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**Guidelines for
Exceptional Student
Education (ESE) and
English Language
Learner (ELL)
Students
PreK-12**

Revised 2008-2009

**Multicultural, ESOL and
Program Services and
Exceptional Student
Education Departments**

The School Board of Broward
County, Florida

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What's New in the Revised Guidelines?

- Updating the forms and corresponding language in the document
- Updating ESE speech/language collaborative problem-solving process for ELLs K-12 flow chart
- Revising the language relative to exiting from the ESOL program and referencing it to the Multicultural, ESOL and Program Services Department Handbook
- Adding a section at the beginning of the document on Definitions of Key Terminology

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What's New in the Revised Guidelines? (cont.)

- Adding Q and A's that have arisen since the last revision of the document relative to Easy IEP, ELLSEP folders, language classifications for Pre-K students and other matters.
- Adding information about ELLs who leave the district for another state or country for a period longer than 90 school days and then return
- Clarifying that a student's language classification does not change when alternative criteria are used for exiting from ESOL but that the ELL code changes to LF

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What's New in the Revised Guidelines? (cont.)

- Adding references to the DPC Handbook on the Multicultural, ESOL and Program Services Department's website for database guidelines for ELLs and to the Multicultural, ESOL and Program Services Department Handbook for additional information

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Overview of Document

■ **Guidelines**

- ◆ Definitions of Key Terminology
- ◆ Language Classification and ESE Evaluation/Reevaluation
- ◆ IEP/ELLSEP Procedures
- ◆ Interpreters/Translators
- ◆ Exiting ESOL/Dismissal from ESE
- ◆ Questions and Answers
- ◆ Attachments

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Do You Know?

- **Who is your ESOL Contact?**
- **Who is your ESE Specialist?**



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**Collaboration between ESE Specialists,
ESOL Contacts
and other stakeholders is key.**

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Key Points

**Language Classification and ESE
Evaluation/Reevaluation**



- ◆ Prior to referral for formal individual initial evaluation for ESE programs, all ELLs with A1, A2, B1, B2, C1, and U (unable to be classified) - LY classifications need a current (within 1 year) language classification or reclassification.

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**Unable to be Classified
Students**

- Special Populations Language Dominance Questionnaire (see attachments #2a & 2b)
 - ◆ School Form
 - ◆ Parent Form



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Language Classification and ESE Evaluation/Reevaluation (cont.)

- If **any** information from the parent as part of the collaborative problem-solving process for ESE indicates another language spoken in the home, check student records for language classification. If there is conflicting evidence, contact the parent to verify.

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ELLs who Leave the District for Another State or Country

- ELLs who leave the district for another state or country for a period longer than 90 school days and then return and re-enroll, should be reassessed for English language proficiency due to interruption of ESOL services and shall be given an updated language classification prior to any evaluation/reevaluation for ESE programs.
- If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur.

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Problem Solving Data and Intervention Form

- A Problem Solving Data and Intervention Form designed for ELL students is available to use during collaborative problem solving (see attachment #14).

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Speech/Language Flow Chart

- A revised ESE Speech/Language Collaborative Problem-Solving Process for ELLs is included (see attachment #6).



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Language Classifications and Evaluation Specialists

- School Social Workers
- School Psychologists
- Speech/Language Pathologists
- Other

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Speech/Language Pathologists

- For students who are language disordered, the language evaluation differentiates a language disorder from a language difference. The Speech-Language Multidisciplinary Team Report and Speech-Language Evaluation Report should reflect this.

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School Social Workers and School Psychologists

- For **ALL** ELLs (A1-C1 and U-LY), the psycho-social evaluation report and the psychological evaluation report should include how the student's native language was considered in the evaluation process.

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Exclusionary Clause

- In making an eligibility determination, a child shall not be determined to be a child with a disability if the determinant factor for such determination is:
 - ◆ "(A) lack of appropriate instruction in reading, including in the essential components of reading instruction (as defined in section 1208(3) of the Elementary and Secondary Education Act of 1965);
 - ◆ (B) lack of instruction in math; or
 - ◆ (C) limited English proficiency." (IDEA 2004, 614 (b) (5))

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IEP/ELLSEP Procedures

- ESE/ELL students in grades PreK-12 need an ELLSEP folder.
- For ESE/ELL students, an IEP is also needed.

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For ESE/ELL Students, the ELL Committee will consist of:

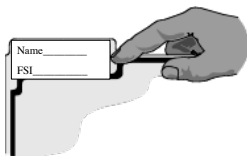
- an administrator or designee
- the ESOL teacher
- the home language teacher (if any)
- the classroom/subject area teacher(s)
- an **ESE representative** (e.g., ESE specialist, ESE teacher/provider)
- guidance counselors, school social workers, school psychologists or other educators as appropriate for the situation.

The parent(s) must be invited to attend any meeting of the ELL Committee. At least 4 members must be present at an ELL Committee.

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Completion of the ELLSEP Folder

- Complete all applicable sections.
- Refer to pages 6-7 in the Guidelines.



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Recommendation for Reevaluation for a 4th, 5th, or 6th year in ESOL

- Reevaluation date for the 4th, 5th, and 6th year in the ESOL program ***must*** be in the same month that the student entered the ESOL program.
- ELL committee recommendation

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Completion of EasyIEP®™

- On the EasyIEP®™, Interpreter is added to team via Family/Other Tab.
- On the EasyIEP®™ Eligibility Tab, the section for ELLs must be completed.
- The section for ELLs on the Eligibility Tab can be updated without holding an IEP meeting.

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ELL Section on Eligibility Tab

This section should be completed for ELL students only.

CD_initialanguai Initial Language Classification: []

CD_initialclassdt Initial Classification Date: []

CD_currentdangu Current Language Classification: []

CD_currentclassdt Current Classification Date: []

CD_esolstatus ESOL Program Status: []

CD_languageins Language Arts Instructor: []

- ESE Teacher
- General Ed Teacher
- ESOL Teacher
- Other

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Special Notes

- 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).



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Special Notes (cont.)

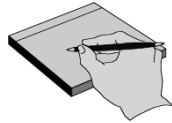
- For students receiving Language Arts/English instruction through the ESOL program, the ESOL teacher serves as a general education teacher at Eligibility, IEP, Placement (EIP) staffings and IEP reviews.



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Special Notes (cont.)

- ESOL strategies must be used and documented in the teacher plan book in all subjects including Language Arts/English (see attachment #8). This applies to all teachers, including Speech/Language Pathologists serving ESE/ELL students.



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Interpreters/Translators

- The student's language classification does not determine the parent's level of English proficiency. School personnel should inform parents that interpreter services can be made available if communication is not easily achieved in English.
- Students are not to be used as interpreters during assessments or staffings.

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Interpreters/Translators (cont.)

- Parents are not to be used as interpreters during assessments of their own children.
- School-based employees may serve as interpreters.
- You may request an interpreter from the Multicultural, ESOL and Program Services Department (see attachment #10).



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Requesting an Interpreter

- Request in a timely manner.
- Provide time for a briefing and a debriefing with the interpreter and school personnel.
- Discuss issues of confidentiality, the role of the interpreter, plans for the meeting, and other pertinent issues.
- Refer to pages 8-9 and to attachments #9a and #9b in the Guidelines.

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Exiting an ESE/ELL Student From the ESOL Program



- To exit an ESE/ELL student from the ESOL Program, an ELL Committee meeting must be held.
- Document the decision to exit on the ELLSEP folder.
- Complete the ELL Section on the EasyIEP[®]™ Eligibility Tab.

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***Alternative ESOL
Exiting Criteria***

- The ELL Committee may consider other factors for exiting from the ESOL Program for ESE/ELL students who do not meet the traditional exiting criteria as defined in the Multicultural, ESOL and Program Services Department Handbook (see pages 9-10 of the Guidelines).



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***Dismissal of an ESE/ELL Student
from ESE***

- When an ESE/ELL student is dismissed from ESE:
 - ◆ Follow ESE requirements for dismissal; however, a ELLSEP folder continues to be required for the student.



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***Testing Accommodations
for ESE/ELL Students***

- For ESE students, accommodations are documented on the appropriate IEP Tab and are specifically related to the student's disability.
- In addition if these students are also ELLs (LYs), they must be offered individually appropriate accommodations available to ELLs (LYs) in the administration of statewide assessment and the Stanford Achievement Test.

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Accommodations for LYs may include:

- flexible setting
- flexible timing
- flexible scheduling
- limited assistance in the heritage language
- English-to-heritage language and/or heritage language-to-English translation dictionary
 - ◆ These same accommodations must also be provided to LY students on a regular basis during classroom instruction.

(See pages 15-16, questions 25-27 and Attachment 15 of Guidelines.)

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Instructional Model Codes for ESE/ELL (LY) Students

- See page 19, question #38 in the Guidelines.

- Consult with your school's ESOL Contact and DPC.

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Pre-K Language Classifications in TERMS

- The language classification should be entered into the TERMS database for Pre-K students ages 3 and older who are recommended for ESE testing.
- The language classification is entered on the A03 panel. If the Pre-K student is LY, an A23 temporary panel should be opened. If the Pre-K student is not LY, an A23 temporary panel should not be opened

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Pre-K Language Classifications in TERMS (cont.)

- The area office is responsible for entering the language classifications on TERMS for Pre-K students who are not yet in school, go through FDLRS screenings and are being referred for evaluation.

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The Guidelines for ESE and ELL Students Prek-12, Revised 2008-2009 can be downloaded from the Multicultural, ESOL and Program Services Department Website at:

<http://www.broward.k12.fl.us/esol/Eng/ESOL/ESE.htm>

A link to this site also appears on the ESE Department Website in the E-box.

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*Thank you
and remember that we
all smile in the
same language.*



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