of Clay County Council will include at least 51% ELL parents. A district administrator and an ESOL center administrator will serve on the district council.

#### **B. Role of the Parent Leadership Council**

ESOL Program personnel will orient ELL Council members to the School District of Clay County District's ELL Plan, to the monitoring process, and to the importance of their active participation in making recommendation to further enhance the effectiveness of the plan.

The ELL Council will meet at least *twice* a year. Their role at the initial meeting is to review the ELL Plan, make suggestions for changes or improvements, and identify any areas/concerns that need to be addressed. At the end-of-year meeting, or earlier meetings if deemed necessary by council members, the council will review the ongoing implementation of the program, address any identified concerns, and make suggestions for changes/improvements in the program.

The council will also be involved in the review and development of the district's ELL Plan prior to its submission to the state, as well as review other district plans (such as Dropout Prevention) that require their involvement. In addition to council meetings, however, ELL Program personnel will encourage council members to become parent volunteers, to become involved in other school activities throughout the school year, and to become active in other school committees.

#### **C. Training**

The Parent Leadership Council members will receive training about the district's LEP program, program monitoring procedures, involvement procedures available to parents, and opportunities to be represented on school or district advisory councils and/or subcommittees. The School District of Clay County ESOL contact, with assistance from the Florida Department of Education and ESOL teachers, will provide the training during the first quarter of the school year.

### **XIV. PROCEDURES USED TO MONITOR PROGRAM COMPLIANCE**

1. The School District of Clay County ESOL contact, school administrator and district personnel assigned to administer specific categorical program areas will monitor the program for compliance to state and federal programs.

2. Identification and assessment items monitored will include the following:
  1. Home Language Survey
  2. Assessment of Aural/Oral language
  3. Assessment of reading and writing proficiency
  4. Functioning of LEP committees
  5. Use of approved assessment procedures
  6. Reclassification and post-classification procedures
  
3. Provisions for ongoing in-service training shall be coordinated by the School District of Clay County Director of Professional Development.
  
4. Parent involvement and participation shall be documented on LEP plans, the district Parent Leadership Council, and other school committees.
  
5. The instructional program shall be monitored by principals and district administrators to ensure comprehensible instruction in the district's curriculum and Sunshine State Standards
  
6. **Description of Complaint and Appeal Process**
  1. Parents will be advised of the complaint and appeal process through the Parent/Student Handbook where the complaint and appeal process is described in the "*Notice of Non-Discrimination and Procedures for Handling Allegations of Possible Discrimination within the Clay County Schools.*" Translations of this notice are available to parents.
  
  2. The lowest level for processing a complaint about ESOL is on an informal basis with the school principal or the ESOL district contact.
  
  3. During the complaint and appeal process, any matter not resolved by the school principal or ESOL district contact to the satisfaction of the aggrieved party shall be referred to the Civil Rights Officer (Assistant Superintendent of Human Resources at the District Office), in writing, on the DISCRIMINATION COMPLAINT FORM within twenty (20) days of the date of the reply to the informal discussion.
  
  4. It is the role of the Civil Rights Officer to investigate fully all DISCRIMINATION COMPLAINT FORMS received. All persons involved shall be questioned.
  
  5. The highest level for processing a complaint is an appeal to the Office of Civil Rights in Atlanta, Georgia.
  
  6. The procedure shall in no way prohibit any person from filing a complaint directly with the Office of Civil Rights.

## **XV. PERSONNEL**

### **A. Basic ESOL Coverage**

Teachers of basic ESOL or English/Language Arts/Reading/Intensive Reading using ESOL strategies with ELL students are required to meet Florida certification requirements for the ESOL endorsement per the Florida Consent Decree.

### **B. Identification of Teachers**

1. School principals, the district ESOL contact and Human Resources shall notify basic subject area teachers and other school staff of the ESOL training requirements when an ELL student is assigned. Such notification shall be in writing and presented to members of the instructional staff “*Teacher Status Form for Teacher (s) of ESOL Students*” (SCH12186).

If an assigned teacher or staff member has not previously received training, that person will be notified of scheduled training.

2. Teachers are informed of the training requirements for their area, giving priority for training to those teachers who have ELL students.
3. Documentation of training requirements is coordinated with the district’s ESOL contact and the School District of Clay County Human Resources Office.

## **XVI. IN-SERVICE REQUIREMENTS**

### **A. In-service Requirements**

See “*Timelines for Completion of the ESOL Training Requirements*” in the Appendix section of this manual.

### **B. In-service Training Program Standards**

1. In-service training program components developed to meet the needs of teachers, aides, administrators, school psychologist, and guidance personnel are included in the Master In-service Plan and approved by the Florida Department of Education.
2. Performance competencies with post-tests have been developed and are utilized in the in-service training by certified trainers. Components are appropriately divided to meet the training need of personnel in various categories.
3. Training is conducted locally and online.

**C. Provisions for Administrators**

Administrators receive training specifically designed to address their legal and instructional responsibilities related to the ESOL program.

**D. Provisions for Tutors and Teacher Aides**

1. We will identify and recruit aides proficient in the language of our ELL students, especially those fluent in Spanish, which is the majority language represented in our ELL student population.
2. When there are 15 or more students with a common language at a school site, identification and recruitment of aides speaking that language will be a priority.
3. Tutors and teachers aides will complete an 18 hour in-service component within a calendar year of being assigned to a class with ELL students.
4. The 18 hour component will be composed of 12 hours of in-class sessions and 6 hours of out-of-class assignments that will include information concerning the META Agreement and the educational needs of the ELL students. The instruction will be delivered by a certified ESOL trainer.

**E. Provisions for Psychologists and Social Workers**

1. Psychologists and social workers will be offered ELL in-service. Two in-service components will be offered, the 60 hour and 18 hour components. Psychologists and social workers will be required to complete the 18 hour component when ELL students are assigned to them for services. They may opt to participate in the 60 hour component.
2. The 18 hour component will be composed of 12 hours of in-class sessions and 6 hours of out-of-class assignments that will include information concerning the META Agreement and the educational needs of the ELL students. The instruction will be delivered by a certified ESOL trainer.

**F. Monitoring Procedures Related to In-service Training**

1. At the local school level and at the district level, files will be maintained to document individual completion of in-service.
2. Satisfactory completion of the in-service components will be entered into the individual in-service data base record. Satisfactory completion of the in-service training will also be recorded and maintained by the Office of Professional Development (My-points.org)

3. The principal/designee will report to the ESOL Office the names of individuals who need ESOL training. (SCH12186)
4. The ESOL Office will maintain a data base to monitor individual completion of in-service requirements in accordance with the Amendment to ESOL Agreement, April 30, 1992.
5. All in-service implementation and time lines will be in accordance with the requirements as outlined in the Amendment to ESOL Agreement, April 30, 1992.
6. The Professional Development Office ensures implementation of a quality ESOL training program by selecting training consultants who have proven their effectiveness through certification by the Department of Education as trainers of trainers or certification as trainers by the master trainers.
7. The School District of Clay County's ESOL Add-On Endorsement Program is approved through June 30, 2013, as per the attached Notice of Teacher Education Program Approval". The program is available for review in the office of the Director of Professional Development.

# **APPENDIX**

## APPENDIX A

### Definitions and Codes

Using the definitions and codes below, fill in the appropriate information on space (s) provided on the ENGLISH LANGUAGE LEARNERS DATA ELEMENT FORM.

**THIS INFORMATION MUST BE GIVEN TO THE DATA ENTRY CLERK FOR INPUT INTO STUDENT DATABASE.**

#### LIMITED ENGLISH PROFICIENCY

CODE	DEFINITION
LF	Former ELL student (one who has completed their ESOL instruction and is being monitored for a two year period).
LP	Student identified as ELL pending placement in an ESOL program.
LY	Student identified as ELL and being served in an ESOL program.
LZ	Former ELL student (one who has completed the two year monitoring).
ZZ	Non-ELL

#### HOME LANGUAGE SURVEY DATE

The date that indicates completion of the Home Language Survey in accordance with Rule 6-a-6.0902, FAC. This survey should be completed at the time of registration.

MMDDYYYY	Home Language Survey Date
EXAMPLE: 01182009	January 18, 2009

**BASIS OF ENTRY/EXIT**

A code used to indicate the basis of entry into and exit of the ESOL program.

CODE	DEFINITIONS
A	Aural/Oral – IDEA
R	Reading/Writing – IDEA
B	CELLA
T	Temporarily placed in program based on “Yes” response to the Home Language Survey or an indication that the student was determined not eligible after being temporarily placed in the program.*
L	ELL Committee
Z	Not applicable

**\*NOTE:** If a student is temporarily placed and later determined eligible, the Basis of Entry/Exit must be updated with code A, R, B or L. Basis of Exit must be the same as Basis of Entry.

**CLASSIFICATION DATE**

The initial date a student who responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL Program.

MMDDYYYY	CLASSIFICATION DATE
Example: 01182009	January 18, 2009
Example:  00000000	Zero fill for students not yet classified eligible or ineligible

**ENTRY DATE**

The initial date a student entered an ESOL program. **Entry Date must not be prior to staffing date.**

MMDDYYYY	ENTRY DATE
Example: 01182009	January 18, 2009

**EXIT DATE**

The initial date a student exits an ESOL program.

MMDDYYYY	ENTRY DATE
Example: 01182009	January 18, 2009
Example: 00000000	Exit date has not occurred

**EXTENSION OF INSTRUCTION**

A code used to indicate that the Limited English Proficiency student is receiving services beyond the base three (3) years of eligible ESOL FTE funding as specified in Rule 6A-6.0909, FAC.\*

CODE	DEFINITION
<b>Y</b>	Student in need of extension of instruction
<b>Z</b>	Not applicable or No

\*NOTE: One year of ESOL FTE funding equals a total of four FTE survey periods. Students may receive an additional 4<sup>th</sup>, 5<sup>th</sup>, or 6<sup>th</sup> year of FEFP funded ESOL instruction and services based upon needs as determined from annual evaluations.

**NATIVE LANGUAGE OF STUDENT**

A code which identifies the native language spoken by the student. See Florida Department of Education Information Data Base Requirements for acceptable codes.

CODE	DEFINITION
<b>NN</b>	The language code of the student
<b>ZZ</b>	Not applicable (is not valid for students PK-12)

**RECLASSIFICATION DATE**

MMDDYYYY	RECLASSIFICATION DATE
Example: 01182009	January 18, 2009
Example: 00000000	Reclassification date has not occurred

**RE-EVALUATION DATE**

The most recent date the English Language Learner was re-evaluated in order to determine whether the student should continue in or exit the ESOL program.

<b>MMDDYYYY</b>	<b>RE-EVALUATION DATE</b>
Example: 01182009	January 18, 2009
Example: 00000000	Re-evaluation date has not occurred

**STUDENT PLAN DATE**

The date of the most recent development or review of the English Language Learner’s LEP Plan.

<b>MMDDYYYY</b>	<b>THE MOST RECENT DATE THE LEP PLAN WAS DEVELOPED OR REVIEWED</b>
Example: 01182009	January 18, 2009

**PARENT/GUARDIAN PRIMARY HOME LANGUAGE**

A two (2) character code indicating the primary home language of the parent (s) or guardian (s) of the ELL student. Record the code representing the predominant language spoken in the home by the parent (s) or guardian (s). See Florida Department of Education Information Data Base Requirements for acceptable codes.

**COUNTY OF NATIONAL ORIGIN**

A two (2) character code which identifies the country of birth of the ELL student. See Florida Department of Education Information Data Base Requirements for acceptable codes.

# TEST INFORMATION FOR ENTRY AND EXITING

## TEST DATE/ENTRY

The month, day, and year in which the ELL student was tested for each test administration during the school year.

MMDDYYYY	TEST DATE
Example: 01182009	Test taken on January 18, 2009
Example: 00000000	Test not taken

## TEST NAME/ENTRY

A code representing the name of a test given to an individual ELL student. See Florida Department of Education Information Data Base Requirements for acceptable codes.

## TEST SCORE TYPE/ENTRY

A code used to indicate the kind of score being submitted.

CODE	TEST SCORE TYPE
RS	Raw Score
SS	Scale Score

**NOTE:** Code "SS" may be used to report language proficiency levels for ESOL testing.

## TEST SUBJECT CONTENT/ENTRY

A code for each subject area of the test. See Florida Department of Education Information Data Base Requirements for acceptable codes.

## TEST SCORE/ENTRY

A four (4) digit number used to record the score achieved on a specific test.

## TEST DATE/EXIT

The month, day, and year in which the ELL student was tested for each test administration during the school year.

MMDDYYYY	TEST DATE
Example: 01182009	Test taken on January 18, 2009
Example: 00000000	Test not taken

**TEST NAME/EXIT**

A code representing the name of a test given to an individual ELL student. See Florida Department of Education Information Data Base Requirements for acceptable codes.

**TEST SCORE TYPE/EXIT**

A code used to indicate the kind of score being submitted.

<b>CODE</b>	<b>TEST SCORE TYPE</b>
<b>RS</b>	Raw Score
<b>SS</b>	Scale Score

**NOTE:** Code “SS” may be used to report language proficiency levels for ESOL testing.

**TEST SUBJECT CONTENT/EXIT**

A code for each subject area of the test. See Florida Department of Education Information Data Base Requirements for acceptable codes.

**TEST SCORE/EXIT**

A four (4) digit number used to record the score achieved on a specific test.

**COUNTRY CODE****APPENDIX B**

<b>CODE</b>	<b>COUNTRY</b>	<b>CODE</b>	<b>COUNTRY</b>
AF	Afghanistan	CI	Chile
AB	Albania	CH	China
AG	Algeria	KI	Christmas Island
AN	Andorra	CN	Clipperton Island
AO	Angola	KG	Cocos Islands (Keeling)
AV	Anguilla	CL	Colombia
AY	Antarctica	CO	Comoros
AC	Antigua & Barbuda	CF	Congo
AX	Antilles	CR	Coral Sea Island
AE	Argentina	CS	Costa Rica
AD	Armenia	DF	Croatia
AA	Aruba	CU	Cuba
AS	Australia	DH	Curacao Island
AU	Austria	CY	Cyprus
AH	Azerbaijan	CX	Czechoslovakia
AJ	Azerbaijan	DT	Czech Republic
AI	Azores Islands, Portugal	DK	Democratic Kampuchea
BF	Bahamas	DA	Denmark
BA	Bahrain	DJ	Djibouti
BS	Baltic States	DO	Dominica
BG	Bangladesh	DR	Dominican Republic
BB	Barbados	EJ	East Timor
BI	Bassas Da India	EC	Ecuador
BE	Belgium	EG	Egypt
BZ	Belize	ES	El Salvador
BN	Benin	EN	England
BD	Bermuda	EA	Equatorial Africa
BH	Bhutan	EQ	Equatorial Guinea
BL	Bolivia	ER	Eritrea
BJ	Bonaire Island	EE	Estonia
BP	Bosnia & Herzegovina	ET	Ethiopia
BC	Botswana	EU	Europa Island
BV	Bouvet Island	FA	Falkland Islands (Malvinas)
BR	Brazil	FO	Faroe Islands
BT	British Virgin Islands	FJ	Fiji
BW	British West Indies	FL	Finland
BQ	Brunei Darussalam	FR	France
BU	Bulgaria	FM	France, Metropolitan
BX	Burkina Faso, West Africa	FN	French Guiana

<b>CODE</b>	<b>COUNTRY</b>	<b>CODE</b>	<b>COUNTRY</b>
BM	Burma	FP	French Polynesia
BY	Burundi	FS	French Southern & Antarctic Islands
JB	Byelorussian SSR	JC	French Southern Territories
CB	Cambodia	FW	French West Africa
CM	Cameroon	GB	Gabon
CC	Canada	GM	Gambia
CV	Cape Verde	GZ	Gaza Strip
CJ	Cayman Islands	GD	Geworgia
CP	Central African Republic	GE	Germany
D	Chad	GH	Ghana
GI	Gibraltar	MC	Macau
GO	Glorioso Islands	MF	Madagascar
GR	Greece	IM	Madeira Islands
GL	Greenland	MK	Malawi
GJ	Grenada	MY	Malaysia
GP	Guadeloupe	MV	Maldives
GT	Guatemala	ML	Mali
GF	Guernsey	XA	Malta
FG	Guiana	MB	Martinique
GV	Guinea	MR	Mauritania
GS	Guinea-Bissau	MP	Mauritius
GY	Guyana	YT	Mayotte
HA	Haiti	NB	Melanesia
HM	Heard & McDonald Islands (Australia)	MX	Mexico
HO	Honduras	OE	Moldova, Republic of
HK	Hong Kong	MJ	Monaco
HU	Hungary	MG	Mongolia
IC	Iceland	MH	Montserrat
II	India	OJ	Moorea
IX	Indian Ocean Territory (British)	MW	Morocco
IO	Indonesia	MZ	Mozambique
IR	Iran	OP	Myanmar
IZ	Iraq	NK	Namibia
EI	Ireland	NR	Nauru
IS	Israel	NP	Nepal
IT	Italy	NL	Netherlands
IV	Ivory Coast	NA	Netherlands Antilles
JM	Jamaica	NN	Neutral Zone
JN	Jan Meyan	NW	New Caledonia
JA	Japan	NT	New Hibrides
JO	Jordan/Juan DeNova Island	NZ	New Zealand
KA	Kazakhstan	NU	Nicaragua

<b>CODE</b>	<b>COUNTRY</b>	<b>CODE</b>	<b>COUNTRY</b>
KE	Kenya	NG	Niger
KB	Kiribati	NI	Nigeria
KN	Korea, Peoples Republic of (North)	QE	Niue
KR	Korea, Republic of (South)	NF	Norfolk Island
KU	`Kuwait	NX	North Africa
KC	Kyrgyzstan	QI	North Ireland
LO	Lao,Peoples Democratic Republic of	NO	Norway
LP	Lapland	OC	Oceania
LV	Latvia	MU	Oman
LE	Lebanon	PI	Pacific Islands
LT	Lesotho	PK	Pakistan
LI	Liberia	PS	Palestine
LY	Libya	PN	Panama
LB	Libyan Arab Jamahiriya	NQ	Papua New Guinea (Previously New Guinea)
LS	Liechtenstein	PD	Paracel Islands
LH	Lithuania	PX	Paraguay
LU	Luxembourg	PG	Persian Gulf States
CODE	COUNTRY	CODE	COUNTRY
PE	Peru	TB	Taiwan, Province of China
RP	Phillippines	TZ	Tanzania, United Republic of
PC	Pitcairn Islands	TJ	Tajikistan
PL	Poland	TH	Thailand
PY	Polynesia	TO	Togo
PO	Portugal	TL	Tokelau
QA	Qatar	XT	Tonga
RE	Reunion	TD	Trinidad and Tobago
RH	Rhodesia	TR	Tromelin Island
RO	Romania	TQ	Trust Territory of Pacific
RU	Russian Federation	TS	Timosoa
RW	Rwanda	TU	Turkey
QD	Samoa	TE	Turkmen (S.S.R.)
SM	San Marino	TF	Turkmenistan
SQ	Sao Tome and Principe	TK	Turks & Caicos Islands
SA	Saudi Arabia	TY	Tuvalu
LD	Scotland	UG	Uganda
SG	Senegal	UA	Ukraine (formerly,Ukrainian S.S.R.)
SE	Seychelles Islands	UB	Union of Soviet Socialist Republics
SL	Sierra Leone	TC	United Arab Emirates
SK	Sikkim	UK	United Kingdom (Great Britain)
SN	Singapore	US	United States
QH	Slovakia	UV	Upper Volta
JE	Slovenia	UY	Uruguay

<b>CODE</b>	<b>COUNTRY</b>	<b>CODE</b>	<b>COUNTRY</b>
SI	Solomon Islands	UD	Uzbekistan
SO	Somalia	TV	Vatican City
JF	So.Georgia & So.Sandwich Islands	VN	Vanuatu
SF	South Africa	VE	Venzuela
UR	Soviet Union	VM	Vietnam
SP	Spain	WQ	Wake Island
SS	Spanish Sahara	WL	Wales
SR	Spratley Islands	WC	Wallis & Futuna Islands
CE	Sri Lanka, Ceylon	WN	West Indies
SB	St. Barthelemy	WB	Western Sahara
SH	St. Helena (Ascension Island)	WS	Western Samon
SV	St.Kitts-Nevis	YS	Yemen,Peoples Democratic Republic of
SJ	St.Lucia	YE	Yemen, Arab Republic
ST	St.LVC Vincentucia	YO	Yugoslavia
JS	St.Pierre and Miquelon	CG	Zaire
JH	St.Vincent and Grenadines	ZA	Zambia
SU	Sudan	ZB	Zimbabwe
SX	Suriname		
JK	Svalbard		
WZ	Swaziland		
SW	Sweden		
SZ	Switzerland		
SY	Syria		
JJ	Syrian Arab Republic		
TA	Tahaiti		

## United States Commonwealth and Territories

AQ	American Samoa
BK	Baker Island
CZ	Canal Zone (Panama)
CW	Cook Islands
FB	Federated States of Micronesia
GU	Guam
HW	Howland Island
JI	Jarvis Island
JQ	Johnston Atoll
KF	Kingman Reef
RS	Marshall Islands
MQ	Midway Islands
NS	Navassa Islands
QO	Northern Mariana Islands
PB	Palau, Belau
PM	Palmyra Atoll
PR	Puerto Rico
UM	United States Minor Outlying Islands
VI	U.S. Virgin Islands

## Pacific Island Language Codes

EC	Carolinian
ED	Chamorro
EE	Chuukese/Trukese
GF	Guamanian
KT	Kosraen
MZ	Marshallese
PU	Palauan
PV	Pohnpeians
VJ	Samoan
YK	Yapese

**INDIGENOUS LANGUAGES OF THE AMERICAS CODE**

**APPENDIX C**

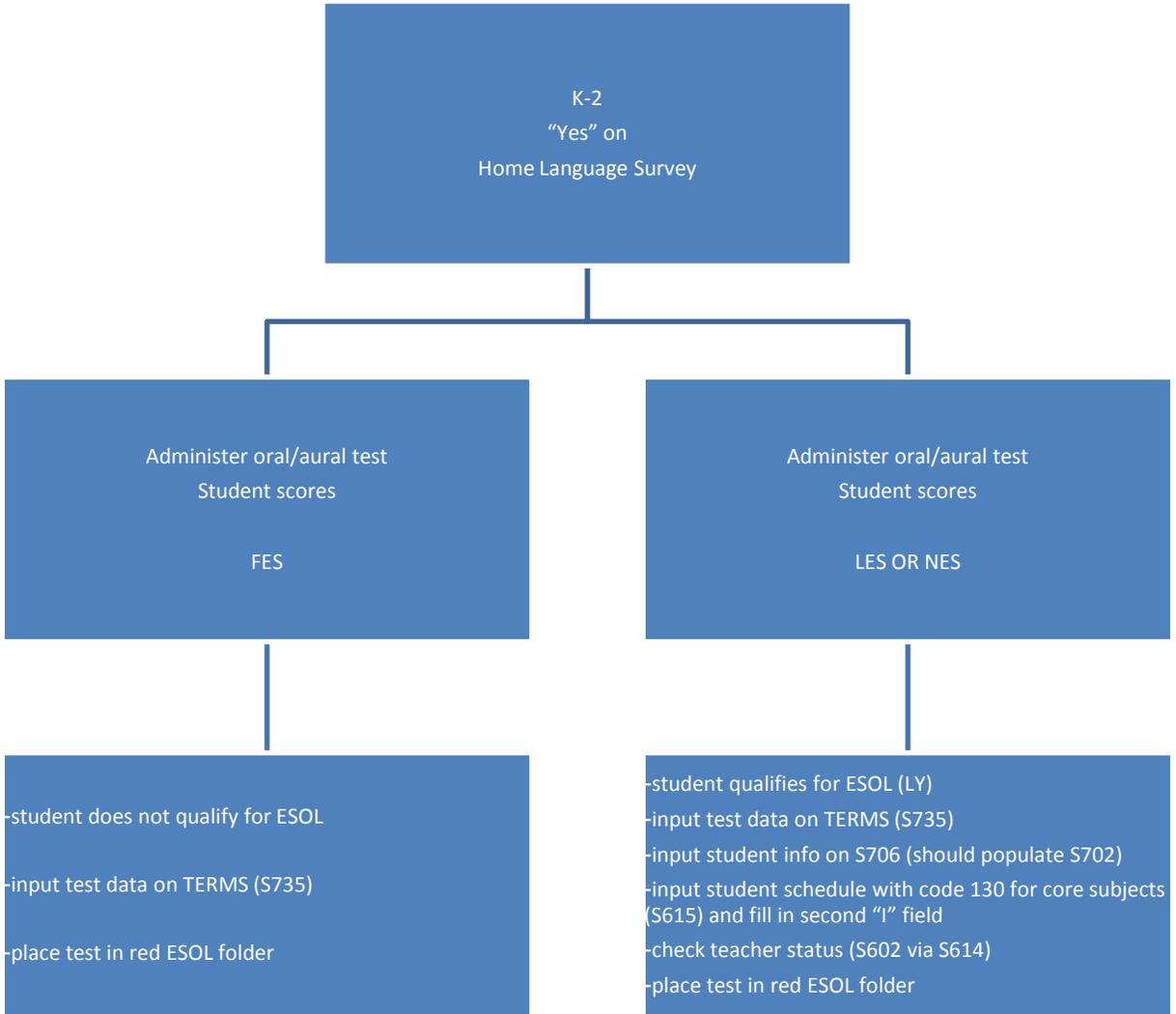
<b>CODE</b>	<b>LANGUAGE</b>	<b>CODE</b>	<b>LANGUAGE</b>
AB	Abkhazian	HM	Hmong
AA	Afar	HU	Hungarian, Magyar
AK	Afrikaans	IC	Icelandic, Islenzk
AL	Albanian, Shqip	IN	Indonesian, Bahasa Indonesia
AM	Ambaric	IA	Interlingua
AR	Arabic	IE	Interlingue
AN	Armenian, Hayeren	IK	Inupiak
AS	Assamese	GA	Irish, Gaeilge
AU	Aymara	IT	Italian
AZ	Azerbaijani	JC	Jamaican Creole (includes Patois)
BA	Bantu	JA	Japanese, Nihongo
BC	Bashkir	JW	Javanese, Bahasa Jawa
BQ	Basque, Euskera	KV	Kannada
BE	Bengali, Bangla	KS	Kashmiri
BR	Berber	KK	Kazakh
DZ	Bhutani	RW	Kinyarwanda
BH	Bihari	KY	Kirghiz, Kyrgyz
BI	Bislama	RN	Kirundi
BF	Breton	KO	Korean, Choson-o
BL	Bulgarian	KU	Kurdish, Zimany Kurdy
BU	Burmese, Myanmasa	LA	Laotian, Pha Xa Lao
BD	Byelorussian	LB	Latin
CA	Cambodian, Khmer	LV	Latvian, Lettish
CN	Cantonese	LN	Lingala
CT	Catalan	LI	Lithuanian
CH	Chinese, Zhongwen	MB	Macedonian
CO	Corsican	MA	Malagasy
HR	Croatian, Hrvatski	ML	Malayalam
CZ	Czech	MS	Malay, Bahasa Malaysia
DA	Danish	MT	Maltese
DU	Dutch, Netherlands	MD	Mandarin
EN	English	NR	Maori
EO	Esperanto	MR	Marathi
ES	Estonian	MC	Moldavian
FO	Faroese	MO	Mongolian
FA	Farsi, Persian	NA	Nauru
FJ	Fijian	NE	Nepali
FI	Finnish, Suomi	NO	Norwegian
FR	French	OC	Occitan

<b>CODE</b>	<b>LANGUAGE</b>	<b>CODE</b>	<b>LANGUAGE</b>
FY	Frisian	OR	Oriya
GL	Galician	OM	(Afan) Oromo
KA	Georgian, Kartuli	PX	Pamiamento
GE	German	PJ	Panjabi, Punjabi
GR	Greek	PA	Pashto (includes Pushtu)
KL	Greenlandic, Kalaallisut	PO	Polish
HC	Haitian-Creole (incl.French Creole)	PR	Portuguese
HA	Hausa	RA	Rhaeto-Romance
HE	Hebrew, Iwrith	RM	Rumanian, Romanian
HI	Hindi	RS	Russian
SM	Samoan	TT	Tatar
SG	Sangho	TE	Telugu
SA	Sanskrit	TH	Thai
GD	Scots Gaelic	TI	Tibertan, Bodskad
SE	Seminole	TC	Tigrinya
SK	Serbian, Srpski	TO	Tonga
SR	Serbo-Croatian	TS	Tsonga
ST	Sesotho	TU	Turkish
TN	Setswana	TK	Turkmen
SN	Shona	TD	Twi
SD	Sindhi	UK	Ukranian
SC	Singhalese	UR	Urdu
SI	Siswati	UZ	Uzbek
SL	Slovak	VI	Vietnamese
SJ	Slovenian	VO	Volapuk
SO	Somali	WE	Welsh
SP	Spanish	WO	Wolof
SU	Sundanese	XH	Xhosa
SH	Swahili	YI	Yiddish, Jiddisch
SW	Swedish, Svenska	YO	Yoruba
TA	Tagalog	ZU	Zulu
TG	Tajik	OT	Other
TB	Tamil	ZZ	Not Applicable

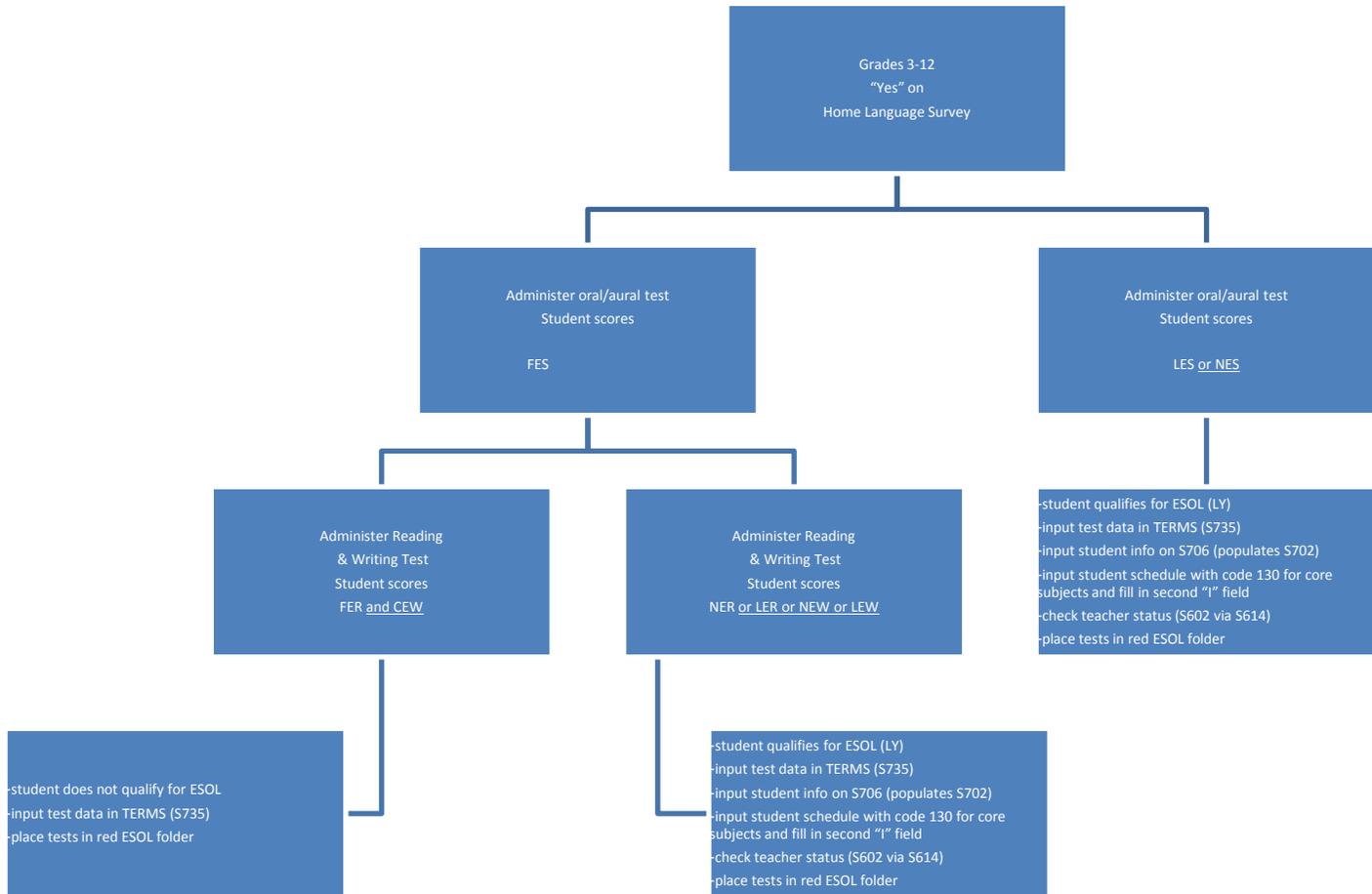
<b>CODE</b>	<b>LANGUAGE</b>	<b>CODE</b>	<b>LANGUAGE</b>
AC	Abnaki	FD	French Cree
AD	Achimawi	GB	Guarani
AE	Ahtena	GC	Guaymi
AF	Alabama	GU	Guajarati
AG	Aleut	HB	Haida
AH	Algonquin	HD	Han
AI	Apache	HF	Havasupai
AJ	Arapaho	HG	Hichita
AO	Araucanian	HH	Hidatsa
AP	Arikara	HJ	Hopi
AQ	Athapascan	HK	Hupa
AT	Atsina	IB	Inupik
AU	Atsugewi	ID	Iroquois
AV	Aucanian	IF	Island Carib
AW	Aymara	JB	Jicarilla
AX	Aztec	KB	Klamath
BG	Blackfoot	KC	Kawaiisu
CB	Caddo	KD	Kalispel
CC	Cahuilla	KE	Kansa
CD	Cakchiquel	KF	Karok
CE	Cayuga	KG	Keres
CF	Chasta Costa	KH	Kickapoo
CG	Chemeheuvi	KI	Kiowa
CI	Cherokee	KJ	Kiowa-Apache
CJ	Chetemacha	KM	Koasati
CK	Cheyenne	KW	Koyukon
CL	Chinook Jargon	KP	Kuchin
CM	Chiricahua	KQ	Kutenai
CP	Chiwere	KR	Kwakiutl
CQ	Choctaw	IG	Indian
CS	Chumash	IH	Ingalit
CV	Clallam	LC	Lower Chehalis
CW	Cocomaricopa	LD	Luiseno
CX	Coeur D-Alene	ME	Makah
CY	Columbia	MF	Mam
DF	Comanche	MG	Mandan
DG	Cowlitz	MH	Maya
CH	Cuna	MJ	Menomini
DI	Cupeno	MM	Miami
DJ	Cree	MN	Micmac
DK	Crow	MP	Mikasuki
DB	Dakota	MQ	Mixtec

<b>CODE</b>	<b>LANGUAGE</b>	<b>CODE</b>	<b>LANGUAGE</b>
DC	Delaware	MU	Mohave
DD	Delta River Yuman	MV	Mohawk
DE	Diegueno	MW	Mono
EA	Eskimo	MX	Mountain Maidu
EB	Eyak	MY	Muskogee
FB	Foothill North Yokuts	NB	Navaho
FC	Fox	NC	Nez Perce
ND	Nomlako	TJ	Tanacross
NF	Nootka	TL	Tanaina
NG	Nootsack	TM	Tanana
NH	Northern Paiute	TP	Tarahumara
NI	Northwest Maidu	TQ	Tarascan
OA	Ojibwa	TR	Tewa
OB	Okanogan	TV	Tillamook
OD	Omaha	TX	Tiwa
OE	Oneida	TY	Tlingit
OF	Onodoga	TZ	Towa
OG	Osage	XA	Tonkawa
OH	Other Athapascan-Eyak	XB	Tsimshian
OI	Ottawa	XC	Tubatulabal
PB	Pacific Gulf Yupik	XD	Tupi
PC	Paiute	XE	Tuscarora
PD	Panamint	XF	Tutchone
PF	Passamaquoddy	XG	Twana
PG	Patwin	UA	Up River Yuman
PH	Pawnee	UB	Upland Yuman
PK	Penobscot	UC	Upper Chehalis
PL	Picuris	UD	Upper Chinook
PM	Pima	UE	Upper Kuskokwim
PN	Plains Miwok	UF	Upper Tanana
PP	Pomo	UG	Ute
PQ	Ponca	WA	Walapai
PS	Potowatomi	WB	Wappo
PT	Puget Sound Salish	WC	Washo
OJ	Quapaw	WD	Wichita
OK	Quechua	WF	Winnebago
OL	Quekchi	WG	Wintun
ON	Quiche	WH	Wiyot
OO	Quinault	WI	Wyandot
SB	Shaptian	YA	Yaqui
SF	Saint Lawrence Island Yupik	YB	Yavapai

<b>CODE</b>	<b>LANGUAGE</b>	<b>CODE</b>	<b>LANGUAGE</b>
SQ	Salish	YC	Yuchi
SS	Sandia	YD	Yuki
SV	San Carlos	YE	Yuma
SX	Santiam	YF	Yupik
SY	Seneca	YG	Yurok
SZ	Serrano	YH	Zapotec
VA	Shastan	YJ	Zuni
VB	Shawnee		
VC	Shoshoni		
VD	Sierra Miwok		
VE	Siuslaw		
VF	Southern Maidu		
VG	Southern Paiute		
VH	Spokane		
TF	Tachi		



**APPENDIX D**



**APPENDIX E**



**APPENDIX F**



Transportation:  Parent Pick-Up  Walker  Bus  YMCA Primetime  Drives Self

Day Care Name \_\_\_\_\_ Phone#: \_\_\_\_\_

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**List contacts & phone numbers in the order that should be called in the event of an emergency.**

Indicate the relationship of each contact to the student. (ex: M=Mother F=Father A=Aunt U=Uncle GM=Grandmother FF=Family Friend)	Authorized Pickup	Legal Custody	First Phone # ( ) Area Code	Second Phone # ( ) Area Code
Parent/Guardian (Name ) (Relationship)	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )
Parent/Guardian (Name) (Relationship)	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )
Parent/Guardian (Name) (Relationship)	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )
Other Contact (Name) (Relationship)	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )
Other Contact (Name) (Relationship)	Yes No <input type="checkbox"/> <input type="checkbox"/>	Yes No <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )	<input type="checkbox"/> Home <input type="checkbox"/> Work <input type="checkbox"/> Cell ( )

Student Lives with:  Both Parents  Mother  Father  Guardian  Other

Court ordered custody/restraint documentation provided  Yes  No - If Yes, describe here  
\_\_\_\_\_

**\*\*\*PLEASE COMPLETE BOTH SIDES\*\*\***

**SCHOOL DISTRICT OF CLAY COUNTY  
ENGLISH LANGUAGE LEARNER DATA ELEMENT FORM**

**APPENDIX H**

Student # _____	School # _____	Grade _____
Last Name: _____		First Name: _____

**PROGRAM DATA**

\*\*\*All dates should be entered as MMMDDYY

**Data Entry Panels: S706 S702**

**ADD                      CHANGE                      DELETE**  
 (Check ONE)

Referral (Date): \_\_\_\_\_ Code : **LEP**

Values on this line are entered/corrected on the S706 Panel: \_\_\_\_\_ Proficiency: LY LF LP LZ ZZ  
 Languages: PI (Primary) SI (Secondary) HM (Home) (Circle ONE, if change in status)

Dates: \_\_\_\_\_  
**Classification      Entry      Plan      Exit      Last Reev      Re-Class      Re-Exit**

\_\_\_\_\_  
**E (Basis Of Entry)    E (Basis of Exit)    X (Extension of Instruction)    FS (Funding Source)    PP (Program Participation)**

**TEST DATA**

**Data Entry Panels: S734 S735**

Speaking:	_____ Date	IPT Test ID	_____ Raw Score	_____ NCE	_____ Std. Desig.
Listening:	_____ Date	IPT Test ID	_____ Raw Score	_____ NCE	_____ Std. Desig.
Reading:	_____ Date	IRW Test ID	_____ Raw Score	_____ NCE	_____ Std. Desig.
Writing:	_____ Date	IRW Test ID	_____ Raw Score	_____ NCE	_____ Std. Desig.

**SCHEDULE DATA**

**Data Entry Panel S615**

**FEFP: 130 (Kg – 12)**

**SCHEDULE CHANGE FORM: Required!      Sections completed by: \_\_\_\_\_**

SCHOOL DISTRICT OF CLAY COUNTY  
 PLACEMENT FORM FOR ESOL  
 English for Speakers of Other Languages

**PART I: Registration Information**

Date Student Registered at Home School: \_\_\_\_\_  
 (School Registrar/Guidance Counselor Signature)

**PART II: Student Information**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_  
 (Last) (First) (MI)

Parents Name: \_\_\_\_\_

Address: \_\_\_\_\_  
 (Street) (City)

(Zip)

Home Phone: \_\_\_\_\_

Home Language: \_\_\_\_\_ Neighborhood School: \_\_\_\_\_

**PART III: Test Information (K-12)**

Test ID: **IPT** Date Administered: \_\_\_\_\_ By \_\_\_\_\_  
 Administrator/Guidance Counselor signature)

**Student Designation** (Please check where applicable)

ORAL K-12	
Non English Speaker (NES)	
Limited English Speaker (LES)	
Fluent English Speaker (FES)	

AURAL K-12	
Non English Listener (NEL)	
Limited English Listener (LES)	
Fluent English Listener (FES)	

READING (4-12)	
Non English Reader (NER)	
Limited English Reader (LER)	
Competent English Reader (CER)	

WRITING (4-12)	
Non English Writer (NEW)	
Limited English Writer (LEW)	
Competent English Writer (CEW)	

**PART IV: Placement**

- Your student DOES NOT qualify and will not be placed in the ESOL program.
- Your student QUALIFIES and will be placed in the ESOL program at:
  - Grove Park Elementary School (If needed, Transportation will be notified by District Office)
  - Your Neighborhood School

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy (Parent); 3<sup>rd</sup> copy (District Office *only* if needing transportation)

SCH: 32181

E 8/4/2011

SCHOOL DISTRICT OF CLAY COUNTY
Parent Notification of Determination of Student Eligibility
For ESOL Program Placement

Name of Student: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Dear Parent/Guardian:

When your child registered for school, a Home Language Survey was completed and indicated that a language other than English is spoken by your child or in the home. Based on this information, the school assessed your child to determine their English language proficiency and eligibility for placement in English for Speakers of Other Languages (ESOL)/English Language Learners (ELL) program. As a result, we:

- recommend an ESOL/ELL program for your child.
do not recommend an ESOL/ELL program for your child.

To determine our recommendation, we tested your child's English language abilities in:

- speaking reading writing listening and understanding

and used other information, such as prior education and social experiences; written recommendations and observations by current and previous instructional school staff; LEP Committee meeting; mastery of basic skills in English and their home language; and/or grades from current or previous years.

Based on your child's language abilities in English, your child will be placed in the following program:

- a regular grade level classroom with instruction in English.
an ESOL/ELL program at Grove Park Elementary School (Elementary level only).

We feel this program will help your child meet high academic grade level standards and graduation requirements. Please sign below where indicated and return this notice to your child's school.

Thank you for your interest in the quality of your child's education. Please contact us if you have any questions.

Name Title
Telephone Number Email Address

Parent/Guardian: Please complete the section below and return the entire form to your child's school.

Name of Parent/Guardian: \_\_\_\_\_ Signature: \_\_\_\_\_

Telephone Number: \_\_\_\_\_ Email Address: \_\_\_\_\_

Copies: Original (Student ESOL cum folder) 2nd Copy (Parent) SCH: 12190 E 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY      APPENDIX K**

Determinación de calificación del alumno  
Para asignación en el programa ESOL

Nombre del alumno: \_\_\_\_\_ Fecha: \_\_\_\_\_  
Escuela: \_\_\_\_\_ Grado: \_\_\_\_\_

Estimado padre/madre/apoderado:

Cuando su hijo se matriculó en las escuela, se completó una encuesta sobre el idioma en el hogar, la cual indicó que se habla un idioma distinto al inglés en la casa del menor. Basándose en esta información, la escuela evaluó a su hijo para determinar su aptitud en inglés y si califica para participar en un programa de inglés para hablantes de otros idiomas (ESOL). Como resultado de lo anterior:

- recomendamos un programa ESOL para su hijo.
- no recomendamos un programa ESOL para su hijo.

Para determinar nuestra recomendación, evaluamos las habilidades en idioma inglés de su hijo a nivel:

- oral       lectura       escritura       audición y comprensión
- y utilizamos otra información, como experiencias educativas y sociales anteriores; recomendaciones y observaciones escritas hechas por personal docente actual y anterior; una reunión del Comité de LEP; dominio de habilidades básicas en inglés y en el idioma que se hable en el hogar; y/o calificaciones del año en curso o anteriores.

Basándose en las habilidades lingüísticas de su hijo con respecto al idioma inglés, se le asignará al siguiente programa:

- clases tradicionales del grado escolar con instrucción en inglés.
- un programa ESOL en Grove Park Escuela Primaria (elemental solamente).

Consideramos que este programa ayudará a su hijo a lograr los altos criterios académicos y requisitos de graduación para su grado escolar. Firme a continuación donde se indica y devuelva este aviso a las escuela de su hijo.

Gracias por su interés en la calidad de la educación de su hijo. Comuníquese con nosotros si tiene consultas.

_____ Nombre	_____ Cargo
_____ Número telefónico	_____ Dirección de correo electrónico

---

**Padre/madre/apoderado: Por favor complete la siguiente sección y devuelva todo el formulario a las escuela de su hijo.**

Nombre de padre/  
madre/apoderado: \_\_\_\_\_ Firma \_\_\_\_\_  
Dirección de  
Número telefónico: \_\_\_\_\_ correo electrónico \_\_\_\_\_

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy (Parent)  
SCH: 12190SP (Spanish version )  
E 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY      APPENDIX L**  
**PARENT NOTIFICATION**

FOR

QUALIFYING FOR ESOL PROGRAM /DOES NOT QUALIFYING FOR ESOL

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Dear Parent and/or Guardian:

Your child has been tested for English Language Proficiency. His/her test results on the Idea Oral Language Proficiency Test (IPT) have identified your child as:

<input type="checkbox"/> Non English Speaker (NES)	<input type="checkbox"/> Non English Listener (NEL)
<input type="checkbox"/> Limited English Speaker (LES)	<input type="checkbox"/> Limited English Listener (LEL)
<input type="checkbox"/> Fluent English Speaker (FES)	<input type="checkbox"/> Fluent English Listener (FES)

<input type="checkbox"/> Non English Reader (NER)	<input type="checkbox"/> Non English Writer (NEW)
<input type="checkbox"/> Limited English Reader (LER)	<input type="checkbox"/> Limited English Writer (LEW)
<input type="checkbox"/> Competent English Reader (CER)	<input type="checkbox"/> Competent English Writer (CEW)

Your child:            He/she does qualify for ESOL Program.  
                                He/she does not qualify for ESOL Program.

If your child qualifies, they will receive instruction by highly qualified teachers who have been provided with state approved training to work with ESOL students. Your child will be provided a standard curriculum in all subject areas with an emphasis placed on English acquisition. THIS PROGRAM IS DESIGNED TO BEST MEET THE ACADEMIC NEEDS OF THE CHILD.

It is anticipated that an ELL (English Language Learner) student will become proficient in the English language within three years of entering the ESOL Program. The student will be exited from the program and be place in a regular program. Each student's progress will then be monitored for two years to ensure that he/she is being successful in the new academic setting.

If you have any further questions, please do not hesitate to contact the school.

Sincerely,

\_\_\_\_\_

Signature/Title

School

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy: (Parent)  
 SCH: 12187  
 E: 8/4/2011

**APPENDIX M**

**SCHOOL DISTRICT OF CLAY COUNTY  
PARENT LETTER OF INVITATION  
TO  
LEP COMMITTEE MEETING**

To the Parents/Guardians of: \_\_\_\_\_

An LEP Committee meeting will be held:

Date: \_\_\_\_\_ Time: \_\_\_\_\_ Place \_\_\_\_\_

- To discuss evaluation results, develop a LEP Plan, and to consider your child for placement in an ESOL program.
- LEP Plan annual review.
- Annual LEP placement review.
- An extension of instruction for ESOL services.
- Reclassification into the ESOL program (for LF or LZ students only).
- To discuss exiting the ESOL program.
- Other \_\_\_\_\_

**PARENTS/GUARDIAN: PLEASE SELECT A RESPONSE, SIGN AND RETURN TO SCHOOL**

- Yes, I will attend the scheduled meeting.
- No, I do not plan to attend this meeting but I authorize you to conduct the meeting in my absence and give my permission for the LEP Plan to be written and reviewed with me at my request.
- Please contact me at \_\_\_\_\_ to arrange a more convenient time.

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date

Date of 1st Notice: _____ Method: <input type="radio"/> Telephone <input type="radio"/> Letter <input type="radio"/> Conference <input type="radio"/> Other	Date of 2nd Notice: _____ Method: <input type="radio"/> Telephone <input type="radio"/> Letter <input type="radio"/> Conference <input type="radio"/> Other
---	---

# APPENDIX N

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy (Parent)  
SCH: 12185 E: 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY**  
PROGRAMMATIC ASSESSMENT AND GRADE PLACEMENT  
FOR  
LANGUAGE ENRICHED PUPILS

Student Name: \_\_\_\_\_ Student Number: \_\_\_\_\_

School: \_\_\_\_\_ Date: \_\_\_\_\_

The Consent Decree requires that a programmatic assessment be conducted for any student who answered "YES" ON THE Home Language Survey to ensure appropriate academic placement. Please document all steps taken to determine the academic level of the student registering for school that are independent of that student's English language proficiency. This evaluation may be conducted by trained school office personnel, a counselor, a teacher, an ESOL Specialist, or by the LEP Committee.

Place a check by the item (s) used to determine the student's academic experiences:



Age appropriateness.



Interview student and/or student's parent/guardian to determine prior educational experiences and academic subject competencies



Results of Interview:

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



Review of student's cumulative folder: Was Language Assistance Provided  Yes  No

- Previous school record
- Transcripts
- Standardized and/or criterion Reference Tests:

Test Name: \_\_\_\_\_ Date \_\_\_\_\_

Test Name: \_\_\_\_\_ Date \_\_\_\_\_

- Other test administered in student's native language:

Test Name: \_\_\_\_\_ Date \_\_\_\_\_



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

---

### ATTACH PREVIOUS EDUCATIONAL EXPERIENCES

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

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy: (Parent)

APPENDIX O

SCH: 12183 E: 8/4/2011

School District of Clay County

Teacher Status Form for Teacher (s) of ESOL Students\*

SCHOOL \_\_\_\_\_ SCHOOL YEAR \_\_\_\_\_

NAME OF TEACHER \*\*: \_\_\_\_\_ SUBJECT TAUGHT \_\_\_\_\_

NAME OF ESOL STUDENT: \_\_\_\_\_ DATE RECEIVED STUDENT \_\_\_\_\_

To meet the requirements of the META Agreement for the State of Florida, all teachers of ESOL students must adhere to the following:

If you are a Primary or Secondary Language Arts/English/ Reading or Intensive Reading Teacher and have an ESOL student enter your classroom for more than 20 days and/or you are the teacher of record during the October and February FTE window, you will be required to begin the ESOL teacher training track towards the ESOL endorsement (300 hours). If you receive your first ESOL student ever, you will have two years to complete the first 60 hours of training to clear your out-of-field designation. After completion of the first 60 hours of training and receive a subsequent student of ESOL you will have one year to complete the next 60 hours of training. Primary or Secondary Language Arts/ English/Reading or Intensive Reading teachers who receive an ESOL student and have not completed 300 hours of training are considered out-of-field and will remain so, as is true of all other out-of-field positions, until necessary training is completed and cleared for reappointment. \*\*\* IMPORTANT: All teachers that are declared out-of-field must have a letter of notice to the ESOL parent (s) regarding their out-of-field status. This letter must be filed in ESOL student cumulative file as well as the teacher's personnel file. It is also required by State law for the teacher to file an Out-of-Field plan with Human Resources.

Teachers of Math, Science, Social Studies, and Computer Literacy are considered Category II Teachers and must complete 60 hours of ESOL training. Until training is completed your status is considered impacted. Beginning teachers in this category (0-2 years) have two years to complete the training. Experienced teachers in this category (2 years or more) will have one year to complete the training. Once training is verified as completed you will be re-designated as in-compliance and will no longer need training so long as you remain in that category. If training was completed before receiving the ESOL student, your status is considered in-compliance.

All other subject area teachers: (i.e.: Media Specialists, Instructional Technology, Art, Music, and PE) and Classroom Aides are considered Category III Teachers/Aides and are required to take 18 hours of ESOL Training. Until training is completed your status is considered impacted. Beginning teachers in this category (0-2 years) have two years to complete the training. Experienced teachers in this category (2 years or more) will have one year to complete. Once the training is verified as completed you will be re-designated as in-compliance and will no longer need training so long as you remain in this category. . If training was completed before receiving the ESOL student, your status is considered in-compliance.

School Based Administrators/Guidance Counselors: All personnel in this category must complete 60 hours of ESOL training. All Administrators/Guidance Counselors must complete training within 3 years if hired after September 2003. If hired prior to September 2006, the 60 hours of training in any category must have been completed by September 2006. Once training is verified as completed, you will be considered in-compliance and remain so as long as you are in that position.

FAILURE TO CLEAR YOUR OUT-OF-FIELD STATUS MEANS THAT YOU WOULD NOT BE IN COMPLIANCE WITH THE SCHOOL BOARD RULE 2.04. B (3) REQUIRING THAT YOU COMPELTE THE ESOL TRAINING AS SET FORTH IN THE SCHOOL BOARD APPROVED LIMITED ENGLISH PROFICIENCY PLAN.

\*English for Speakers of Other Languages
\*\*EACH Teacher of an ESOL Student must complete this form
\*\*\*Out-of Field Letter to ESOL student only; Out-of-Field Plan filed with HR

STATUS OF TEACHER

Please check the appropriate status of teacher:

ESOL Endorsement on FL certificate  ESOL Certification on FL Certificate

Out-of-Field (Reading/LA/Int. Reading)  Impacted  In-compliance

Principal's Signature \_\_\_\_\_ Date \_\_\_\_\_ Teacher Signature \_\_\_\_\_ Date \_\_\_\_\_

Copies: Original (ESOL office); 2<sup>nd</sup> copy: (Teacher); 3<sup>rd</sup> copy (Teacher personnel file) SCH12186 E:8/4/2011

SCHOOL DISTRICT OF CLAY COUNTY  
ANNUAL LEP PLACEMENT REVIEW

APPENDIX P

Student: \_\_\_\_\_ Student Number: \_\_\_\_\_

Current School \_\_\_\_\_ Current Grade: \_\_\_\_\_

**Recommended Placement for 20\_\_ - 20\_\_ School Year\***

- Language Arts through ESOL
- English through ESOL
- Development Language Arts through ESOL

LEVEL

- Non English Speaker (NES)
- Limited English Speaker (LES)
- Fluent English Speaker (FES)

EXTENSION

- 4<sup>TH</sup> Year Post-test Date: \_\_\_\_\_
- 5<sup>th</sup> Year Post-test Date: \_\_\_\_\_
- 6<sup>th</sup> Year Post-test Date: \_\_\_\_\_

EXIT

- Exit ESOL program\*\* (Date of exit: \_\_\_\_\_)
- Monitored Status\*\*\* (Monitor until: \_\_\_\_\_)

COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\* Recommendation is to be made by LEP Committee.

\*\* Student must be post-tested to exit.

\*\*\* LEP Committee must convene and exit/monitoring forms must be completed.

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Parent/Guardian Signature

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy (Parent)

SCH:

E 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY  
ANNUAL LEP STUDENT PLAN**

**APPENDIX Q**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher Name: \_\_\_\_\_ Date: \_\_\_\_\_

School: \_\_\_\_\_

**SECTION 1: Educational Data**

- Amount of Basic ESOL instruction: \_\_\_\_\_ (minutes per week)
- Amount of instruction in basic subject areas using ESOL strategies: (minutes per week)
  - Mathematics \_\_\_\_\_
  - Science \_\_\_\_\_
  - Social Studies \_\_\_\_\_
  - Computer Literacy \_\_\_\_\_
- Amount of instruction in other subjects using ESOL strategies: (minutes per week)
  - Physical Education \_\_\_\_\_
  - Music \_\_\_\_\_
  - Art \_\_\_\_\_
  - Other \_\_\_\_\_

**SECTION II**

Date of initial LEP **identification/classification**: \_\_\_\_\_

Assessment Method	Assessment Results (Score)

Date of **EXIT** from the LEP Program: \_\_\_\_\_

Assessment Method	Assessment Results (Score)

Date of **reclassification** as LEP: \_\_\_\_\_

Assessment Method	Assessment Results (Score)

**SECTION III – ESOL Strategies Used**

- |   |  |
|---|--|
| <input type="checkbox"/> Modified Lesson Plan<br><br><input type="checkbox"/> Visuals<br><br><input type="checkbox"/> Manipulatives<br><br><input type="checkbox"/> Audio visual materials<br><br><input type="checkbox"/> Demonstrations | <input type="checkbox"/> Alternative testing<br><br><input type="checkbox"/> Concrete experience<br><br><input type="checkbox"/> Art projects<br><br><input type="checkbox"/> Cooperative learning groups<br><br><input type="checkbox"/> Dictionaries |
|---|--|

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy: (Teacher); 3<sup>rd</sup> copy: (Parent)  
 SCH: 32173  
 E: 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY**  
LEP COMMITTEE REVIEW

**APPENDIX R**

Person requesting review:  Teacher (s)     Guidance     Parent

Student Name: \_\_\_\_\_

Homeroom Teacher \_\_\_\_\_ Date of Review \_\_\_\_\_

- Purpose of meeting:
- Review current LEP plan (update plan if necessary)
  - Review progress of LEP student
  - Review progress of former LEP Student
  - Review criteria /consideration for exiting from ESOL program
  - Other (describe) \_\_\_\_\_
- \_\_\_\_\_

Signatures of those in attendance:

_____	_____
Administrator	Teacher
_____	_____
ESOL Teacher	Other/Title
_____	_____
Parent	Other/Title

**EXITING CRITERIA\***

(\*check all that is applicable)

- Extent/nature of prior education & social experience; & student interview;
- Written recommendations and observation by current and previous instructional/support staff;
- Level of mastery of basic competencies or skills in English according to appropriate local, state, and national standards;
- Grades from current or previous years;
- Test results other than the aural/oral and reading/writing tests.

Outcome/Decisions/Recommendations

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Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy (Teacher); 3<sup>rd</sup> copy (Parent)  
SCH: 12172  
E: 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY**  
ESOL PROGRAM EXIT CRITERIA

**APPENDIX S**

Student: \_\_\_\_\_ Grade \_\_\_\_\_ School \_\_\_\_\_

Date of

Completed by: \_\_\_\_\_ Entry: \_\_\_\_\_ Date: \_\_\_\_\_

	(Check if "YES")
The student has scored FES on the IPT.	<input type="checkbox"/>
The student has met the required percentile on an approved norm-referenced test (taken no longer than one school year ago) in reading and writing.	<input type="checkbox"/>
The ESOL teacher has placed the student in the adopted reading series at an acceptable level of instruction for the grade placement.	<input type="checkbox"/>
The ESOL teacher recommends exit to a regular classroom.	<input type="checkbox"/>
Most recent grades in language arts, math, social studies and science are satisfactory.	<input type="checkbox"/>
The student is in an <input type="checkbox"/> ESE or <input type="checkbox"/> Title I program. Comments: _____	<input type="checkbox"/>
_____	
The ESE teacher recommends exit to a regular classroom.	<input type="checkbox"/>
The student has participated for three years in the ESOL program.	<input type="checkbox"/>
The student has received: <input type="checkbox"/> 4 <sup>th</sup> year extension <input type="checkbox"/> 5 <sup>th</sup> year extension <input type="checkbox"/> 6 <sup>th</sup> year extension	
Other factors that were considered: _____	
_____	

It is recommended that the student  EXIT  NOT EXIT the ESOL program.

Recommended placement (if exiting): SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

Recommendation made by:  LEP Committee  ESOL Teacher  Teacher

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy (Parent) SCH12170 E: 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY**  
**MONITORING OF FORMER ESOL STUDENT PROGRESS**

**APPENDIX T**

Completed by ESOL Teacher at student exit:

ESOL TEACHER: \_\_\_\_\_ SCHOOL \_\_\_\_\_ DATE OF EXIT: \_\_\_\_\_

REQUIRED evaluation for \_\_\_\_\_ are:

*(Student name)*

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

To be completed by Regular Teacher (s):

<p align="center"><b><u>1st Report Card after Exit:</u></b></p> <p>GRADES*:</p> <p>Language Arts/English _____</p> <p>Reading _____</p> <p>Math _____</p> <p>Science _____</p> <p>Social Studies _____</p> <p align="center"><b>*If grades are N, U, D, or F, a LEP Committee review is required.</b></p> <hr/> <p align="center"><i>(Teacher's signature)</i></p> <p>_____ <i>(Date)</i></p> <p align="center">_____ <i>(School)</i></p>	<p align="center"><b><u>End of 1st semester after Exit:</u></b></p> <p>GRADES*:</p> <p>Language Arts/English _____</p> <p>Reading _____</p> <p>Math _____</p> <p>Science _____</p> <p>Social Studies _____</p> <p align="center"><b>*If grades are N, U, D, or F, a LEP Committee review is required.</b></p> <hr/> <p align="center"><i>(Teacher's signature)</i></p> <p>_____ <i>(Date)</i></p> <p align="center">_____ <i>(School)</i></p>
<p align="center"><b><u>End of 1st Year after Exit:</u></b></p> <p>GRADES*:</p> <p>Language Arts/English _____</p> <p>Reading _____</p> <p>Math _____</p> <p>Science _____</p> <p>Social Studies _____</p> <p align="center"><b>*If grades are N, U, D, or F, a LEP Committee review is required.</b></p> <hr/> <p align="center"><i>(Teacher's signature)</i></p> <p>_____ <i>(Date)</i></p> <p align="center">_____ <i>(School)</i></p>	<p align="center"><b><u>End of 2nd year after Exit:</u></b></p> <p>GRADES*:</p> <p>Language Arts/English _____</p> <p>Reading _____</p> <p>Math _____</p> <p>Science _____</p> <p>Social Studies _____</p> <p align="center"><b>*If grades are N, U, D, or F, a LEP Committee review is required.</b></p> <hr/> <p align="center"><i>(Teacher's signature)</i></p> <p>_____ <i>(Date)</i></p> <p align="center">_____ <i>(School)</i></p>

Copies: Original (Student ESOL cum folder)  
 SCH: 12171 E: 8/4/2011

SCHOOL DISTRICT OF CLAY COUNTY  
ESOL COMPLETION NOTIFICATION

APPENDIX U

Student Name: \_\_\_\_\_ Date \_\_\_\_\_

School: \_\_\_\_\_

Dear Parent/Guardian:

As discussed at our recent LEP Committee review meeting on \_\_\_\_\_, your child has successfully acquired English proficiency in listening, speaking, reading and writing. As a result, he/she has been exited from the English for Speakers of Other Languages (ESOL) Program. Your child's progress will be monitored for two years.

Attached is a copy of the LEP Committee review meeting and the Exit Criteria form.

Thank you for the help and support that you have given your son/daughter. If you have any questions or concerns about this decision and the monitoring process, please feel free to call me.

Sincerely,

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Telephone Number

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy: (Parent)  
SCH22302  
E 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY**  
EXTENSION OF INSTRUCTION FOR "LY" STUDENTS

**APPENDIX V**

Student Name: \_\_\_\_\_ Date of Extension: \_\_\_\_\_

Student Number: \_\_\_\_\_ School: \_\_\_\_\_

Student Grade: \_\_\_\_\_ Request for extension:  Committee  Other

\* Reason (s) for extension of instruction:

\*(Please note that the student **must** have a post test score prior to completing this form.)

Name of Test	Test Score

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Parent/Guardian's Signature

Copies: Original (Students ESOL cum file); 2<sup>nd</sup> copy: (Parent)  
SCH: 12177  
E 8/4/2011

**SCHOOL DISTRICT OF CLAY COUNTY**  
MONITORING UNSATISFACTORY PROGRESS FOR ESOL

**APPENDIX W**

Student Name: \_\_\_\_\_ GRADE: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

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Dear Parent/Guardian:

As discussed during the LEP Committee Review meeting scheduled for \_\_\_\_\_,  
your child demonstrated unsatisfactory progress during the:

- 1<sup>st</sup> Monitoring Period
- 2<sup>nd</sup> Monitoring Period
- 3<sup>rd</sup> Monitoring Period
- 4<sup>th</sup> Monitoring Period

Enclosed is a copy of the LEP Committee Review form. Proper interventions have been documented on the committee review form to assist your child with academic improvement.

Please contact me if you have any questions or concerns.

Sincerely,

\_\_\_\_\_  
Signature/Title

Copies: Original (Student ESOL cum folder); 2<sup>nd</sup> copy: (Parent)  
SCH: 12189  
E 8/4/2011

STUDENT NAME: \_\_\_\_\_

**SCHOOL DISTRICT OF CLAY COUNTY  
ESOL STUDENT CHECKLIST**

*(Please put these documents on right side of folder)*

- Student Registration (Copy of the original) (STD2-2443)
- ESOL Placement Form (SCH 3-2181)
- Programmatic Assessment for LEP Student Form (SCH 1-2183)
- Yearly LEP Review (SCH 1-2163)
- LEP Plan (SCH 3-2173) and LEP Committee Review Form (SCH1-2172)
- Copy of Test Results (IPT) Test Book, not to be re-used, Calculation Form and answer document if applicable)
- Copy of Parent Notification of Qualification (SCH 1-2187)
- Copy of Parent Notification of Out-of-Field Status Letter  
English/La Teacher \_\_\_\_\_ Status \_\_\_\_\_  
Intensive Reading Teacher \_\_\_\_\_ Status \_\_\_\_\_

*(Please put these documents on left side of folder)*

- ESOL Student Checklist (this sheet)
- Parent Invitations to LEP Meeting/Minutes (SCH 1-2162)
- Copy of Annual Test Results (CELLA)
- End of Year Evaluation (Report Cards)
- ESOL Program Exit Form (SCH 1-2170)
- Parent Notification of Exit (SCH 1-2188)
- Evaluation of former ESOL Student Progress (SCH 1-2171) Must be monitored for two years and documented
- Extension of Instruction (SCH 1-2177) (if applicable)
- Monitory Unsatisfactory Progress for ESOL (SCH 1-2189) (if applicable)
- Student Schedules (Prior to October/February FTE weeks)
- Gifted Screening/Parent Permission to Screen
- Previous ESOL Records (If applicable)

Category I	Category II	Category III	Category IV
Primary Language Arts/English, Developmental Language Arts, Intensive Reading, Reading <sup>3</sup>	Social Studies, Mathematics, Science and Computer Literacy	All other subjects not included in Categories I or II	School Administrators <sup>2</sup> & Guidance Counselors
<b>Requirements</b>			
ESOL Endorsement: 15 semester hours or 300 in-service credit points <sup>1</sup>  or  K – 12 ESOL Coverage: Bachelor’s or Master’s Degree in TESOL and Basic Subject Area Coverage  or  K – 12 ESOL Coverage: Passing Score on ESOL Subject Area Test; Basic Subject Area Coverage, and 120 hours/points in ESOL	3 semester hours or 60 in-service credit points	3 semester credit hours or 18 in-service credit points	3 semester hours or 60 in-service credit points.
<b>Timelines</b>			
<b>Experienced Teacher</b>	<b>Experienced Teacher</b>	<b>Experienced Teacher</b>	<b>Hires Prior to September 5, 2003</b>
6 years or more allowed for completion of ESOL Endorsement.  3 years for K-12 ESOL Coverage obtained by a passing score on ESOL Subject Area Test.	1 year to complete	1 year to complete	3 years to complete from September 5, 2003
<b>Beginning Teacher</b>	<b>Beginning Teacher</b>	<b>Beginning Teacher</b>	<b>Hires After September 5, 2003</b>
Same as above for experienced teachers	2 years to complete	2 years to complete	3 years to complete from date hired as school administrator or guidance counselor.

□ Notes:

<sup>1</sup> For ESOL Endorsement only - 3 semester hours or 60 in-service credit points within two years after the teacher first becomes responsible for the Language Arts instruction of a LEP student. 3 semester hours or 60 in-service credit points each subsequent year that the teacher continues to be responsible for the Language Arts instruction of a LEP student, until a total of 15 semester hours or 300 in-service credit points have been earned.

<sup>2</sup> All other administrators (district-level) are required to receive training in the terms of the Consent Decree, Cross-Cultural communications and delivery of comprehensible instruction. However, no specific number of in-service points or hours is required.

<sup>3</sup> As described in K12 Memo 2006-121, Reading Endorsement for Teachers of Developmental Language Arts Courses in Grade 6-12 and as noted in the Florida Course Code Directory, teachers assigned to teach Developmental Language Arts or Reading to English language learners (ELLs) are required to obtain the ESOL Endorsement. It is also important to note that teachers assigned to teach Developmental Language Arts as an alternative to Intensive Reading are required to obtain the Reading Endorsement by beginning of the 2007-08 school year.

**ESOL In-service or Coursework**

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ESOL In-service or Coursework must include all of the following areas:

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

**Recertification Flexibilities**

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- **ESOL** in-service credit points and/or ESOL College credits count as in-field for recertification of any coverage.

**Banking of ESOL Points**

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- Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.