



English to Speakers of Other Languages (ESOL) Program Policy and Procedure

English to Speakers of Other Languages (ESOL) is a state-funded instructional program for eligible English Language Learners (ELLs) in grades K-12.

I. Parent Leadership Council.

Pursuant to the Multicultural Education, Training, and Advocacy, Inc. (META) Consent Decree Part II-H: Parental involvement and participation in ELL student's educational programming and academic achievement shall be promoted, among other ways by establishing Parent Leadership Councils at each school or at the district level composed in the majority of parents of ELL students, ESOL Coordinator, Guidance Counselor, at least one Administrator, at least one teacher of ELL students, and may include the ESOL Instructor at FAMU. The purpose of the PLC is to:

- To promote the welfare of English Language Learners (ELL) in the schools, home, and community
- To ensure that ELL students are achieving their full potential
- To provide any input or objections to on the ELL plan
- To develop positive, professional relationships between administrators, teachers, and parents
- To provide training opportunities and information for parents, parent groups, teachers, school staff or community groups that will empower parents to become active participants in their child's education
- To provide outreach and ensure that the parents of ELL students are informed and involved in their child's education.

Each PLC shall elect a Chairperson and a Co-Chairperson, each of whom should be a parent of an ELL student. The Chairperson may operate as a representative to the School Advisory Council/District ESOL Parent Advisory Council.

II. Home-school communications.

All written and oral communications between school personnel and parents of current or former ELL are to be in the parents' primary language or other mode of communication commonly used by the parents, unless clearly not feasible.

III. Identification.

The home language survey and national origin data of all students must be collected and retained in the school district. The home language survey is included on the registration form or on a separate survey and must be administrated to all students. The survey includes the following questions:



- a. Is a language other than English used in the home?
- b. Does the student have a first language other than English?
- c. Does the student most frequently speak a language other than English?

If a parent answered “yes” to any of the three questions on the Home Language Survey, then the student is assessed for aural/oral language proficiency in English to obtain a language classification. If a parent answered “no” to all three questions, the student is not considered a potential ELL and is not assessed. Any identified ELL student in grades K-12 must have an ELL folder which includes the documentation of the ELL Committee Meeting and the student’s Individual Educational Plan (IEP).

IV. ELL Committee.

The ELL Committee will consist of an administrator or designee, the classroom/subject area teacher(s), the home language teacher (if any), the parent/guardian, guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation. The ELL Committee is responsible for determining the eligibility of a student for an ESOL program, therefore at least 3 members must be present at all ELL Committee meeting. If parents/Guardians are unable to make the ELL Committee meeting, the parent reserves the right to request a Committee Meeting Date Change (in writing) or allow a representative of his or her choice to attend on his or her behalf.

V. ELL Individual Educational Plan (IEP).

The ELL student plan is a written document which identifies student name, instruction by program, including programs other than ESOL, amount of instructional time or schedule, date of ELL identification, and assessment data used to classify or reclassify as ELL, etc. Each student must have an individual copy of the plan maintained in his/her file.

VI. English Language Proficiency Assessment Procedure.

Language assessment is required in the areas of listening comprehension, speaking, reading, and writing. The Speaking test is administered first, followed by the Listening, Reading, and Writing tests. The ESOL Coordinator or designee is responsible for the English language assessment of potential ELLs in grades K-12 within the first 20 school days of entering the district. The assessments which will be utilized to identify a student as an English language learner is the WIDA-ACCESS Placement Test (W-APT)/Screener and the ACCESS for ELLs 2.0 for exit. The ESOL assessment administrator must be provided with annual training (based on the test developer’s recommendations). Scores are based on the state’s proficiency exit criteria for entry into the ESOL program.

Parents/Guardians will be provided with a detailed letter to accompany the score report in their Home language.

VII. English Language Proficiency Assessment (ENTRY).

The W-APT is an English language proficiency "screener" test given to incoming students who have been identified as potentially needing ESOL or bilingual education, based on the results of the home language survey. These newly-enrolling students would



be those who have recently arrived in the U.S. and/or those who are first enrolling in a particular school. Entry is based on the state's proficiency exit criteria— If the K-12 student scores LESS than a 5 composite score and/or LESS than 4 in each domain, he or she qualifies for the ESOL program.

VIII. Classification and Reclassification.

Students classified as ELL continue to receive appropriate instruction until such time as the student is reclassified as English proficient, or otherwise exited from the ESOL program by the ELL committee's recommendation. The date of the recommendation for the 4th, 5th, or 6th year must be the date the ELL student was reviewed by the ELL Committee in order to determine whether the student should continue in or exit the ESOL program.

IX. English Language Proficiency Assessment (EXIT).

The ACCESS for ELLs 2.0 assessments has replaced the Comprehensive English Language Learning Assessment (CELLA) program, which was administered through Spring 2015. ACCESS for ELLs 2.0 is aligned with the WIDA English Language Development Standards and assesses each of the four language domains of Listening, Speaking, Reading, and Writing. The proficient score is based on the state's proficiency level for exit:

- 5 or more composite score and/or
- 4 or more in each domain (Listening, Speaking, Reading, and Writing)

may be exited from the ESOL program. An ELL student may be recommended to be tested for exit by parents, guardians, or instructional personnel directly involved with the student's education at any time following initial classification. The school ESOL Administrator or designee administers the assessment instrument as appropriate for age and grade level.

X. Exit Monitoring Procedures.

The school ESOL Coordinator is responsible for program monitoring and maintaining compliance with district, state and federal guidelines and statutes and in assuring that each FTE survey is accurate and up to date. The FTE administrator/Designee, ESOL teacher, ESOL contact and district personnel are among the possible personnel who collaborate on the way compliance is ensured. When a student exits the program, the ESOL Coordinator adjust the Student Plan to reflect exit information notification is sent to parents (in their Home language) that the student was exited. All necessary databases and documentation of the change of status is done by the ESOL Coordinator. ESOL Coordinator/Designee notify former students' core academic teachers of the students' ELL status and recommend that the teachers continue to use ESOL strategies in order to assist students in this transitional period. This ensures ongoing monitoring of students' progress. In the written notification to the core academic teachers, they are advised to



notify the ESOL Coordinator if these students have academic or social problem during the monitoring period. The ESOL Coordinator monitors student progress by reviewing grades and test scores during the prescribed monitoring period of two years (after the issuance of each student's first report card, semi-annually during the first year after exiting, and at the end of the second year after exiting). In addition, the above-mentioned personnel will consult with the teachers of the students having difficulty and/or will observe the student during class time to determine what assistance and/or intervention is needed. One possible intervention may be convening the ELL Committee.

XI. Individual Initial Evaluation for ESE Programs

Prior to a referral for formal individual initial evaluation for Exceptional Student Education (ESE) programs, all English Language Learners (ELLs) with A1, A2, B1, B2, C1 and U-LY classifications, need a current (within one year) language classification or reclassification. If there is not a current (within one year) language classification or reclassification, a new classification must be obtained. The student's ESOL folder should contain information on language classification or reclassification. An ELL IEP committee meeting is required to take place on referrals for evaluation.

XII. ESOL Coordinator or Administrator Responsibility.

- Ensure test security throughout testing window.
- Complete all tasks listed in the Test Coordinator Checklist in the training course.
- Become familiar with the WIDA Assessment Management System (WIDA AMS) User Guide.
- Manage own profile on WIDA AMS and create and maintain accounts for Test Administrators.
- Order and distribute test materials to schools.
- Coordinate and schedule test sessions within the school
- Assign and coordinate trained staff to administer test.
- Ensure that all personnel assigned to testing are adequately trained in test administration and security procedures. In addition to Test Administrators, any additional adult helping to proctor or monitor the group-administered tests must also take the training course.
- Be available to answer questions from Test Administrators.
- Account for and return materials to after test administration.

XIII. ESOL instruction.

Basic ESOL includes instruction in speaking, listening, reading, and writing English in an instructional program appropriate to the proficiency level and academic potential of the students. Students will be provided appropriate content instruction in English using ESOL strategies.



For students receiving ESOL strategies through the ESE program, the teacher providing Language Arts/English instruction is designated as the ESOL teacher (must have ESOL endorsement or be in the process of acquiring ESOL endorsement).

For students receiving Language Arts/English instruction through the ESOL program, the ESOL teacher serves as a general education teacher at Eligibility, IEP, Placement, Intervention, staffing and IEP reviews.

XIV. Pull-out.

If pull-out ESOL instruction is provided by the ESOL teacher (when ESOL teacher pulls ELL students out of the general education classroom to work in a small group setting in another room) and misses instruction and class work, then the general education teacher must provide the ELL with adequate instruction and time to complete missed assignments.

XV. Push-In ESL Instruction.

If push-in instruction is provided by the ESOL teacher, then the ESOL teacher will come into the general education classroom to support ELs during content-area lessons. The general education teachers must work collaboratively with the ESOL teacher to ensure effective instruction and strategies are provided to ELL students.

XVI. Testing Accommodations.

Testing accommodations are required to be provided to students identified as ELLs. If an ELL has been enrolled in school in the United States for less than one year (12 months), the ELL may be exempt from the FSA ELA Reading Component and Writing Component, provided they participate in the required English proficiency assessment. ELLs enrolled in tested grade levels and subjects are expected to participate in mathematics, science and EOC assessments, regardless of the time spent in U.S. school. Allowable accommodations for ELLs:

- a. Flexible Setting
 - ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents/guardians must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.
- b. Flexible Scheduling
 - ELLs may take a test during several brief periods within one school day; however, each test session must be completed within one school day.
 - ELLs may be provided additional time; however, each test session must be completed within one school day
- c. Assistance in Heritage Language
 - ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions and for the Writing



prompts. This should not be interpreted as permission to provide oral presentation of the Writing prompts in English or in the student's heritage language.

Assistance may NOT be provided for passages.

- The ESOL or heritage language teacher may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
 - The ESOL or heritage language teacher may answer specific questions about a word or phrase in a Writing prompt that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit a response.
- d. Approved Dictionary
- ELLs must have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to ELLs in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided. Electronic translation dictionaries that are standalone devices without the ability to access the Internet may be used.

Accommodations the student uses in the classroom should not be limited by the accommodations that are available and allowable on statewide assessments. Test administrators must follow the testing procedures outlined in the test administration manual and give special assistance only to students who are eligible as stated in the appendix of the manual (for required statewide assessments). If an accommodation was not provided, the situation should be discussed with the student and his or her parents or guardians to determine if the test should be scored.

XVII. Testing Accommodations for ELL Students with Disabilities (SWD).

Test accommodations must be provided for ELLs with special needs, particularly students with an Individualized Education Program and/or a 504 Plan as determined by the Individuals with Disabilities in Education Act (IDEA) and the Americans with Disabilities Act (ADA), respectively. Care must be taken to provide a student with only the accommodations permitted for that student. In addition, students with disabilities must be provided the opportunity to participate in practice activities for the statewide assessments with appropriate allowable accommodations. Decisions on accommodations shall be made by the IEP or Section 504 team and recorded on the IEP or Section 504 plan. If an accommodation was not provided, the situation should be discussed with the student and his or her parents or guardians to determine if the test should be scored.

XVIII. Documentation and Grading.



There are many strategies that mainstream teachers can use to help their ELLs follow classroom instruction and acquire English skills. ESOL strategies and accommodations must be used and documented in the teacher lesson plan/book for all subjects including Language Arts/English. This applies to all teachers, including speech/language pathologists. This is to comply with state mandates. ESOL strategies and accommodations are required to demonstrate progress in the achievement of the benchmarks and grade level expectations. A grade of “Unsatisfactory”, “D,” or “F” may only be assigned to an ELL if he/she received appropriate accommodations and strategies in instruction and assessment and the student demonstrated no progress toward achieving the standards and grade level expectations at his/her level of English proficiency. ELLs are required to participate in and demonstrate mastery of the general curriculum, and the teachers are required to implement and document the individualized accommodations in providing the comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with benchmarks and grade level expectations, course descriptions, and district curriculum frameworks. No alternative grading system shall be established for ELLs.

XIX. Retention.

ELLs shall not be retained solely on the basis of their limited English language proficiency. This exemption may only occur on an individual basis and as a result of a decision made by the school’s ELL Committee. The ELL Committee must meet to make the appropriate decisions regarding the retention of an ELL. ELLs shall not be retained if instructional strategies, materials and assessment have not been modified and modifications documented to meet their needs. ELLs must be provided with comprehensible instruction appropriate for his/her level of English proficiency and equal, in amount, sequence and scope as that provided to non-ELLs.

XX. Certification/Licensure Qualification Status.

All instructional and school-based administrative personnel must have approved ESOL training as defined in the following categories:

- Category I - Category I consists of elementary education teachers, teachers of primary language arts/English, developmental language arts, intensive reading, and reading. These teachers must obtain an ESOL Endorsement by completing 15 semester hours or 300 in-service credit points. In the alternative a teacher with basic subject area coverage may obtain certification in K – 12 ESOL coverage by obtaining a bachelor’s or master’s degree in TESOL, or by achieving a passing score on the ESOL subject area test and earning 120 in-service credit points or 6 semester hours in ESOL.



- Category II – Category II consists of teachers of math, science, social studies, and computer literacy. These teachers must complete 60 in-service credit points or 3 semester hours of approved ESOL training.
- Category III – Category III consists of teachers and instructors of all other subjects not included in Categories I or II. These teachers must complete 18 in-service credit points or 3 semester hours of approved ESOL training.
- Category IV – Category IV consists of school-based administrators and guidance counselors. Category IV personnel must complete 60 in-service credit points or 3 semester hours of approved ESOL training.

Teachers who are assigned to teach ELLs English/Language Arts/Intensive Reading and/or Language Arts through ESOL must be reported as out of field if they do not hold the ESOL Endorsement/ESOL K-12 Certification on their teaching certificate at the time an ELL is assigned to them.



English for Speakers of Other Languages (ESOL) Definitions

1. ACCESS for ELLs 2.0 – test of English language proficiency based on the WIDA English Language Development (ELD) Standards that form the core of WIDA’s approach to instructing and assessing English language learners (ELLs) in Grades K–12.
2. Basic ESOL – instruction in English/Language Arts, regardless of delivery model approach. Basic Subject Areas – instruction in computer literacy, mathematics, science and social studies.
3. English Language Learner – a student who:
 - a. Was not born in the U.S. and whose native language is other than English; or
 - b. Was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or
 - c. Is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and

Who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English.
4. ELL Committee – A committee composed of ESOL teacher(s) and home language teacher (if any), administrator or designee, guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. Parents must be invited to attend any committee meetings.
5. English Language Learners: Basis of Entry – A one-character code indicating the student’s basis of entry in the ESOL program: Aural/Oral (A); Reading and Writing (R); LEP Committee (L) or temporarily placed in a program based on a “Yes” response to Home Language Survey questions b and/or c (T).
6. English Language Learners: Basis of Exit – A one-character code indicating the student’s basis of exit from the ESOL program: A, B, C, D, E, F, G, H, I, J, L, R or Z. Codes of B, C, D, E and F are composed of two or more measures (refer to data element). The addition of codes H, I, and J are effective with the 2012 CELLA administration.



7. English Language Learners: 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.
8. English Language Learners: Entry Date – the initial date a student enters an ESOL program.
9. English Language Learners: Exit Date – the initial date a student exits an ESOL program.
10. English Language Learners: Extension of Instruction – indicates that the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A- 6.09022, FAC. Students may receive an additional 4th, 5th or 6th year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations.
11. English Language Learners: Home Language Survey Date – the date that the Home Language Survey was completed in accordance with Rule 6A-6.0902, FAC.
12. English Language Learners: Instructional Model – the type of instructional strategy provided to English Language Learners in each course. The allowable types of instructional models are:
 - E Sheltered – English
 - S Sheltered – Core/Basic Subject Areas
 - I Mainstream/Inclusion – English
 - C Mainstream/Inclusion – Core/Basic Subject Areas
 - O Maintenance or Developmental Bilingual Education
 - T Dual Language (Two-way Developmental Bilingual Education)
 - Z Not applicable
13. English Language Learners, PK-12 Codes:
 - LY The student is an English Language Learner and is enrolled in classes specifically designed for English Language Learners.
 - LF The student is being followed up for a two-year period after having exited from the ESOL program.
 - LP The student is in grades 3-12, tested fully English proficient on an Aural/Oral Test and is an English Language Learner pending the Reading and Writing assessment, or the student is in grades K-12, answered “yes” on the Home Language Survey question “Is a language other than English spoken in the Home?” and is pending aural/oral assessment.
 - LZ The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. Once a student completes the two-year postreclassification monitoring period, they are re-coded LZ and remain so



for the remainder of their school career. This code also applies to John M. McKay Scholarship students who were formerly in an English Language Learners program.

- ZZ Not applicable. (Students who responded in the negative to all three required Home Language Survey questions, that is, Non-ELLs, or who answered yes to one or more questions on the Home Language Survey but after assessment were not eligible for ESOL services).

14. English Language Learners: Post Reclassification Dates – each date that a former ELL’s performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student’s first report card, semi-annually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.09031, FAC.

15. English Language Learners: Program Participation – what programs the ELL is enrolled in and receiving services. The allowable program codes are:

- E English for Speakers of Other Languages
- H Home Language/Bilingual Education
- L English for Speakers of Other Languages and Home Language/Bilingual Education
- N Newcomer/New Beginnings Program (Primarily grades 6-12)
- Z Not applicable

16. English Language Learners: Reclassification Date – the initial date a former ELL (LF) is reclassified as an ELL (LY).

17. English Language Learners: Reclassification Exit Date – the date a reclassified ELL exits the ESOL program.

18. English Language Learners: Reevaluation Date – the most recent date the ELL was reevaluated in order to determine whether the student should continue in or exit the ESOL program.

19. English Language Learners: Student Plan Date – the date of the most recent development or review of the Student ELL Plan to reflect current services.

20. NCLB – No Child Left Behind (NCLB) Act of 2001, Public Law 107-110.

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

22. Primary Language Spoken in Home – the primary language of the parent(s) or guardian(s) of the student.



23. Student ELL Plan – Per Rule 6A-6.0901, FAC, a Student ELL Plan is a written document that identifies student name, instruction by program (including programs other than ESOL provided), amount of instructional time or instructional schedule, date of ELL identification, assessment data used to classify or reclassify the student as an ELL, date of exit and assessment data used to exit the student as English proficient. The plan may be included in or attached to a student’s existing plan, Individual Education Plan (IEP), etc. or may be a separate document for a given student or 6 group of students. If the plan covers more than one student, each student will have an individual copy of the plan maintained in the student’s file. The Student ELL Plan must be updated to reflect current services.

24. Test Accommodations

- English Language Proficiency Assessment - the type of special accommodations, if any, needed by the student when being tested.
- Content Area and End of Course Assessments – any of the accommodations for ELLs that are listed in Rule 6A-6.09091 Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners