

MULTICULTURAL & ESOL PROGRAM SERVICES EDUCATION AND EXCEPTIONAL STUDENT EDUCATION DEPARTMENTS

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

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Broward County Public Schools

Guidelines for Exceptional Student Education (ESE) and English Language Learner (ELL) Students

PreK - 12

Table of Contents

Language Classification and ESE Evaluation/Reevaluation	1
IEP/ELLSEP Procedures	4
Interpreters/Translators.....	6
Exiting ESOL/Dismissal from ESE.....	7
Questions and Answers.....	9-17

List of Attachments

1. Initial Language Classification Assessment Form
- 2a. Special Populations Language Dominance Questionnaire School Form
- 2b. Special Populations Language Dominance Questionnaire Parent Form
(English, Spanish, Haitian-Creole, Portuguese)
3. Request for Assessment
4. Parent Notification of Student Placement in the English for
Speakers of Other Languages (ESOL) Program (English, Spanish,
Haitian-Creole, Portuguese)
5. Teacher Information Form Identifying English Language Learners with
Speech-Language Concerns
6. ESE Speech/Language Collaborative Problem-Solving Process for
English Language Learners (ELLs) K-12
7. English Language Learner Student Education Plan (ELLSEP)
8. ESOL Instructional Strategies Matrix and Addendum to ESOL
Instructional Strategies Matrix
- 9a. Checklist for Interpreters
- 9b. Checklist for Users of Interpreters

10. Request for Interpreter/Translator
11. Exited Students Form Class Record
12. Translation of Exceptionalities (Spanish, Haitian-Creole, and Portuguese)
13. Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program (English, Spanish, Haitian-Creole, Portuguese)
14. Problem Solving Data and Intervention Form
15. Accommodations Checklist for Active ELL (LY) Students

Multicultural & ESOL Program Services Education and Exceptional Student Education Departments

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

Language Classification and ESE Evaluation/Reevaluation

1. All students evaluated by the Multicultural & ESOL Program Services Education Department or the school-based language assessor will receive a language classification on the Initial Language Classification Assessment Form (see attachment #1). If the student is unable to be classified (U), then the Special Populations Language Dominance Questionnaire School Form (see attachment #2a) and Special Populations Language Dominance Questionnaire Parent Form, which is available in English, Spanish, Haitian-Creole, and Portuguese (see attachment #2b), should be attached to the Initial Language Classification Assessment Form.

If your school does not have a trained language assessor, then send the Request for Assessment (see attachment #3) to the Multicultural & ESOL Program Services Education Department to request an assessment.

Appropriate school personnel must be aware of Broward County's language level classifications and what they mean. These language level classifications appear on the Initial Language Classification Assessment Form (see attachment #1). In addition, they must be aware of the Parent Notification of Student Placement in the English for Speakers of Other Languages (ESOL) Program Form as required by the No Child Left Behind Act (see attachment #4).

2. Prior to a referral for formal individual initial evaluation for 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 English Language Learner Student Education Plan (ELLSEP) folder should contain information on language classification or reclassification. The ESE specialist or speech/language pathologist should note the current language classification or reclassification and the date of such classification or reclassification on referrals for evaluation.

3. 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 any conflicting information, contact the parent to verify. If student records do not indicate any language classification, then language classification must be completed prior to referral for ESE. This applies to pre-kindergarten students (ages 3-5) as well as K-12 students. A form designed for ELLs is available to help gather data and plan interventions during the collaborative problem-solving process (see attachment #14).
4. For speech/language sensory screening and speech/language evaluation for K-12 ELLs, a Teacher Information Form (see attachment #5) must be completed. See attachment #6 for ESE Speech/Language Collaborative Problem-Solving Process for ELLs. Also refer to the *Speech and Language Program Handbook*.

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.

5. The school social worker should be considered as a participant in the school's Collaborative Problem-Solving Team (Child Study Team) especially when ELLs are recommended for initial evaluation for ESE. Bilingual social workers are available to explain, review and assist the parent in completing referral documents (such as: the Parent Information Form, Parent Consent/Notice: Screening/Formal Individual Evaluation and Consent for Reevaluation Form) through a home visit or parent conference at the school rather than sending the information home through the mail or with the student. If the bilingual social worker was used, he or she should be included as a member of the IEP team since he or she may have useful information from the meeting with the parent.

When considering K-12 A1, A2, B1, B2, and "unable to be classified" ELLs for psycho-social evaluation, the bilingual school social worker should do the evaluations of those students referred. For C1 students, the regular school social worker should consult with the bilingual school social worker as appropriate, and either the regular school social worker or the bilingual school social worker will do the evaluation. For all ELLs (A1-C1 and U-LY), the psycho-social evaluation report should include how the student's native language was considered in the evaluation process.

When social workers are serving students/families that speak languages not represented by bilingual social workers, the social workers access trained interpreters through the schools and the Multicultural & ESOL Program Services Education Department. The social worker and interpreter coordinate their efforts by meeting before and after the activity for which the interpreter's services are used.

Preschool ELL cases will be managed by the preschool school social worker with consultation by the bilingual school social worker and the use of interpreters, as appropriate.

6. When considering K-12 A1, A2, B1, B2, and “unable to be classified” ELLs for psychological evaluation, the bilingual school psychologist should do the evaluations of those students referred. For C1 students, the regular school psychologist should consult with the bilingual school psychologist as appropriate, and either the regular school psychologist or the bilingual school psychologist will do the evaluation. For **all** ELLs (A1-C1 and U-LY), the psychological evaluation report should include how the student’s native language was considered in the evaluation process.

When psychologists are serving students/families that speak languages not represented by bilingual psychologists, the psychologists access trained interpreters through the schools and the Multicultural & ESOL Program Services Education Department. The psychologist and interpreter coordinate their efforts by meeting before and after the activity for which the interpreter’s services are used.

Preschool ELL cases will be managed by the preschool school psychologist with consultation by the bilingual school psychologist and the use of interpreters, as appropriate.

(For speech/language evaluations, refer to #4)

7. For evaluations other than psychological, social work and speech/ language, the evaluation specialist should use clinical judgment in determining whether an interpreter is needed.
8. As part of the ESE reevaluation process (e.g., psychological, speech/language, etc.), **all ESE/ELL students shall need a current (within one year) language reclassification.** The student’s ELLSEP folder should contain information on language reclassification.
9. For students who have been back to their native country for an extended period of time within the year, a language classification update should be considered prior to any evaluation/reevaluation. If necessary, the student may be referred to the Multicultural & ESOL Program Services Education Department for assistance.
10. 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))

IEP/ELLSEP Procedures

1. Any A1, A2, B1, B2, C1 or U-LY ELL in grades PreK-12 must have an ELLSEP folder (see attachment #7). In addition, if the student is ESE/ELL, an Individual Educational Plan (IEP) is needed.
2. 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.

3.
 - a) On the front of the ELLSEP folder, complete the **Identifying Information, Initial Placement Information and Language Classifications** sections.
 - b) On the front of the ELLSEP folder in the section designated for **Recommendations for Continued Placement in the ESOL Program for the 2nd and 3rd Year**, complete the information requested. These dates must be given to the Data Processing Clerk (DPC) at the school level for entry into the A23 ELL Panel under **Plan Date**.
 - c) On the inside of the ELLSEP folder in the section designated for **Reevaluation through ELL Committee Meetings for a 4th, 5th, or 6th Year in the ESOL Program**, complete the information requested. The recommendation must be made through an ELL Committee. 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. This date will be updated based on the date the student entered the ESOL program which is located on the front page of the ELLSEP folder next to ESOL Program Entry Date (ENTRY), Example: If a student entered the ESOL program on 3/10/07, and needs another year in the ESOL program (4th year), the date of the recommendation will be in March 2010. The date (including month, day, and year) must

be given to the Data Processing Clerk (DPC) at the school level for entry into the A23 ELL Panel under **Plan Date and Reevaluation Date**.

- d) For ESE/ELL students, documentation of the ELL Committee meeting must be included in the ELL Committee Meetings sections of the ELLSEP folder.
 - e) Document programmatic assessment conducted prior to placement in the ESOL program in the **ELL Programmatic Assessment and Academic Placement Review** Section of the ELLSEP folder.
 - f) In the section entitled **Categorical Programs**, indicate the program(s), the student participates in and the school year(s).
 - g) In the section entitled **Instructional Program Recommendations**, complete the information requested.
 - h) The back page of the ELLSEP folder includes the **ESOL Program Exit Information**, which **must be** completed as defined in the **Exiting ESOL/Dismissal from ESE** section of these guidelines. Document the **Post Exit Monitoring Information** required.
 - i) During the monitoring period, if a former ELL is reclassified as an ELL because of his/her ELL needs, the student may re-enter the ESOL program. The **Post-Reclassification Information** section of the ELLSEP folder must be completed. On the EasyIEP®™ Eligibility Tab, under ESOL program status, click on reentry. The date of reentry must be given to the Data Processing Clerk (DPC) at the school to enter on the A23 ELL Panel.
- 4. On the EasyIEP®™ Eligibility Tab, the section for ELLs must be completed.
 - 5. 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).
 - 6. 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.
 - 7. ESOL strategies must be used and documented in the teacher plan book for all subjects including Language Arts/English. This applies to all teachers, including speech/language pathologists. An ESOL Instructional Strategies Matrix and Addendum to ESOL Instructional Strategies Matrix have been developed to assist in this documentation (see attachment #8). This is to comply with state mandates.

Interpreters/Translators

1. Students shall not be used as interpreters during assessments and staffings.
2. Parents shall not be used as interpreters during assessments of their own children.
3. School-based employees may serve as interpreters as long as the professional(s) using the interpreter feel(s) comfortable with the skills of that individual as an interpreter. Training programs for interpreters and users of interpreter services are available through the Multicultural & ESOL Program Services Education Department. This training will assist interpreters and users of interpreter services to work effectively together during activities such as parent conferences, assessments, IEP meetings, and ELL Committee meetings.
4. When requesting the use of an interpreter from the Multicultural & ESOL Program Services Education Department, include enough time in the request for a briefing or pre-meeting with the interpreter and school personnel, the actual meeting time, and a debriefing or follow-up meeting with the interpreter and school personnel. School personnel should meet with the interpreter prior to the meeting to discuss: plans for the meeting, information to be discussed with the parent, issues of confidentiality, the role of the interpreter to interpret information given by school professionals and parents, and the role of the professional(s) to guide, monitor, and direct the meeting, as well as other pertinent issues. Time should also be allotted to meet with the interpreter after the meeting to make sure of the results of the meeting and any follow-up needed.

When using interpreter services for assessments, time should be allotted for a briefing before the assessment and after the assessment by the user(s) of interpreter services. See attachments #9a and #9b for a Checklist for Interpreters and a Checklist for Users of Interpreters.

5. The request for an interpreter/translator is made on the Request for Interpreter/Translator Form (see attachment #10) and sent to the Multicultural & ESOL Program Services Education Department. Please follow the guidelines listed below when requesting an interpreter through the Multicultural & ESOL Program Services Education Department:
 - a) Submit the request for an interpreter/translator a minimum of two weeks prior to the date the service is requested.
 - b) Try to schedule the meeting either at the beginning or end of the school day if possible.
 - c) Confirm the attendance of the interpreter/translator prior to sending home a Parent Participation Form.

- d) Schedule time for a briefing session between the professional who will be using the interpreter services and the interpreter before and after the actual interpretation session, as indicated in item #4 of this section.
6. Interpreters should be used for assessment according to the guidelines for evaluation previously listed.
7. School personnel should make clear to the parents that interpreter services can be made available if communication is not easily achieved in English. **Note:** The student's language classification does not determine the parent's level of English proficiency. On EasyIEP®™, the interpreter should be added to the team via the Family/Other Tab and should sign all required documents. Also, on the ELLSEP folder, the interpreter should sign under ELL Committee meetings on the line designated for Other.

Exiting ESOL/Dismissal from ESE

1. In order to exit an ESE/ELL student from the ESOL program, an **ELL** Committee meeting must be held. Complete Exit information on the ELLSEP folder. In addition, complete the ELL Section on the EasyIEP®™ Eligibility Tab.

The committee's decision to exit the student from the ESOL program may be based on traditional or alternative exiting criteria as noted below:

- a. The committee's decision to exit from the ESOL program may be based on traditional exiting criteria as noted below:
 - Aural/oral language (C2)
 - 51st percentile or above on standardized tests in reading and/or writing (language) for grades 4-12.

These exiting criteria are defined in ESOL procedures.

- b. The committee may also consider other factors for exiting from the ESOL program for ESE/ELL students who do not meet the traditional exiting criteria. These factors include consideration of at least **TWO** of the following:
 - extent and nature of prior educational and social experiences; and student interview;
 - written recommendation and observation by current and previous instructional supportive 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 those from C.2.a and C.2.b. of the League of United American Citizens (LULAC) et al. v. State Board of Education Consent Decree. (C.2.a.: State approved appropriate English language aural/oral proficiency tests and C.2.b.: for students in grades 4 or above, norm-referenced English language reading and writing tests).

When alternative criteria are used for dismissal from ESOL, adapt the following statement as appropriate and document it on the ELLSEP folder:

“Based on a review of _____ (use at least two of the criteria from the list above), the committee felt that the student’s inability to achieve English language proficiency (C2) on the aural/oral language proficiency test and/or (for grades 4 and above) to perform at or above the 51st percentile on standardized tests in reading and/or writing is primarily due to a disability(ies) as defined in Special Programs and Procedures.”

Complete exit information on the ELLSEP folder. List the student on the Exited Students Form Class Record (see attachment #11) and submit it to the Data Processing Clerk at the school to update the appropriate TERMS panels. Do not include the Exited Student’s Form Class Record (attachment #11) in an individual student’s ELLSEP folder. Send the Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program (form #4703, attachment #13) to the parents and place a copy in the student’s ELLSEP folder. In addition, the exited student now becomes a former ELL student, and is coded as LF. The student must be monitored for 2 years after the exit date. This monitoring must be documented on the student’s ELLSEP folder.

2. When an ESE/ELL student is being dismissed from the ESE program, in addition to the regular ESE requirements for paperwork for dismissal, an ELLSEP folder (see attachment #7) continues to be required for the student.

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

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

Questions and Answers

Language Classification and ESE Evaluation/Reevaluation

1. What is the Home Language Survey?

The Home Language Survey is the first step in identifying a potential ELL. It must be completed for all students in grades Pre-K through 12 entering the Broward County Public Schools for the first time. This is required by the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. The Home Language Survey includes three questions and is usually given at the time of registration. The questions are as follows:

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

These questions are contained in the Student Registration form completed by a parent or guardian. This form has been translated into Spanish, Haitian-Creole, and Portuguese.

2. When is language classification needed?

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.

3. Is language classification needed for Pre-K Students?

A language classification is required for students ages 3 and older who are recommended for ESE testing. However, this language classification is only entered into the TERMS database on the A03 panel upon entry of the student into kindergarten.

4. **Who administers the English language proficiency assessment?**

District-trained school language assessors administer English language proficiency assessments at the school site. Schools can also request assessors from the Multicultural & ESOL Program Services Education Department by completing the Request for Assessment Form (form 2590A, attachment #3).

5. **How often must an ELL be assessed for English language proficiency?**

ELLs are assessed annually for English language proficiency.

6. **Is language reclassification needed prior to an initial evaluation for ESE or reevaluation?**

Prior to a referral for formal individual **initial** evaluation or testing as part of the reevaluation process for ESE programs, all 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 a year) language classification or reclassification, a new classification must be obtained. The student's ELLSEP folder should contain information on language classification and reclassification. The ESE specialist or speech/language pathologist should note the current language classification or reclassification and the date on referrals for evaluation.

7. **What is the date of the student's current language classification if the classification has not changed in the past year?**

The current date is the date of the assessment documented on page 1 of the ELLSEP folder in the language classification section, indicating **Status Unchanged**.

8. **What are the procedures for doing a language reclassification for "unable to be classified" (U) LY students?**

A school based professional (e.g. speech/language pathologist, ESE/ESOL teacher) will decide if the student has sufficient verbal skills to complete a formal language assessment test of aural/oral proficiency on an annual basis.

If it is possible to obtain a language classification of A1 - C1 for the student, proceed with regular language reclassification procedures.

If the student is still "unable to be classified," document this in the Language Reclassification section of the *Special Populations Language Dominance Questionnaire School Form*.

IEP/ELLSEP Procedures

- 9. What services do the bilingual school social workers in the Area Student Services Offices provide in the referral, evaluation, eligibility, IEP and placement process of ESE/ELL students?**

The school social worker should be considered as a participant in the school's Collaborative Problem-Solving Team (Child Study Team) especially when ELL students are recommended for initial evaluation for ESE. Bilingual social workers are available to explain, review and assist the parent in completing referral documents (such as: the Parent Information Form, Parent Consent/Notice: Screening/Formal Individual Evaluation, and Consent for Reevaluation Form) through a home visit or parent conference at the school rather than sending the information home through the mail or with the student. If the bilingual social worker was used, he or she should be included as a member of the IEP team since he or she may have useful information from the meeting with the parent. Referrals for psycho-social evaluations are also handled by school social workers as described in item #5 on page 2.

- 10. If you feel a parent is reluctant to come to school for an IEP staffing because of a language difficulty, what resources are available?**

Contact the Area Coordinator of Student Services to access an area bilingual social worker. Interpreters for IEP staffings are available through the Multicultural & ESOL Program Services Education Department.

- 11. When should ESE forms in the home language be used for ELLs?**

Forms available in the home language **must** be used unless a parent specifically requests that English forms be used. Parents who speak English may request the English version forms. On EasyIEP®™, document this request under the Contacts Tab.

- 12. Must the use of an interpreter be documented?**

Yes. On EasyIEP®™, the interpreter should be added to the team under the Family/Other Tab and sign all required documents. Also, on the ELLSEP folder the interpreter should sign under ELL Committee meetings on the line designated for Other.

- 13. Which of the ESE forms are available in 1) Spanish, 2) Haitian-Creole, 3) and Portuguese?**

All IEP forms and their translated versions in these languages are available and updated annually.

- 14. When an interpreter is invited to a staffing, what should be listed on the Parent Participation Form?**

List all of the members invited to the staffing. If you do not know the interpreter's name, list the title.

15. Are lists of exceptionalities translated into Spanish, Haitian-Creole, and Portuguese available?

Yes. When native language forms are used, eligibilities must be written in native language (see attachment #12).

16. Must schools complete the ELL section on EasyIEP®™ for all ESE/ELL students?

Yes. All appropriate information must be completed on the Eligibility Tab.

17. Must ESOL strategies be used and documented in all subjects including Language Arts/English for all ESE/ELL students?

Yes. ESOL strategies must be used and documented in the teacher plan book for all subjects including Language Arts/English for all ESE/ELL students consistent with the ESOL Instructional Strategies Matrix and Addendum contained in the Multicultural & ESOL Program Services Education Department Handbook (see attachment #8). This includes ELL accommodations for instruction and testing, as appropriate.

18. Must ESOL Strategies be used and documented in the teacher plan book for ESE/ELL students who receive speech/language?

Yes. See ESOL Instructional Strategies Matrix and Addendum to ESOL Instructional Strategies Matrix (see attachment #8).

19. What is the best practice when a student needs both ESE and ESOL programs? Which program should take priority?

A student's placement is determined by a staffing committee based on the individual needs of the student. No single alternative is the "right" decision for all students. ESOL strategies must be used and documented in all subjects including Language Arts/English, and must be used by the ESE teacher in the ESE Program for all ESE/ELL students.

20. Who is considered the ESOL teacher at IEP meetings?

For ESE/ELL 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 ESE/ELL 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.

- 21. Who is considered the ESE representative at ELL Committee meetings for ESE/ELL students?**

The ESE representative is the ESE Specialist or ESE teacher/provider.

- 22. Is an ELLSEP folder required for Pre-kindergarten ESE/ELL students?**

Yes. An ELLSEP folder is required for Pre-K ESE/ELL students.

- 23. What are some ways that the ESE/ELL student's English language proficiency needs can be met in the classroom?**

Use ESOL strategies, comprehensible instruction, and home language assistance as necessary. Use the ESOL Instructional Strategies Matrix and Addendum to ESOL Instructional Strategies Matrix (see attachment #8).

- 24. Are there accommodations available to ESE/ELL students through the IEP process?**

Yes. ESE accommodations reflect only those accommodations that are related to the student's (ESE) disability.

- 25. Are there accommodations that must be available to ELLs in the administration of the Stanford Achievement Test and statewide assessments (FCAT)?**

Yes. This only applies to students who have an ELL code of LY. The test may be administered with any one of these accommodations or a combination of accommodations that are determined to be appropriate for the particular needs of the ELL. Permissible accommodations for ELLs are: flexible setting (Parent must be informed and letters to the parent in English, Spanish, Haitian-Creole and Portuguese are available in the Multicultural & ESOL Program Services Education Department Handbook), flexible scheduling, flexible timing, limited assistance in the heritage language, and English-to-heritage language and/or heritage language-to-English translation dictionary. For more specific information, refer to the appropriate FCAT Test Administration Manual.

Testing accommodations must be documented on the Accommodations Checklist for Active ELL (LY) Students (attachment #15). These same accommodations must also be provided on a regular basis, during classroom instruction and documented as ESOL instructional strategies in the teacher's plan book.

- 26. What types of testing accommodations are offered for ESE students who are also ELL?**

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, they must be offered individually appropriate accommodations available

to ELL students in the administration of statewide assessment and the Stanford Achievement Test. See previous Question and Answer for additional information.

Interpreters/Translators

27. What are the criteria for deciding if an interpreter is needed?

If school personnel cannot easily exchange information with the parent, then an interpreter should be secured. Student language classification does not determine parent's level of English proficiency.

28. Whom do you contact when you need an interpreter?

Fill out the Request for Interpreter/Translator Form (see attachment #10) and send the form to the Multicultural & ESOL Program Services Education Department. Please follow the guidelines listed below when requesting an interpreter through the Multicultural & ESOL Program Services Education Department:

- a) Submit the request for an interpreter /translator a minimum of two weeks prior to the date the service is requested. If there are extenuating circumstances, every effort will be made to accommodate requests for services in a timely manner.
- b) Try to schedule the meeting either at the beginning or end of the school day if possible.
- c) Confirm the attendance of the interpreter/translator prior to sending home a Parent Participation Form.
- d) Schedule special time for a briefing session between the professional who will be using the interpreter services and the interpreter before and after the actual interpretation session.

29. Can a bilingual school-based employee serve as an interpreter?

Yes. A bilingual school-based employee can serve as an interpreter if the professional(s) using the interpreter feels comfortable with the skills of that individual as an interpreter. Training programs for interpreters and users of interpreter services are available through the Multicultural & ESOL Program Services Education Department. This training will assist interpreters and users of interpreter services to work effectively during activities such as parent conferences, assessments, IEP meetings, and ELL Committee meetings.

30. Are suggestions available for Interpreters and Users of Interpreter services?

Yes. See Checklist for Interpreters and Checklist for Users of Interpreters (see attachments #9a and 9b).

31. Can students or family members be used as interpreters for assessments?

No.

32. Can students or family members be used as interpreters for staffings?

No.

33. What is the school's responsibility in providing an interpreter when the parent or guardian has not attended the staffing?

The responsibility to non-English-speaking families is the same as for all other families. School personnel must ensure that parents receive a full explanation of the committee's actions and reasons for those actions and an explanation of the procedural safeguards in their home language. The translated Parent Notification Letter has been developed for this purpose.

Exiting ESOL/Dismissal ESE for ESE/ ELL Students

34. What are the procedures for exiting an ESE/ELL student from the ESOL program?

In order to exit an ESE/ELL student from the ESOL program, an ELL Committee meeting must be held. Complete Exit information on the ELLSEP folder. In addition, complete the ELL section on the EasyIEP®™ Eligibility Tab.

The committee's decision to exit the student from the ESOL program may be based on traditional or alternative exiting criteria as noted below:

- a) The committee's decision to exit from the ESOL program may be based on traditional exiting criteria, as follows:
 - Aural/oral language (C2)
 - 51st percentile or above on standardized tests in reading and /or writing (language) for grades 4-12.

The above-mentioned exiting criteria are defined in ESOL procedures.

- b) The committee may also consider other factors for exiting from the ESOL program for ESE/ELL students who do not meet the traditional exiting criteria. These factors include consideration of at least TWO of the following:
 - extent and nature of prior educational and social experiences; and student interview;
 - written recommendation and observation by current and previous instructional and supportive services staff;
 - level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
 - grades from current or previous years;

- test results other than those from C.2.a. and C.2.b. of the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree. (C.2.a.: State approved appropriate English language aural/oral proficiency tests and C.2.B.: for students in grades 4 or above, norm-referenced English language reading and writing tests).

When alternative criteria are used for dismissal from ESOL, adapt the following statement as appropriate and document it on the ELLSEP folder:

“Based on a review of _____ (check at least two of the criteria from the list above), the committee felt that the student’s inability to achieve English language proficiency (C2) on the aural/oral language proficiency test and/or (for grades 4 and above) to perform at or above the 51st percentile on standardized tests in reading and/or writing is primarily due to a disability(ies) as defined in Special Programs and Procedures.”

Complete exit information on the ELLSEP folder. List the student on the Exited Students Form Class Record (see attachment #11) and submit to the Data Processing Clerk at the school to update the appropriate TERMS panels. Do not include the Exited Student’s Class Record (attachment #11) in an individual student’s ELLSEP folder. Send the Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program (form #4703, attachment #13) to the parents and place a copy in the student’s ELLSEP folder. In addition, the exited student now becomes a former ELL student, and is coded as LF. The student must be monitored for 2 years after the exit date. This monitoring must be documented on the student’s ELLSEP folder.

35. What are the procedures for exiting an ESE/ELL student from the ESE program?

When an ESE/ELL student is being dismissed from the ESE program, in addition to the regular ESE requirements for paperwork for dismissal, a ELLSEP folder continues to be required for the student.

ESE/ELL Database (DPC Information)

36. Are ESOL instructional model codes required for ESE/ELL students?

Yes. The instructional model code indicates the type of instruction an ELL receives in each course (language arts, math, science, social studies, and computer literacy). This code must be entered in the data elements of the Student Course Schedule Format (A10 Schedule Detail).

The following chart describes the instructional model codes that should be used, based on the ELL code of the student.

ELL Status Code A03 Panel	Instructional Codes (Flag) A10 Detail	Instructional Model and Courses
(TERMS)	(TERMS)	
LF	Z	
LZ	Z	
LY	E	Sheltered/Self-Contained - English
LY	S	Sheltered/Self-Contained - Core/Basic Subject Areas
LY	I	Mainstream/Inclusion - English
LY	C	Mainstream/Inclusion - Core Basic Subject Areas
LY	T	Dual Language (Two-Way Developmental Bilingual Education)
ZZ	Z	
Instructional model codes for LY students MUST be provided for <u>each eligible weighted FTE course</u> the student is enrolled in and reported under the student course schedule format, regardless of funding source or program placement. Former codes of B, D and M were valid prior to 7/1/07 only.		

37. When students have a language classification of U-LY, what is the Basis of Entry into ESOL on TERMS?

The Basis of Entry is "A" for Aural/Oral.

Forms

38. How are the Multicultural & ESOL Program Services Education Department forms available to schools?

They are available on the Multicultural and ESOL Program Services Department website at:
www.broward.k12.fl.us/esol/Eng/forms.htm