

The School Board of Broward County, Florida
Bilingual/ESOL Department
&
Office of Exceptional Student Education and Support Services

Guidelines for Exceptional Student
Education (ESE)
and
English Language Learners (ELLs) PreK-12



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The School Board of Broward County, Florida

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English Language Learner (ELLs)**

Prekindergarten (Pre-K) – 12

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Broward County Public Schools

Guidelines for Exceptional Student Education (ESE) and English Language Learners (ELLs)

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Definitions of Key Terminology

- Language Classification Codes and descriptions used in Broward County Public Schools appear in Table 1 below:

English Language Learner 2016-2017 Classification Codes

LANGUAGE CLASSIFICATION IS A LOCAL ELEMENT. THE CODES ARE AS FOLLOWS:

Previous Language Classification Level			New Language Classification based on ACCESS for ELLS 2.0 Composite (Overall) English Language Proficiency Levels		
LC Code (TERMS)	LC Definition	LC Full Definition	NEW LC Code (TERMS)	NEW LC Definition	LC Full Definition
A1	NON-ENGLISH SPEAKER OR MINIMAL KNOWLEDGE OF ENGLISH	Beginning English Speaker Non-English Speaker or minimal knowledge of English. Demonstrates very little understanding. Cannot communicate meaning orally. Unable to participate in regular classroom instruction.	Level 1 (Ranges from 1.0 to less than 2.0)	ENTERING	ENTERING - Pictorial or graphic representation of the language of the content areas; produces words, phrases, or chunks of language; processes single statements or questions.
A2	LIMITED ENGLISH SPEAKERS; DEMONSTRATES LIMITED UNDERSTANDING	Early Intermediate English Speaker Demonstrates limited understanding. Communicates orally in English with one or two word responses.	Level 2 (Ranges from 2.0 to less than 3.0)	EMERGING	EMERGING - General language related to the content areas; produces phrases or short sentences; processes multiple related simple sentences.
B1	INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES ORALLY IN ENGLISH, MOSTLY WITH SIMPLE PHRASES AND/OR SENTENCE RESPONSES	Intermediate English Speaker Communicates orally in English, mostly with simple phrases and/or sentence responses. Makes significant grammatical errors which interfere with understanding.	Level 3 (Ranges from 3.0 to less than 4.0)	DEVELOPING	DEVELOPING - General and some specific language of the content areas; produces short and some expanded sentences in oral interaction or written paragraphs; processes discourse with a series of related extended sentences.
B2	INTERMEDIATE ENGLISH SPEAKER, COMMUNICATES IN ENGLISH ABOUT EVERYDAY SITUATIONS WITH LITTLE DIFFICULTY	Early Advanced English Speaker Communicates in English about everyday situations with little difficulty but lacks the academic language terminology. Experiences some difficulty in following grade level subject matter assignments.	Level 4 (Ranges from 4.0 to less than 5.0)	EXPANDING	EXPANDING - Specific and some technical language of the content areas; produces and processes a variety of sentence lengths of varying linguistic complexity in oral discourse.
C1	ADVANCED ENGLISH SPEAKER, UNDERSTANDS AND SPEAKS ENGLISH FAIRLY WELL	Advanced English Speaker Understands and speaks English fairly well. Makes occasional grammatical errors. May read and write English with variant degrees of proficiency.	Level 5 (Ranges from 5.0 to less than 6.0)	BRIDGING	BRIDGING - Specialized or technical language of the content areas; oral or written language approaching comparability to that of proficient English peers when presented with grade level material
C2	FULL ENGLISH SPEAKER; UNDERSTANDS AND SPEAKS ENGLISH WITH NEAR FLUENCY	Fluent English Speaker Understands and speaks English with near fluency. Reads and writes English at a comparable level with native English-speaking counterparts. May read and write the native language with variant degrees of proficiency.	Level 6 (6.0)	REACHING	REACHING - Specialized or technical language reflective of the content areas at grade level; oral or written communication in English comparable to proficient English peers.
D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	Dominant English Speaker Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.	D	FULL ENGLISH SPEAKER; SPEAKS ENGLISH FLUENTLY	Dominant English Speaker Speaks English fluently. Reads and writes English at a comparable level with English-speaking counterparts.
E	MONOLINGUAL ENGLISH SPEAKER	Monolingual English Speaker	E	MONOLINGUAL ENGLISH SPEAKER	Monolingual English Speaker
U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY	U	UNABLE TO CLASSIFY	UNABLE TO CLASSIFY
T	TEMPORARY	TEMPORARY	T	TEMPORARY	TEMPORARY

- English Language Learner (ELL) Codes and their definitions used in the state database appear in Table 2 below:

Table 2: Florida's ELL Codes and Definitions

ELL Code	Definition
LY	The student is Limited English Proficient and is enrolled in classes specifically designed for ELLs.
LF	The student is being followed up for a two-year period after having exited from the ESOL program.
LZ	The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program.
ZZ	Not applicable

- ELLs are LY students with a language classification of A1, A2, B1, B2, C1, U; or with an English language proficiency (ELP) level based on ACCESS for ELLs 2.0 of 1, 2, 3, 4, 5, 6. These students are entitled to receive ESOL services.
- When students exit the ESOL program, their ELL code is changed to LF (for a two-year monitoring period)

Table 3: Multi-Tiered System of Supports and Response to Intervention Codes

Code	Definition
MTSS/RtI	It is a general education initiative to build student success and provide students with interventions.
MTSS	Multi-Tiered System of Supports framework is intended to result in better learning opportunities (academic and behavioral) and higher achievement for all students.
RtI	RtI is implemented as a leveled or tiered approach to instructional delivery that includes interventions of increasingly higher intensity, based on a student's need. RtI is the process for implementing the MTSS framework.
CPS Team	The Collaborative Problem Solving Team addresses every tier, provides tiered instruction and evidence-based interventions, monitored with fidelity and accountability at all tiers.

ESOL Language Classification and ESE Initial Evaluation/Reevaluation

1. All students evaluated by the Bilingual/ESOL Department or the school-based language assessor will receive a language level classification on the Initial Language Classification Assessment Form (See Appendices). If the student is unable to be classified (U), then the Special Populations Language Dominance Questionnaire School Form (See Appendixes), Parent Information Form, which is available in English, Spanish, Haitian-Creole, and Portuguese (See Appendices), should be attached to the Initial Language Classification Assessment Form, and the aural/oral assessment.

Appropriate school personnel must be aware of Broward County's language level classifications and what they represent. These language level classifications appear in the Definition of Key Terminology section of these Guidelines and are also referenced on the Initial Language Classification Assessment Form (See Appendices).

2. Prior to a referral for formal individual initial evaluation as part of the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RtI) process, all LY English Language Learners (ELLs) with a language classification of A1, A2, B1, B2, C1, U, or with an ELP level 1, 2, 3, 4, 5, 6 need a current (within one year) language classification. If there is not a current (within one year) language classification, a new classification must be obtained. The student's ELL Plan contains the language classification. The ESE Specialist or Collaborative Problem Solving (CPS) must note the current language classification and the date of such classification from the ELL Plan/TERMS. If the status of the language classification remains the same, the date of the most current language classification must be recorded in TERMS.
3. If any information from the parent as part of the MTSS process indicates another language is spoken in the home, check student records for the language classification. If there is any conflicting information, contact the parent to verify. If student records do not indicate any language classification, then the language classification must be completed prior to referral for evaluation. This applies to Prekindergarten students (ages 3-5) as well as K-12 students. The Intervention Record-Addendum for English Language Learners (See Appendixes) is available to help gather data and plan interventions during the CPS team meeting.
4. For speech and language evaluations all, LY ELLs with a language classification of A1, A2, B1, B2, U, or with an ELP level 1, 2, 3, 4, must use an interpreter for the complete evaluation. The speech language pathologist (SLP) will use the Teacher Information Form Identifying English Language Learners with Speech-Language Concerns (See Appendixes) and the Parent Information Form Addendum/Case History for English Language Learners (See Appendixes) forms on all LY ELLs. For C1, or ELP level 5 or 6 students, the SLP uses clinical judgment on the need for an interpreter. The Speech/Language Report must reflect whether the student is in the process of learning English as a second language or has a language disorder across both languages.

5. The school social worker should be invited to participate in the school's CPS team meeting when ELLs are recommended for initial comprehensive evaluation. Bilingual social workers are available to explain, review and assist the parent in completing referral documents such as: the Parent Information Form, the Parent Information Form Addendum/Case History for English Language Learners, Parent Consent Notice: Screening/Formal Individual Evaluation, or Consent for Reevaluation/Reevaluation Plan) 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 all LY ELLs with a language classification of A1, A2, B1, B2, U, or with an ELP level 1, 2, 3, 4, for psycho-social evaluation, the bilingual school social worker should do the evaluations of those students referred. For those with a language classification of C1, or with an ELP level 5 or 6, 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 complete the evaluation. For all LY ELLs (A1-C1, U or with an ELP level 1, 2, 3, 4, 5, 6), the psycho-social evaluation report should include how the student's native language was considered throughout 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 Bilingual/ESOL Department. The social worker and interpreter coordinate their efforts by meeting before and after the activity for which the interpreter's services are used.

6. When a district bilingual school psychologist speaks the language of a K-12 LY ELL student with an A1, A2, B1, U, or with an ELP level 1, 2, 3, classification code such as: Spanish or Haitian-Creole, he/she should complete the psychological evaluation. When a district bilingual school psychologist does not speak the language of a K-12 LY ELL student with an A1, A2, B1, U, or with an ELP level 1, 2, 3, the assigned school psychologist should consult with a bilingual school psychologist and use an interpreter, as appropriate. For LY ELL students with a B2, C1, or with an ELP level 4, or 5, (all languages), the assigned school psychologist should consult with a bilingual school psychologist. The assigned school psychologist and/or a bilingual school psychologist will complete the evaluation and use an interpreter, as needed. For all LY classifications codes, the psychological evaluation report must include how the students' native language was considered in the evaluation process. The Parent Information Form Addendum/Case History for English Language Learners (See Appendices) should be used to facilitate the evaluation process of ELLs.

When school psychologists are serving students/families that speak languages not represented by district school psychologists, the assigned school psychologists must request trained interpreters through the school or the Bilingual/ESOL Department. The school psychologist and interpreter should coordinate their efforts by meeting before and after the activity for which the interpreter's services are used.

For preschool evaluations, all LY ELL cases will be assigned to evaluation teams of which at least one member who speaks the native language when available (i.e., Spanish or Haitian-Creole). If an evaluator who speaks the preschooler's native language is not available, an interpreter should be requested. Preschool ELL cases with a language classification of A1, A2, B1, U, or with an ELP level 1, 2, 3 will be conducted with the use of an interpreter. All LY ELL preschool cases with a language classification of B2, C1, or with an ELP level 4, 5, or 6 should consult a bilingual school psychologist or bilingual SLP from the preschool evaluation staff.

For evaluations other than psychological, social work and speech/ language, the evaluation specialist should use clinical judgment in determining whether an interpreter is needed.

7. As part of the ESE reevaluation process (e.g., psychological, speech/language, etc.), **all ESE/ELLs must have a current (within one year) language classification code.** The student's ELL Plan/TERMS should contain the most recent language classification and the date of this classification.
8. 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 an interruption of ESOL services and shall be given an updated language classification prior to any evaluation/re-evaluation for ESE programs. If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur.
9. 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/ELL Plan

1. Any LY ELLs with a language classification of A1, A2, B1, B2, C1, U, or with an ELP level 1, 2, 3, 4, 5, 6 in grades K-12 must have an ELL Plan and ELL Folder. 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:
 - administrator or designee
 - ESOL teacher
 - home language teacher (if any)

- classroom/subject area teacher(s)
- 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 all ELL Committee meetings. At least 4 members must be present at an ELL Committee.

3. 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 date must be entered on TERMS by the information management technician (IMT)/information management specialist (IMS). This will be the date the ELL Committee convened.
4. On the Easy IEP®™ Eligibility Tab, the section for ELLs must be completed, **this includes updating the date even when the language classification or ELP level remains the same.**
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 all IDEA meetings (i.e., annual reviews, initial IEPs, Eligibility determinations).
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 Appendices). 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.
4. When requesting the use of an interpreter from the Bilingual/ESOL 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.

5. The request for an interpreter/translator is made on the Request for Interpreter/Translator Form (See Appendices) and sent to the Bilingual/ESOL Department. Please follow the guidelines listed below when requesting an interpreter through the Bilingual/ESOL Department:
 - a) Submit the request for an interpreter/translator a minimum of two weeks prior to the date the service is requested.
 - b) Confirm the attendance of the interpreter/translator prior to sending home a Parent Participation Form.
6. Interpreters should be used for assessment according to the guidelines for evaluation previously listed.
7. School personnel **must** 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. Contact the School Social Work and Attendance Department to access a bilingual social worker. Interpreters for IEP staffings can be requested through the Bilingual/ESOL Department.
8. On EasyIEP®™, the interpreter should be added to the team via the Family/Other Tab and should sign any required documents. Also, on the ELL Plan the interpreter should sign under ELL Committee meetings on the line designated for other. The ELL Committee document must be in the ELL Folder.

Exiting ESOL/Dismissal from ESE

1. In order to exit an ESE/ELL from the ESOL program, an ELL Committee meeting must be held. The ELL Committee meeting will be documented on the student's ELL Plan. Signatures of the members in attendance will be placed in the ELL Folder.

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 defined below:
 - extent and nature of prior educational and social experiences; and student interview;
 - written recommendations and observations 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 the current or previous years;
 - test results other than those from the district assessments of listening/speaking/reading/writing.
- b) The committee may also consider other factors for exiting from the ESOL program for ESE/ELLs who do not meet the traditional exiting criteria.
- When **alternative** criteria are used for dismissal from the ESOL program, adapt the following statement as appropriate and document it on the ELL Plan during the ELL Committee meeting:
“Based on a review of _____, the committee felt that the student’s inability to meet traditional ESOL program exit criteria is primarily due to a disability(ies) as defined in Special Programs and Procedures (SP & P).”
- List the student on the Classification Update/Exit Form appropriate for his/her grade level (Appendices) and submit it to the IMT/IMS at the school to update the appropriate TERMS panels*.
 - Do not include the Exited Student’s Form Class Record (Appendices) in an individual student’s ELL Folder.
 - The student's language classification code does not change. However, 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 and this monitoring must be documented on the student’s ELL Plan.
2. When an ESE/ELL is being dismissed from the ESE program, in addition to the regular ESE requirements for paperwork for dismissal, an ELL Plan and ELL Folder continues to be required for the student.

*Exit criteria are subject to change based on State Requirements. For more information on ELL data on TERMS, see the State Database Guidelines for ELLs Handbook on the Bilingual/ESOL Department’s Website at: <http://esol.browardschools.com>

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. The League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree requires the HLS. 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. **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 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.

4. If a student is attending a non-ESE public school Pre-K program, who is responsible for administering the English language proficiency assessment?

Schools should request assessors from the Bilingual/ESOL Department by completing the Request for Assessment Form (form 2590A, Appendices).

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

ELLs are assessed annually for English language proficiency.

6. Is language classification 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 LY ELLs with language classification of A1, A2, B1, B2, C1, U, or with an

ELP level 1, 2, 3, 4, 5, 6 need a current (within one year) language classification. If there is not a current (within one year) language classification, the student must be assessed to obtain a language classification. The ESE specialist must note the current language classification code and the date on referral for evaluation.

7. What are the procedures for doing a language classification for “unable to be classified” (U) LY students?

The ESOL Contact/Designee in consultation with school based professionals (e.g. speech/language pathologist, ESE/ESOL teacher) will decide if the student has sufficient verbal skills to complete a formal language assessment test on an annual basis.

If it is possible to obtain an ELP level 1, 2, 3, 4, 5, or 6 for the student, proceed with regular language classification procedures.

IEP/ELL PLAN Procedures

8. What services do the bilingual school social workers provide in the referral, evaluation, eligibility, IEP and placement process of ESE/ELLs?

The school social worker should be invited to participate in the school’s CPS team meetings when ELLs are recommended for initial comprehensive evaluation. 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/Reevaluation Plan 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 4.

9. 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 School Social Work and Attendance Department to access a bilingual social worker. Interpreters for IEP staffings can be requested through the Bilingual/ESOL Department.

10. 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.

11. 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 ELL Plan the interpreter must sign under ELL Committee meetings on the line designated for other.

12. Which of the ESE forms are available in Spanish, Haitian-Creole, and Portuguese?

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

13. 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.

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

Yes. When native language forms are used, eligibilities must be written in the native language (See Appendices).

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

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

16. If the ELL section on EasyIEP®™ is not completed for an ELL, is there some kind of a red flag on EasyIEP®™ as a reminder?

No.

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

Yes. ESOL strategies must be used and documented in the teacher plan book for all subjects including Language Arts/English for all ESE/ELLs consistent with the ESOL Instructional Strategies Matrix and Addendum contained in the ESOL Department Handbook (See Appendices). 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/ELLs who receive speech/language?

Yes. See the ESOL Instructional Strategies Matrix and Addendum to ESOL Instructional Strategies Matrix (See Appendices).

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 and

accommodations 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/ELLs.

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

For ESE/ELLs 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/ELLs receiving Language Arts/English instruction through the ESOL program, the ESOL teacher serves as a general education teacher at Eligibility, Initials and Annual Reviews.

21. Who is considered the ESE representative at ELL Committee meetings for ESE/ELLs?

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

22. Are there accommodations available to ESE/ELLs through the IEP process?

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

23. Are there accommodations that must be available to ELLs in the administration of the district and statewide assessments?

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 Bilingual/ESOL 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.

Testing accommodations must be documented on the ELL Plan for all ELLs coded LY. These same accommodations must also be provided on a regular basis, during classroom instruction and assessment and documented as ESOL instructional strategies in the teacher's plan book.

24. 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 ELLs in the administration of district statewide assessment. See previous Question and Answer for additional information.

Interpreters/Translators for Schools and Parents

25. 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.

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

Yes. Checklist for Interpreters and Checklist for Users of Interpreters (See Appendices).

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

No.

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

No. Parents may choose to bring whomever they choose to meetings. However, the school is responsible for securing an interpreter. This is to ensure the accuracy of the interpretation.

29. 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.

30. If a bilingual school psychologist serves as evaluation specialist and also is the interpreter at the IEP meeting, how should this be documented on EasyIEP®™?

They must be listed as the Evaluation Specialist. They must also be listed as the Interpreter under the Family/Other Tab. They are listed there with their first initial and the last name (so the system doesn't get confused).

31. What are the procedures for exiting an ESE/ELLs from the ESE program?

When an ESE/ELL LY student is being dismissed from the ESE program, in addition to the regular ESE requirements for paperwork for dismissal, an ELL Plan and ELL Folder continues to be required for the student.

ESE/ELL Database Information Management Technician (IMT) & Information Management Specialist (IMS) Information

32. Are ESOL instructional model codes required for ESE/ELLs?

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 (TERMS)	Instructional Codes (Flag) A10 Detail (TERMS)	Instructional Model and Courses
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 each <u>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.		

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

The Basis of Entry is “L” for ELL Committee Meeting.

34. Is the language classification entered into the TERMS database for Prekindergarten students ages 3 and older who are recommended for ESE testing?

Yes. 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.

35. Who 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?

The testing site secretary is responsible for entering the language classifications on TERMS in these cases.

36. Where can database guidelines for ELLs be found?

They can be found in the State Database Guidelines for ELLs Handbook on the Bilingual/ESOL Department's website at: <http://esol.browardschools.com>

37. Where can I find the Bilingual/ESOL Department Handbook and forms?

This is available on the Bilingual/ESOL Department's Website at <http://esol.browardschools.com>