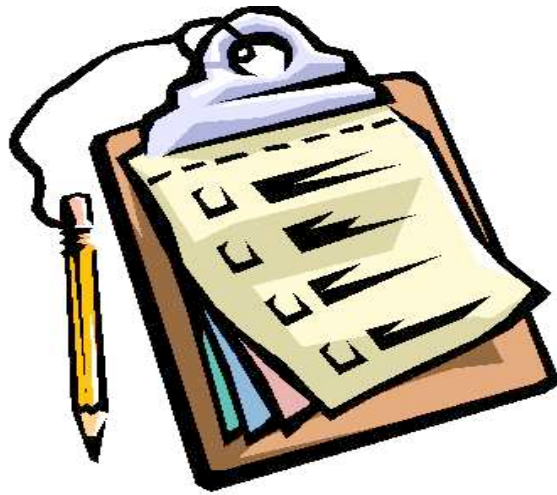


SECTION 1
IDENTIFICATION



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IDENTIFICATION

Requirement Status

All students who are classified as ELLs are **required** to participate in a program of English for Speakers of Other Languages (ESOL). To comply with the requirements of the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*, and corresponding Florida State Board of Education rules on ELL services, all schools with students classified as ELLs **must** provide an appropriate ESOL program to meet the specific needs of such students in language learning, academic achievement, and cultural integration. To download a copy of the Florida Consent Decree log on to <http://www.fldoe.org/aala/cdpage2.asp>.

Students in the ESOL program are required to meet the same curriculum standards as any other student in English/language arts and content area instruction.

ESOL Program Entry Criteria

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

1. Is a language other than English used in the home?
2. Does 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 must be made available in the home language when feasible. They have been translated into Haitian-Creole, Portuguese, and Spanish (Form # 4709) (see Appendix A).

Registration Procedures

In order to be in compliance with *META Consent Decree*, these procedures must be followed:

- All new students, regardless of language or origin, must be registered at their home school.

- A **social security card/number is NOT required to register** a student for school or to qualify for free or reduced breakfast/lunch. **Please make sure that the school registration form does not list a social security number as a prerequisite for registration.** It is optional. Do not photocopy a student's social security card.
- **Do not ask students or parents for their alien immigration status; do not document any information regarding alien immigration status; and do not ask to see their passports.** If they volunteer the passport, it may be used as proof of age; however, **a photocopy of any portion of the passport cannot be made or kept as documentation.** A notation can be made on the registration form that the student's age was verified through the passport.
- Request and write the student's birthplace on the registration form as part of the registration process.

ELLs who leave State and/or Country

ELLs who leave the state and/or country for 90 or more school days, and then return and re-enroll, should be re-assessed for English language proficiency due to an interruption of ESOL services. However, all measures must be taken to honor time in an ESOL program. The original ENTRY DATE must **not** be modified. Update the PLAN DATE and print an [A07](#) Panel to document interrupted schooling. All prior documentation shall be maintained in the ELLSEP and/or cumulative folder with an explanation of new data. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur. Send home [Parent Notification of Continued Placement](#) (appendix H) if the student will continue receiving services or [Parent Notification of Student Exiting](#) (appendix N) if they are going to exit.

Collection and Monitoring of Student Data

Schools are responsible for collecting individual student data and maintaining complete and accurate student information in students' cumulative folders and in the State Database (AS400/TERMS). Principals at each school should designate an ESOL Contact who is responsible for maintaining the records of the ELLs enrolled in the ESOL Program. This person works with the teachers, guidance staff, registrar, and data processor to ensure compliance with ESOL Program requirements.

The Multicultural, ESOL and Program Services Department assists the schools in this process by coordinating the procedures for data collection and maintenance in order to ensure minimal data reporting errors. District ESOL Instructional Facilitators visit some schools and assist the ESOL Contact or school designee with the monitoring, updating, and reporting of accurate ELL data.

Once a student has been identified and determined to be eligible to receive ESOL services, the school Information Management Technician (IMT) enters the following information in the State Database:

- ELL status code ([A03](#))
- Student's native language (A03)
- Parent/guardian primary home language (A03)
- Home Language Survey date (A03)
- Appropriate information on the ELL ([A23](#)) screen including Assessment Date, Entry Date, Basis of Entry/Exit, Plan Date and Fund Code
- Student's courses and instructional model code ([A10](#)).

The descriptors used in TERMS Database are capitalized and bolded on the [ELLSEP folder](#) for easy identification. The information entered on the [A23](#) panel (TERMS) must correlate with the information documented on the ELLSEP folder.

The Educational Technology Services Department records and retains student data in order to send the information required by the state and to generate reports.

School IMTs **may not** open an [A23](#) panel until a student has been determined to be eligible for the ESOL Program nor should the student be classified as LY based on the affirmative responses to Home Language Survey only. English language proficiency data on ELLs is collected by the school and entered into the AS400/TERMS.

The Multicultural, ESOL and Program Services Department offers and provides training to school administrators, teachers, guidance staff, registrars, front office staff, and IMTs on the requirements of the ESOL Program, and emphasizes the importance of accurate database documentation and entries to ensure minimal data reporting errors. Refer to the [State Database Guidelines for English Language Learners](#) for more information.

Q & A Section 1: Identification

Q: Must all 3 questions on the Home Language Survey be checked “yes” before a student is referred for testing for aural/oral language proficiency in English?

A: No. If a parent answers “yes” to any of the 3 questions, then the student is assessed to determine eligibility for ESOL program.

Q: Can parents refuse ESOL services for a student who has been classified as ELL?

A: No. According to LULAC and the State Board of Education Consent Decree, all students classified as ELL must be provided with comprehensible education in the ESOL Program. This is not an opt-out program.

Q: Should an A23 panel be opened before a K-12 student has been determined to be eligible for the ESOL Program?

A: No. Additionally, no student should be classified as LY based solely on the affirmative responses to the Home Language Survey.

Q: Should an A23 panel be opened before a Pre-K student has been determined to be ESOL Program eligible?

A: Yes. The coding should be LY-T, if a parent answers “Yes” to any of the 3 questions on the Home Language Survey.

Q: Should students who leave the state and/or country for 90 days or more be re-assessed for English language proficiency upon re-enrollment?

A: Yes. However, if a student has attended another Florida school during this time, no interruption of ESOL services should occur.