

Calendars and Task Timelines

Each school year is marked by numerous key events and periods that are vital to the administration of your ELL program. Some of the School's responsibilities are:

1. advocating for instructional equity and excellence
2. verifying student data
3. extending LY students annually past their 3-year anniversary
4. monitoring recently exited (LF) students
5. proficiency testing of all entering new ELLs as needed
6. creating ELL Student plans for all entering LYs as needed
7. updating ELL Student plans for all returning LYs as needed
8. ordering appropriate bilingual dictionaries for class use and FCAT (Aug)
9. planning and hosting a District Parent Leadership Council meeting (Aug-Sept)
10. verifying that all eligible students are receiving services (Sept)
11. running, troubleshooting, and correcting Survey 2 FTE reports (October)
12. running, troubleshooting, and correcting Survey 3 FTE reports (February)
13. administering FCAT with ELL accommodations (October, February, and March)
14. articulating all transferring or matriculating students/green ELL folders (April-May)
15. proficiency testing (IPT) and/or (CELLA) all students (April-May)
16. monitoring and reporting of exited students for two years according to the timelines of the Consent Decree
17. participating in relevant meetings that impact ELL students

Please keep these major needs in mind as you plan your year.

Section A: Registration/Placement

1. Read the entire ELL Procedures Manual and [District ELL Plan](#)
2. Registrar and Data Entry identify students who need to be tested for ELL services.
 - o Obtain new Home Language Surveys (available in multiple languages) from registrations that indicate testing is required. Work out a procedure with the registrar to get HLS forms with a "yes" response as soon as a student registers. The registrar will inform the ELL teacher whether the enrolling student is coming from another CCPS county school. If a student is ELL, there will be testing information in SASI under extended test history of the student.
 - o **Note:** Parents sometimes misinterpret the questions on the HLS, and therefore answer the questions incorrectly. Prior to administering the Aural/Oral test, the registrar will inform the parent that testing will take place because a "yes" was indicated on the Home Language Survey. If the parent/student expresses concern that there is *not* another language spoken at home, **verify the information in person or via phone**. The school is legally bound to test a student for whom there is a "yes" response on the HLS. Please make parents who wish to change their answer aware that this is a legal document.
 - o All new students' IPT testing (aural/oral, reading, writing) must be completed within **two weeks** of their first day in school.
3. Send parent(s) of tested students the Eligibility Determination Form found on the A3 system.
4. Staple a copy of his/her IPT test results, HLS, and the **Eligibility Determination Form** to his/her ELL Assessment form and place it in the in the cumulative files. Give the names of the

students who do not qualify to the data entry clerk on the ELL Student Data Entry Form so that these students will be recorded as English speakers with a ZZ status under Florida Supplemental.

5. It is a requirement of the consent decree that students **MUST** be tested within 20 school days upon completion of the home language survey with an affirmative response.

Section B: Programmatic Assessment

The ELL teacher and/or district ELL staff, together with guidance staff will review the educational background of a Limited English Proficient student to determine an appropriate grade level or subject area placement for the student. The background review includes **some or all** of the following:

1. A review of prior academic/educational records;
2. Interviews with parents or guardians and/or students regarding former schooling, achievement, etc.;
3. Subject area testing;
4. Age/grade appropriateness;
5. Social or emotional history and records;
6. Test records from the other school systems; and,
7. Other criteria deemed appropriate by local school personnel.

Students with no prior educational experience in grades K-8 are placed first based upon age/grade appropriateness. A transcript can be recreated and credit will be awarded for any 9-12 grade students based upon interviews with parents or guardians and/or students regarding former schooling, achievement, etc. Students may also be awarded credits after completing an end of course assessment with a passing grade.

Programming for ELL students includes access to both intensive English Language instruction and instruction in reading during a 90 minute block. An ELL Student Plan is developed to meet the individual needs of each ELL student upon entry into the program. ELL teachers and guidance staff at the school develop this plan. When a student is referred to the program via ELL Committee, the committee members are involved in the writing of the student plan. The student plan is updated yearly or whenever there is a need to revise a student's schedule. For exceptional Student Education (ESE) students, an IEP/ELL Committee meeting is held to develop an IEP that meets all the needs of the student.

All teachers of ELL students are trained in the use of ELL strategies and receive support from ELL professionals and district office staff to provide ELL students with subject matter instruction that is understandable given the students level of English Language proficiency. ELL dictionaries and bilingual materials are made available for ELL students through the District ELL office. School-based administrators are responsible for ensuring that accommodations are an integral part of the core instruction of ELL students. All teachers are required to document lesson modifications and adaptations.

Students new to Charlotte County schools who have limited or no prior school experience are placed into instructional programs based upon information derived from the following sources:

A. **AURAL/ORAL TEST:** English language speaking and listening comprehension skills will be determined for all students (K-12) using the IDEA Oral Language Proficiency Test (I and II). Any student who scores within the ELL range determined by the publisher's standards is scheduled into an ELL or English/Language Arts class taught by an ELL teacher with the ESOL Endorsement or coverage. The basic subject areas and all other subject areas (elective/exploratory) classes will be taught by teachers trained to use the ELL strategies to deliver comprehensive instruction.

B. **READING/WRITING TEST:** Students in grades three and above who test Fluent English Proficient (FEP) on the aural/oral are further tested by using the total reading and total writing scores of a standardized achievement test. This test is done once registration has been completed, or immediately following the aural/oral test to assess English Language proficiency in the areas of reading and writing, Charlotte County currently utilizes the IPT Reading and Writing Test. The district may also utilize scores available from any other approved standardized achievement test provided the scores are no more than one year old and are available as a national percentile.

C. **ACADEMIC ASSESSMENT:** ELL teachers and/or district ELL staff, together with guidance staff, will review the educational background of an ELL student to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

1. A review of prior academic/educational records from the foreign country;
2. Interviews with parents or guardians and/or students regarding former schooling, achievement, etc.;
3. Subject area testing;
4. Age/grade appropriateness;
5. Social or emotional history and records;
6. Test records from the other country's school system; and,
7. Other criteria deemed appropriate by local school personnel.

Students with no prior educational experience in grades K-8 are placed first based upon age/grade appropriateness. A transcript can be recreated and credit will be awarded for any 9-12 grade students based upon interviews with parents or guardians and/or students regarding former schooling, achievement, etc. Students may also be awarded credits after completing an end of course assessment with a passing grade.

Charlotte County Public Schools takes the following actions to place students whose records are:
Incomplete or unobtainable

- Before the testing takes place, the school registrar or guidance counselor will make a phone call to the previous school to determine if the student was in an ELL program.
- Review report cards, information on prior programs the student attended, and any other records the parent may bring to registration;
- If no records are found and the home language survey indicates testing necessary, the testing will be done just as if the student was never tested prior to entering our district;
- If the student qualifies for the ELL program, they are appropriately placed in the program.

Grade Level and Course Placement Procedures – Grades K-8

The ELL teacher and/or district ELL staff, together with guidance staff will review the educational background of a ELL student to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

- A review of prior academic/educational records;
- Interviews with parents or guardians and/or students regarding former schooling, achievement, etc.;
- Subject area testing;
- Age/grade appropriateness;
- Social or emotional history and records;
- Test records from the other school systems; and,
- Other criteria deemed appropriate by local school personnel.

Programming for ELL students includes access to both intensive English Language instruction and instruction in reading for all students who are below proficiency in reading or on FCAT reading. An ELL Student Plan is developed to meet the individual needs of each LES student upon entry into the program. ELL teachers and guidance staff at the school develop this plan. When a student is referred to the program via ELL Committee, the committee members are involved in the writing of the student plan. The student plan is updated yearly or whenever there is a need to revise a student's schedule. Exceptional Student Education (ESE) students, an IEP/ELL Committee meeting is held to develop an IEP that meets all the needs of the student.

All other teachers of ELL students are trained in the use of ELL strategies and receive support from ELL paraprofessionals and district office staff to provide ELL students with subject matter instruction that is understandable given the students level of English Language proficiency. ELL dictionaries and bilingual materials are made available for ELL students through the District ELL office. School-based administrators are responsible for ensuring that accommodations are an integral part of the core instruction of ELL students. All teachers are required to document lesson modifications and adaptations.

Grade Level and Course Placement Procedures – Grades 9-12

The ELL teacher and/or district ELL staff, together with guidance staff will review the educational background of a ELL student to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

- A review of prior academic/educational records;
- Interviews with parents or guardians and/or students regarding former schooling, achievement, etc.;
- Subject area testing;
- Age/grade appropriateness;
- Social or emotional history and records;
- Test records from the other school systems; and,
- Other criteria deemed appropriate by local school personnel.

A transcript can be recreated and credit will be awarded for any 9-12 grade student based upon interviews with parents or guardians and/or students regarding former schooling, achievement, etc. Students may also be awarded credits after completing an end of course assessment with a passing grade.

Programming for ELL students includes access to both intensive English Language instruction and instruction in reading for all students who are below proficiency on the FCAT. An ELL Student Plan is developed to meet the individual needs of each ELL student upon entry into the program. ELL teachers and guidance staff at the school develop this plan. When a student is referred to the program via ELL Committee, the committee members are involved in the writing of the student plan. The student plan is updated yearly or whenever there is a need to revise a student's schedule. Exceptional Student Education (ESE) students, an IEP/ELL Committee meeting is held to develop an IEP that meets all the needs of the student.

All other teachers of ELL students are trained in the use of ELL strategies and receive support from ELL paras and district office staff to provide ELL students with subject matter instruction that is understandable given the students level of English Language proficiency. ELL dictionaries and bilingual materials are made available for ELL students through the District ELL office. School-based administrators are responsible for ensuring that accommodations are an integral part of the core instruction of ELL students. All teachers are required to document lesson modifications and adaptations.

Re-evaluation of ELLs that Previously Withdrew from the School/District

Students who leave the district for another state or country during the school year and return the same year must be re-evaluated if they have been gone for over 9 weeks (one quarter). This will give the teacher most recent information on that student's educational progress, and services will be continued from the day the student originally entered the program. These students will still be in our automated A3 system as inactive. The ELL plan will be activated and revised. The student will be placed in the appropriate Language instruction and subject area instruction. All attempts will be made to place that student with the original teacher he/she had prior to leaving the school.

Section C: ELL Plan

- Create an ELL Student Plan on the A3 system for all students who qualify for the program.
 - Complete the ELL Student Data Entry form, make a copy, and give the original to data entry.
 - The administrative designee will create 2 green ELL folders, one for the teacher and the other for the cumulative file.
 - All ELL paperwork will be placed in the ELL folder and **fastened in chronological order, from the oldest information on the bottom to the most current information on the top**. The ELL Student Plans are updated, the new Plan should be placed on top of the others. A new LY student will have stapled to his or her new Plan:
 - HLS (Home Language Survey)
 - IPT Aural/Oral, Reading, and Writing test results
 - CELLA testing (If available from previous FL district)
 - FCAT, Florida Writes, and any other pertinent testing information

- Notification of ELL Placement form continue to monitor scheduled LFs and send ISIS forms to data entry
- Principal/designee will assist staff members in identifying their professional development needs for ELL qualifications (see AVATAR Trainings)

ELL Plan Information

ELL Student Plan Information

- ELL plan date must match the date student is scheduled into SASI
- All dates for LY, LF, LZ, ZZ must match the ELL Plan date
- Obtain a printout of the report which indicates all ELL students. Notify teachers, guidance counselors, grade-level administrators, and test coordinators that they have active ELL students and monitored students. Provide these teachers with as much information as you can on the students' proficiency level, academic needs and strengths, and any pertinent personal information (like country of origin, pronunciation of name, home - list of students identified as current, active English Language Learners
- LY - active students
- LF - a list of all students within the 2 year monitoring period.
- LZ - list of students who have completed post-monitoring (inactive students)

Update the ELL Student Plan for all ELL students.

- Update the student schedule and services provided to ELL students.
- Check the 3-year-anniversary, 4-year-anniversary, and 5-year-anniversary extension dates for LY students. Students who have completed 6 years of ELL may remain in the program. Create schedule after viewing ELL Plan in A3 to monitor LY's anniversary date. After three years within the ELL program an ELL Committee meeting must be held to determine if extension of services is needed.

Section D: Exiting a Student

1. Standards for ELL students to determine if they are eligible for exit are determined by multiple measures. For K-2 you must have two measures for Listening and Speaking to exit a student the IPT Oral English and CELLA. Students in grades 3-12 must also have multiple measures for Reading and Writing, for example, the CELLA composite score and FCAT. The approved tests are listed below.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT I Oral English Forms E and F	K initial fall	33	NA	NA
IPT I Oral English Forms E and F	K spring -2	47	NA	NA
CELLA	K-2	NA	673	NA
CELLA	3-5	NA	720	NA
CELLA	6-8	NA	733	NA
CELLA	9-12	NA	739	NA

- (1) A raw score represents the number of points a student received for correctly answering questions on a test.
- (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
- (3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

Name of Reading and Writing Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY THE TYPE OF SCORE		
	Grade Level	Achievement Level	Scale Score
FCAT Reading	3-12	3	NA
CELLA Reading	K-2	NA	690
CELLA Reading	3-5	NA	734
CELLA Reading	6-8	NA	759
CELLA Reading	9-12	NA	778
CELLA Writing	K-2	NA	690
CELLA Writing	3-5	NA	727
CELLA Writing	6-8	NA	746
CELLA Writing	9-12	NA	746
IPT *	(only for students without FCAT/CELLA data)	NA	NA
FCAT Writing	4-12	3.0	NA

* The scoring table provided by the publisher will be used.

After a student exits the ELL program, ALL information for this student is placed in the green folder in the cumulative folder and maintained. NEVER DESTROY ANY DOCUMENTATION.

- Give data entry form to change the student’s status from LY to LF.
- Exit Date must be entered along with all other testing information to complete the record.

Section E: Monitoring a Student

1. LF students are monitored for 2 years.
2. At site locations ELL teacher does the monitoring.
3. At non-school sites the principal and/or designee is responsible for the monitoring.

Procedure For Monitoring

- The first full marking period after exit, obtain the student’s grades, complete the Reclassification/Monitoring Form, attach the grades and send a copy to parents, ELL district department, cumulative file, and ELL class folder. Update the ELL Student Data Entry Form and give to the data clerk. Update A3 with the monitoring dates.
- The second marking period after exit, one must repeat this procedure. One year from the exit date, repeat this procedure.
- Two years from the exit date, repeat this procedure and change the LF status to LZ.
- Send green (class) folder to district office. Leave green folder in the cum folder as it is part of the permanent record.

- If LF student experiences difficulties an ELL Committee can be held and reclassify the student.
 - Determine the reason for difficulties
 - If language related – hold an ELL Committee Meeting to determine if reclassification is necessary (after at least one marking period)
 - If not language related – administration should assist teachers to determine appropriate strategies to work toward success

Section F: ELL Committee

Every school in the district has an ELL committee. Members are identified yearly and consist of an administrator, a guidance counselor, ELL staff, classroom teachers, other school staff as needed, and the parent/guardian of the student. ELL staff and/or guidance staff are responsible for setting up the meetings using the ELL Committee Meeting Notice. The ELL committee meeting may be convened for any of the following reasons:

1. To make placement decisions when a student scores below the 33% in either reading or writing;
2. To review the needs of a student who scores below the 33% in both reading and writing, but for reasons other than English Language Proficiency;
3. To place students who scored above the Limited English Proficient range, but may still need ELL support;
4. To review individual student progress (including the progress monitoring and retention process);
5. To exit a student who was placed via the ELL committee;
6. To discuss student failure after program dismissal (LF students);
7. To discuss FCAT accommodations and a change in the educational plan;
8. To recommend necessary remediation (PMPs) for the following academic school year; and,
9. To formally review the need for a student to continue in the ELL program beyond 3 years.

NOTE: Testing results and ELL committee meetings are all documented in the student's cumulative file.

The notification for the ELL Committee meeting is sent to parents and all parties involved. After the committee has met, a written record of the meeting, including signatures and the recommendations, is sent to parents. All designated signatures are required:

1. the administrator or administrative designee
2. the ELL teacher
3. the guidance counselor
4. the classroom teacher

Prior to having the ELL Committee Meeting, a Parent Notification Form is sent to the parent to attend a ELL Committee Meeting. After the meeting is held, a copy of the ELL Committee Meeting Form (is given or sent to the parents) states the ELL Committee Meeting's recommendation. If the parents are in attendance at the ELL Committee Meeting, the original Parent Notification Form may be used to document the ELL Committee's recommendation. Parents' signatures and date of ELL Committee Meeting should be on the form if they attended.

After the meeting, parents who did not attend are sent a dated and signed copy of the ELL Committee Meeting Form.

Interpretation at ELL Committee Meetings

Remember to contract an interpreter for parents who would like one at the ELL Committee Meeting. You will find the district guidelines for obtaining an interpreter in the protocol section.

Do not use a student of any age to interpret at a parent conference or ELL Committee Meeting, even if parents approve the use of their child in this manner.

If you utilize a bilingual staff member, be sure that he or she is comfortable in that role as an interpreter for official meetings, and that that your staff member has been trained in professional interpretation skills and ethics. Contact the District ELL Office to get information on interpreters if your list is not up to date.

Section G: State Testing

All ELL students will take the following State Tests:

- FCAT
- CELLA
- Florida Writes!

Individuals testing the students should look at the testing manual for the appropriate accommodations.

All test coordinators at individual school sites are responsible for ensuring that all ELL students are identified and tested. They are also responsible for the security and return of testing materials in proper form.

Section H: Reclassification/Extension of Services

Any consistent pattern of continuing under performance on appropriate tests and /or grades shall result in the convening of an ELL committee with parental participation to assess the student's need for additional programming in ELL or other needed programs. The ELL teacher or district ELL staff together with the Guidance Department set up the ELL Committee Meetings. If it is determined that the student is still in need of ELL services the student will be reclassified as ELL and an ELL student plan will be developed to reflect the current services for that student. The student plan shall be re-evaluated yearly until the student is re-exited.

If the committee determines that other testing should take place to support the student's success, that would be noted and the proper people would be notified of the decision for other testing. If the student qualifies for any other services he/she may be served in the ELL class and/or the other classes, what ever is deemed necessary to individualize for that student.

When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

When a former ELL is reclassified the ELL teachers at the ELL school sites are responsible for initiating and developing an updated ELL plan to reflect the student's current services, and updating the student data and assuring the appropriate placement for that student. At the non-ELL sites this is the responsibility of the Guidance Counselor or Curriculum Resource Teacher.

Any consistent pattern of continuing under performance on appropriate tests and /or grades shall result in the convening of an ELL committee with parental participation to assess the student's need for additional programming in ELL or other needed programs. The ELL teacher or district ELL staff together with the Guidance Department set up the ELL Committee Meetings. If it is determined that the student is still in need of ELL services the student will be reclassified as ELL and an ELL student plan will be developed. The student plan shall be re-evaluated yearly until the student is re-exited.

If the committee determines that other testing should take place to support the student's success, that would be noted and the proper people would be notified of the decision for other testing. If the student qualifies for any other services he/she may be served in the ELL class and/or the other classes, whatever is deemed necessary to individualize for that student.

NOTE: Students do not receive ELL funding after students have been in the program six years. Therefore, the FEFP 130 program code must NOT be used on the student's courses.

Section I: Funding/Certification

- ELL-weighted FTE funding must be indicated for LY students with appropriate **130** codes in the student's schedule (by course names or by elementary grade level) and determine if the teachers are in compliance.
- Refer to flowchart and directions from State Reports to know which teachers are in compliance.
- **LF and LZ students do not receive the 130 FEFP code on their courses, regardless of teacher qualifications.**

Personnel Training

- Teachers and/or faculty recognized as "**out of field**" by the School Board receive copies of "**out of field**" letters, which are sent home to parents (with copy in the student's cumulative file)
- Teachers in the window in which to comply and take ESOL in-service courses
 - Out of field is the designation for Language Arts/English/Reading teachers who are the primary language provider.
 - A total of 300 hours is required for an ESOL endorsement.
 - First year teachers (0 years experience) have six years to complete the required training.
 - Inservice teachers (1 plus years experience) have five years to complete the required training.

- Teachers and/or faculty recognized as “**out of compliance**” are notified individually and are instructed to begin the required amount of training that varies with subject matter.
 - First year teachers (0 years experience) have two years to begin/complete the required training
 - Inservice teachers (1 plus years experience) have one school year to begin/complete the required training

Tracking Training Completion

This is the process implemented to track the teachers' completion of ELL training and/or certification requirements. The Professional Development Department keeps the records of all ELL training for employees. District employees at each location in the county have access to their in-service records via the District web site. Using information from Professional Development and Out-of-Field Reports from Human Resources, Principals determine if a given teacher is in compliance. The Principal communicates with those teachers who are not in compliance and advises them of their ELL training requirements.

Description of Training Programs

ELL in-service training programs are implemented to assist language arts, basic subjects and other subject area teachers. ELL training is available online through the Professional Development Department. All training is delivered by qualified ELL teachers/trainers. Information regarding ELL online training opportunities may be obtained from the Professional Development Center and/or our AVATAR System online. The District offers the courses yearly.

Teachers and administrators may also obtain ELL certification by passing the ELL subject area test and applying to the state to have the coverage added to their teaching certificate.

Teachers and administrators may also earn certification by completing (at a four-year college or university) Florida DOE approved college courses that cover the ELL components. Participants are to check with the Human Resources/Certification Department before taking a college ELL course because not all ELL courses are State approved.

Section J: FTE Funding Information

Two weeks prior to the survey verify student information by the following:

- Run a query of LY, LF, and LZ's.
- Correct any changes to student information.

Tasks to Complete By FTE Survey 2 October

1. October is Survey 2 Month. All FTE reports must be in order for both the programmatic and funding needs of your school. Data Entry Clerk runs all reports as directed.
2. Correct all errors from pre-survey reports.
3. **Verify** all student information is correct.

Tasks to Complete By FTE Survey 3 January/February

1. The School Test Coordinator will list LY students, the number of years in the program, and test accommodations to be provided during FCAT.
2. Data entry will update and complete all FTE reports for Survey 3

Section K: Tasks Before Articulation for the Coming Year

1. Continue IPT testing for 3-Year Reevaluations
2. Continue to hold ELL Committee Meetings for 3-Year Reevaluations.
3. Complete assessment with IPT Oral, Reading and Writing for students who may be ready to exit.
4. Continue to hold ELL Committee Meetings as necessary.
5. Complete IPT tests before articulation for those students who are transferring or matriculating.

Section L: English Proficiency Designation

A student is assessed in three language strands. **The LEP Student Plan should be updated when a student is assessed for language proficiency.** Students taking the IPT may have the following designations:

Reading:

Non-English Reader (NER)
Limited English Reader (LER)
Competent English Reader (CER)

Aural/Oral:

Non-English Speaking (NES)
Limited English Speaking (LES)
Fluent English Speaking (FES)

Writing:

Non-English Writer (NEW)
Limited English Writer (LEW)
Competent English Writer (CEW)

Section M: Extension Of Instruction

This field is used to indicate that the Limited English Proficient student is receiving services beyond the base three years of eligible ELL FTE funding. The following are acceptable values:

Y/ This is the designation for a student who needs extension of instruction and they must have the recommendation of the ELL Committee. Language Proficiency Assessments must be done annually before the ELL Committee Meeting is held. Also, an ELL Committee Meeting is held before the base three-year is completed, before the 4th year is completed, before the 5th year is completed and before the 6th year is completed. Prior to the meeting, a Parent Notification Form must be sent requesting

parents' attendance at the ELL Committee Meeting. Parents are given or sent a copy of the ELL Committee Meeting Form. After the meeting, another Parent Notification Form is sent home with the ELL Committee's recommendation. If the parents attend the meeting, the original Parent Notification may be used to document the ELL Committee's recommendation. Parents' signatures and date of ELL Committee must be on the form.

Section N: Attachments

The following documents will be attached to the district ELL Plan when applicable:

- Student class schedules, dated same as the Plan Date and signed
- Home Language Survey (**Only for the first plan created**)
Copies of the Aural/Oral, Reading and Writing Test **results** IPT Language Proficiency Tests
- Parent Notification Forms
Notification of ELL Placement (**Only for the first plan created**)
- ELL Committee Meeting Forms
ELL Student Data Entry Forms
- Copy of Progress Monitoring Plan attached to ELL Committee form
Progress and grade reports (PMP)
Teacher Feedback Forms
Other academic assessments, such as FCAT

Section O: Forms Section

- ELL Student Data Entry Form
- Eligibility Determination Form-English
- Eligibility Determination Form-French
- Eligibility Determination Form-Spanish
- ELL Committee Meeting Notice
- ELL Committee Meeting Review
- ELL Report of Parent Conference
- Entry-Progress Meeting Notice-English/French
- Entry Progress Meeting Notice-English/Spanish
- Exit Letter English
- Exit Letter French
- Exit Letter Spanish
- Monitoring Form
- Reclassification/Monitoring-English
- Reclassification/Monitoring-French
- Reclassification/Monitoring-Spanish
- Services Continuation-English/Spanish/French
- Testing ELL Status

ELL Student Data Entry

Student Name _____ Grade _____ ID# _____

Teacher Name _____ Date to Data Entry _____ Date Entered in SASI _____

LEP Fields	SASI Location	Value to be entered	DOE validations and edits for ELL
Primary Language	Student Atom		Native (primary) language - filled in when Question 3 on HLS is Yes - cannot be EN if ELL student is flagged LY
Home Language	Student Atom		Use two-character language code (e.g., SP-Spanish)
LEP Status	Florida Supplemental	<input type="checkbox"/> LN <input type="checkbox"/> LY <input type="checkbox"/> LF <input type="checkbox"/> LZ <input type="checkbox"/> LP <input type="checkbox"/> ZZ	LN-Needs ELL, not being served, LY-Active, LF-Exited & monitoring, LZ-Exited, monitoring complete, LP-Tested, assess. pending, ZZ-English speaker
LEP Home Lang Survey Date	Florida Supplemental		LEP Date on Demographic 1 tab; must be CCPS's Home Language Survey Date, not another district's
LEP Entry Date	Florida Supplemental		If student is flagged ELL (LY or LF), there must be LEP Entry Date in FL Suppl. This date never changes.
LEP Student Plan Date	Florida Supplemental		If student is flagged ELL (LY or LF), there must be LEP Student Plan Date in FL Suppl. This date changes yearly, can change several times each year.
LEP Classification Date	Florida Supplemental		If student is flagged ELL (LY or LF), there must be LEP Classification Date in FL Suppl; same as CCPS's testing date
LEP Exit Date	Florida Supplemental		If ELL student (LF or reclassified LY) exited program, must be Exit Date in FL Suppl (exit first, then change LEP Status)
LEP ReEval Date	Florida Supplemental		If student has been in ELL for more than 3 years, re-eval date is required; must enter Extension of Instruction
LEP Extension of Instruction	Florida Supplemental		If ELL student has Re-eval Date, Extension of Instruction must be Y or Z
LEP Reclassification Date	Florida Supplemental		If ELL student is reclassified, must be Reclassification Date in FL Suppl. Also change LEP Status (LY-LF-LY).
LEP Reclassification Date 2	Florida Supplemental		If ELL student is reclassified, then dismissed twice, then reclassified again, there must be Reclassification Date 2 in FL Suppl. Also change LEP Status (LY-LF-LY).
LEP Reclassification Exit Date	Florida Supplemental		If ELL student is reclassified, then dismissed, there must be Reclassification Exit Date in FL Suppl for each reclassification
LEP Basis of Entry	Florida Supplemental	<input type="checkbox"/> A Aural/Oral <input type="checkbox"/> L LEP Committee <input type="checkbox"/> R Reading_Writing <input type="checkbox"/> T Temp placement	ELL student (LY or LF) must have Basis of Entry in FL Suppl
LEP Basis of Exit	Florida Supplemental	<input type="checkbox"/> A Aural/Oral <input type="checkbox"/> L LEP Committee <input type="checkbox"/> G** District ELL Plan alternate exit standard	**If selecting any of these options, you MUST select TWO. Any use of codes B-G requires a second basis of exit code. Exited/monitored ELL students must have Basis of Exit in FL Suppl. A code of Z is used when the student is LY and not exited. R/W was discontinued as a basis of exit as of July 1, 2008. Code L can be used only if the basis of entry was also L. G is used for high school concordant scores of 15 on ACT and 410 on SA3 or IPT if there is no FCAT or Cella data for the student
		<input type="checkbox"/> B** Cella Composite and Reading <input type="checkbox"/> C** Proficient state L/S assessment <input type="checkbox"/> E** FCAT level 3 or higher Reading <input type="checkbox"/> F** FCAT level 3 or higher Writing	
Alternate Assessment	Florida Supplemental	<input type="checkbox"/> Y <input type="checkbox"/> Z	Y-Yes, Alternate Assessment was/will be administered Z-Took statewide FCAT
Monitoring Status	Florida Supplemental	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D	A-First <u>full</u> grading period after exit B-Second grading period C-One year from exit date D-Two years from exit date-change LEP Status to LZ
Monitoring Date	Florida Supplemental		

ELL Student Data Entry

Student Name _____ Grade _____ ID# _____

Teacher Name _____ Date to Data Entry _____ Date Entered in SASI _____

Listening/Speaking (Aural/Oral)

Test ID	Extended Test History	<input type="checkbox"/> IPT <input type="checkbox"/> Cella <input type="checkbox"/> Other _____	
Test Form (check only one)	Extended Test History	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F	(K-6) Oral - IPT 1 - Forms E & F (7-12) Oral - IPT 2 - Forms E & F
Test Level (check only one)	Extended Test History	<input type="checkbox"/> 18 Aural/Oral <input type="checkbox"/> _____	
Adm Date (test date)	Extended Test History		
LEP_Info	Extended Test History	1 2 3 4 5 6 7	1-entry (LY), 2-exit (LF), 3-reclass, 4-reclass exit, 5-progress monitoring (LY only), 6-progress monitoring exit, 7-progress monitoring reclass exit
Test Parts (check all that apply, enter value)	Extended Test History	<input type="checkbox"/> Listening (RS) _____ <input type="checkbox"/> Speaking (RS) _____	RS-Raw Score (Listening and Speaking should be the same score)

Reading/Writing

Test ID	Extended Test History	<input type="checkbox"/> IRW-IPT (SASI) <input type="checkbox"/> Cella <input type="checkbox"/> Other _____	IRW-IPT 2 & 3
Test Form (check only one)	Extended Test History	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> F	(2-3) Reading & Writing - IPT 1 - Forms C & D (4-6) Reading & Writing - IPT 2 - Forms C & D (7-12) Reading & Writing - IPT 3 - Forms C & D
Test Level (check only one)	Extended Test History	<input type="checkbox"/> 30 Reading / Writing <input type="checkbox"/> _____	
Adm Date (test date)	Extended Test History		
LEP_Info	Extended Test History	1 2 3 4 5 6 7	1-entry (LY), 2-exit (LF), 3-reclass, 4-reclass exit, 5-progress monitoring (LY only), 6-progress monitoring exit, 7-progress monitoring reclass exit
Test Parts (check all that apply, enter value)	Extended Test History	<input type="checkbox"/> Reading (NP) _____ <input type="checkbox"/> Writing (NP) _____	NP-National Percentile (do not enter a percent sign)



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English Language Learners (ELL) Eligibility Determination Form

Name:	Student ID#:	School:
Student Grade:	Home Language:	

Dear Parent/Guardian:

When you registered your child for school, you filled out the Home Language Survey and indicated that a language other than English is spoken by your child and/or is spoken in the home. Based on this information the school has assessed your child to determine your child's eligibility for the English Language Learners (ELL) program. The following items were taken into consideration:

- 1. Score on *Oral Language Proficiency Test (IPT)*
- 2. Norm referenced test in reading and writing (grades 4-12 only)
- 3. Other criteria such as:
 - Age appropriateness
 - Parent/Student interviews
 - Previous school records (contacted previous school if not available)
 - Transcripts
 - Standardized and/or Criterion Referenced Test:
 Test Name: _____
 Test Date: _____
- 4. Other criteria deemed appropriate by school staff:

As a result of this programmatic assessment, the school:

- Recommends ELL services for your child. The primary objective of the ELL program is to develop the student's English skills in listening, speaking, reading and/or writing, and grade level Language Arts instruction taught by an ELL certified teacher.
- Does not recommend ELL services for your child.

Signature of Parent/Guardian:	Date:
-------------------------------	-------

In the best interest of your child, placement in the ELL program reflects district compliance as required by rule 6A-6.0902 Section 233.058, Florida Statutes as amended by Section 41, Chapter 90-288, Laws of Florida.

ELL Teacher:	Guidance Counselor:
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Distribution: ____ Cumulative file ____ ELL folder ____ Parent / Guardian
 Revised: 04/03 MIS#: 9035 0692 0280 E Forms: 02/03



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Étudiants d'Anglais (ELL) Éligibilité Détermination

Nom de l'élève:	ID#:	École:
Classe:	Langue:	

Cher Parent/Tuteur:

Au moment de l'inscription, vous avez rempli un formulaire, le "Home Langue Questionnaire." Se basant sur cette information, le Comité de l'école a évalué votre enfant pour déterminer son éligibilité pour le programme spécial Étudiants d'anglais (ELL). Les éléments suivants ont été pris en considération:

- 1. Note du *Test Oral d'Aptitude pour Anglais* (IPT)
- 2. Tests appropriés de lecture, rédaction, et/ou expression (4ème-12ème)
- 3. Autres références telles que:
 - Age approprié à la classe
 - Entrevues avec parent/élève
 - Documents de la dernière école fréquentée (contacter cette école pour les obtenir s'ils ne sont pas présentés au moment de l'inscription)
 - Relevé des notes de l'année en cours et des années précédentes
 - Tests appropriés locaux, de l'état, et nationaux:
 Nom du Test: _____
 Date du Test: _____
- 4. Autres références jugées appropriées par le personnel de l'école pour être pris en considération:

Par suite de cette évaluation l'école:

- Recommande les services de ELL pour votre enfant. L'objectif premier du programme de ELL est de développer chez l'élève l'habileté à parler, écrire, lire et comprendre l'anglais suivant un procédé spécial d'éducation de langue par un professeur certifié de ELL.
- Ne recommande pas les services de ELL pour votre enfant.

Signature du Parent/Tuteur:	Date:
-----------------------------	-------

Dans le meilleur intérêt de votre enfant, son placement dans le programme de ELL reflète l'adhésion du district comme exigé par la loi 6A-6.0902 Section 233.058, Statut de la Floride, comme amendé par Section 41, Chapitre 90-288, Lois de Floride.

Professeur de ELL:	Conseiller:
--------------------	-------------



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Estudiantes del Idioma Ingles (ELL) Determinación de Elegibilidad

Nombre del Alumno/a:	Número de Identificación:	Escuela:
Grado:	Idioma Hablado en Casa:	

Estimados Padre/Guardián:

En el momento de haber registrado a su hijo/hija para entrar en la escuela, usted lleno una forma titulada "Estudio del Idioma en el Hogar" e indico que ademas del Ingles, otro idioma es hablado por su hijo/hija en el hogar. Basado en esta información la escuela ha evaluado a su niño/niña para determinar la posibilidad que su hijo/hija califica para entrar en el programa de "Estudiantes del Idioma Ingles" (ELL). Los siguiente artículos fueron tomados en consideración:

- 1. Evaluación de la *Prueba Oral de Dominio del Idioma* (IPT)
- 2. Examen de comparación de aptitud en la escritura y la lectura (alumnos de clases 4-12)
- 3. Otra información tal como:
 - Edad adecuada
 - Entrevistas con padres/estudiante
 - Archivos anterior escolares (contactamos escuelas anteriores si no están disponibles)
 - Transcripciones
 - Exámenes de criterio y referencia
- 4. Otra criterio vista apropiada por la escuela:

Nombre del examen: _____
 Fecha del examen: _____

Basada en la criterio indicada a continuación, la escuela:

- Recomienda los servicios del programa ELL para su niño/a. El primer objetivo de este programa es el desarrollo del estudiante en el hablar, escuchar, leer ó escribir el inglés. Recibirá instrucción por un maestro/a certificado en especialización ELL.
- No se recomienda dichos servicios para su niño/niña.

Signatura de Padre o Madre/Guardián:	Fecha:
--------------------------------------	--------

Teniendo en cuenta el mejor interés de su hijo/a en la programa ELL, cumplirá con las reglas requisitas 6A-6.0902 Sección 233.058, enmendado por la Sección 41, Capitulo 90-288, leyes de Florida.

Maestro de ELL:	Consejero/a:
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Distribution: _____ Cumulative file _____ ELL folder _____ Parent / Guardian
 Revised: 04/03 MIS#: 9035 0692 0280 S Forms: 02/03



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English Language Learners (ELL) LEP Committee Meeting Notice

Student Name:	Student ID#:	School:
Student Grade:	Home Language:	

The meeting has been scheduled for:	DATE:	TIME:
	PLACE:	

The following LEP committee members are invited to attend:	

Meeting Purpose(s):	Purpose Comment:

Distribution: _____ Cumulative file _____ ELL folder _____ Committee Members
 Revised: 05/06 Form: 05



English Language Learners (ELL) LEP Committee Meeting Review

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Student Name:	Student #:	DOB:
School Name:	Current Grade:	School Year:
Parent/Guardian:	Address:	Phone:

MEETING: Date: _____ Time: _____ Location: _____ Duration: _____

Status:	Recorded By:
Contact Person:	Method of Sharing:
Contact Phone:	Comment:

Meeting Purpose(s)	Meeting Outcome

Meeting Notes:

ESOL ENTRY/EXIT TEST DATA

School Year	Test Date	Test	Description	Scale / Standard Score	National Percentile	Normal Curve Equivalent Score	Developmental Scale / Growth Scale Value Score	Local Stanine	Raw Score	Total Test Items	Percent Correct	Grade Equivalent

ACHIEVEMENT TEST DATA

School Year	Test Date	Test	Description	Scale / Standard Score	National Percentile	Normal Curve Equivalent Score	Developmental Scale / Growth Scale Value Score	Local Stanine	Raw Score	Total Test Items	Percent Correct	Grade Equivalent

Student Progress Decision:

Decision Date:	Associated 'From' Program:
	Associated 'To' Program:
Proposing Action(s):	Why Proposing the action:
Other Options Considered:	Reasons why certain options were rejected:
Relevant Assessments used as a basis for decision:	Other factors relevant to Proposing the action(s) included:

Persons invited:

Persons in attendance:

Distribution: _____ Cumulative file _____ ELL folder _____ Parent / Guardian
MIS#: 9035 0692 0290 Revised: 06/07 Form: 06



ELL Report of Parent Conference

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Student Name:	Student #:	DOB:
School Name:	Current Grade:	School Year:
Parent/Guardian:	Address:	Phone:

MEETING Date: _____ Time: _____ Location: _____ Duration: _____

Status: Contact Person: Contact Phone:	Recorded By: Method of Sharing: Comment:
Meeting Purpose(s):	Meeting Outcome:
Comments:	
Meeting Notes:	

Student Strengths:	Student Weaknesses:
Recommendations:	Responsibilities:

Student Progress Decision:	
Decision Date:	Associated 'From' Program:
	Associated 'To' Program:
Proposing Action(s):	Why Proposing the action:
Other Options Considered:	Reasons why certain options were rejected:
Relevant Assessments used as a basis for decision:	Other factors relevant to Proposing the action(s) included:

Persons invited:	

Persons in attendance:	

Additional Notes:

Participant Signatures:	



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English Language Learners (ELL) Entry / Progress Meeting Notice

School: _____	Date: _____
Student: _____	Student Grade: _____

Dear Parent/Guardian:

You are invited to a meeting to discuss your son/daughter's **entry/progress** in the ELL program.

We hope to see you on _____ at _____.

Please report to the guidance office at the school and ask for the ELL teacher, _____.

Complete the information below and return the form to the ELL teacher at school with your child.

Please check one of the following:

- Yes, I will attend Translator needed
 No, I will not attend No, I will not attend, but please call me.

Parent/Guardian Signature: _____

Admission/Progrès : Annonce de réunion

Cher Parent/Tuteur:

Vous êtes invités à participer à une réunion pour parler **de l'admission / des progrès** de votre enfant dans le programme d'ELL (Étudiants d'anglais).

Nous espérons vous voir le _____ à _____.

Rendez-vous à l'office du Conseiller de l'école et demandez à voir le professeur d'ELL, _____.

Prière de compléter le paragraphe ci-dessous et de rapporter ce formulaire à l'école au professeur d'ELL par votre enfant.

- Oui, je participerai. Oui, j'aurai besoin d'un interprète
 Non, je ne participerai pas. Non, je ne pourrai pas participer, mais téléphonez-moi pour en parler.

Signature du Parent/Tuteur: _____

Distribution: _____Parent _____Cumulative folder _____ELL file

Revised: 03/99 MIS#: 9035-1194-0040E/F Form: 09



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English Language Learners (ELL) Entry / Progress Meeting Notice

School:	Date:
Student:	Student Grade:

Dear Parent/Guardian:

You are invited to a meeting to discuss your son/daughter's **entry/progress** in the ELL program.

We hope to see you on _____ at _____.

Please report to the guidance office at the school and ask for the ELL teacher, _____.

Complete the information below and return the form to the ELL teacher at school with your child.

Please check one of the following:

- Yes, I will attend Translator needed
 No, I will not attend No, I will not attend, but please call me.

Parent/Guardian Signature: _____

Entrada/Progreso: Noticia de Reunión

Estimado Padre:

Están invitados a una reunión para hablar sobre **la entrada/progreso** de su hijo/a en el programa de ELL (el inglés para los que hablan otros idiomas).

Esperamos verlo(s) el _____ a la _____.

Por favor, al entrar la escuela, pregunte por la Oficina de Consejeros y por la maestra de ELL, _____.

Marque(n) la línea apropiada y devuelva la forma al maestro/a de ELL a la escuela por medio de su hijo/a.

- Sí, voy asistir Necesito interprete
 No, no puedo asistir No puedo asistir, pero quiero que usted me llame por teléfono.

Firma del Padre/Madre: _____

Distribution: ____Parent ____Cumulative folder ____ELL file
 Revised: 03/99 MIS#: 9035-1194-0040E/S Form: 09



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English
ELL Exit Letter

English Language Learners (ELL) Exit Letter

Date _____

Re: _____

Dear Parent,

Your child has gained much success in the English skills of reading, writing, speaking and listening.

The English Language Learners (ELL) Program has assessed your child. He/she no longer qualifies for the services offered through this Program.

Thank you for your assistance in helping us make this transition a successful one. If you have any questions or concerns, please call your child's teacher or guidance counselor.

Sincerely,

Distribution: _____ Parent

_____ Cumulative File
Form 13E

_____ ELL Folder



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French
ELL Exit Letter

Étudiants d'Anglais (ELL) Lettre de Sortie

Date _____

Ré: _____

Cher Parent,

Votre enfant a largement amélioré ses capacités en anglais dans les domaines de la lecture, de la composition écrite, de l'expression et de la compréhension orale.

Le Programme Étudiants d'anglais (anglais langue non-maternelle) a évalué votre enfant. Il/Elle ne remplit plus les conditions nécessaires pour bénéficier des services proposés par ce programme.

Nous vous prions de croire, Madame, Monsieur, en l'expression de nos sentiments distingués. Si vous avez des questions ou soucis, appeler svp le professeur de votre enfant ou le conseiller de conseils.

Sincèrement,

Distribution: _____Parent

_____Cumulative File
Form 13F

_____ELL Folder



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Spanish
ELL Exit Letter

Estudiantes del Idioma Ingles (ELL) Carta de conclusión

Fecha _____

Asunto: _____

Estimado padre de familia:

Su hijo/a ha mejorado considerablemente sus destrezas de lectura, escritura, verbales y de comprensión auditiva del idioma inglés.

Su hijo/a ha sido evaluado/a según el programa Estudiantes del Idioma Ingles (ELL) y se ha determinado que ya no necesita recibir los servicios que se ofrecen mediante este programa.

Agradecemos su asistencia en el éxito de esta transición. Si tiene preguntas o comentarios, por favor llame al maestro de su hijo/a o al consejero asesor.

Atentamente:

Distribution: _____ Parent _____ Cumulative File _____ ELL Folder

Form 13S



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English Language Learners (ELL) Monitoring Form

First Review Date: _____

Second Review Date: _____

Third Review Date: _____

Fourth Review Date: _____

Student's Name: _____

Team/Teacher: _____

Directions:

Please fill in the grades _____ will receive on the upcoming report card. This form needs to be completed and returned to _____ by _____.

Thank you.

<u>Subject</u>	<u>Teacher</u>	<u>Grade</u>
English		
Math		
Science		
Social Studies		
Computer Literacy		

Distribution: _____ Parent _____ Cumulative file _____ ELL File _____ ELL Dept.
 FORM 08b MIS: 9035 0193 0320 Rev. 3/99



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**English Language Learners (ELL)
 Reclassification / Monitoring**

	<u>First Review</u> (First complete marking period after exiting ELL program)
	<u>Second Review</u> (Second marking period)
	<u>Third Review</u> (One year after exit)
	<u>Fourth Review</u> (Two years after exit)

To the parent/guardian of:

Student: _____ ID#: _____

School: _____ Date: _____

Your child's progress at school is reviewed four different times over a two-year period after exiting the ELL program. The following is a summary of the review:

Academic Review: (Report cards, progress reports, test scores)

Based on the above information,

- The ELL department recommends your child return to the ELL classroom for assistance so _____ may have more success in academics. An LEP (Limited English Proficient) Committee meeting will be announced. We hope to see you there.
- The ELL department will continue to monitor your child's progress in the regular classroom.
- The ELL department will no longer monitor your child's progress. _____ has demonstrated continued academic success in the mainstream over a two-year period and therefore should no longer need the ELL classroom services.

If you have any questions/concerns please call _____

Phone #: _____

Distribution: _____ Parent _____ Cumulative file _____ ELL File _____ ELL Dept.
 FORM 08 MIS: 9035 0293 0080 E Rev. 3/99



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**Étudiants d'anglais (ELL)
 Reclassification / Surveillance**

	<u>1ère Révision</u> (1ère période complète notée après être sorti du programme ELL)
	<u>2ème Révision</u> (2ème période notée)
	<u>3ème Révision</u> (Un an après être sorti)
	<u>4ème Révision</u> (Deux ans après être sorti)

Note aux parents/tuteur de:

Elève: _____ ID#: _____

École: _____ Date: _____

Les progrès scolaires de votre enfant sont revus à quatre différentes reprises sur une période de deux ans après son départ du programme ELL. Le paragraphe suivant est un sommaire de la révision:

<p>Révision Académique: (Carnet mensuel, compte-rendu des résultats scolaires, notes des examens)</p>

Se basant sur l'information ci-dessus,

- Le département ELL recommande que votre enfant retourne à la classe ELL pour être aidé afin d'obtenir de meilleurs résultats. Une réunion du comité LEP (Pour l'enfant dont l'anglais est limité) sera annoncée. Nous espérons que vous y assisterez.
- Le département ELL continuera de contrôler les progrès de votre enfant dans sa classe régulière..
- Le département ELL ne contrôlera plus les progrès de votre enfant. Ses progrès scolaires ont été régulièrement bons dans le cours normal sur une période de deux ans, par conséquent, il/elle ne devrait plus avoir besoin des services de la classe ELL.

Si vous avez des questions ou si vous êtes inquiets, vous êtes priés d'appeler: _____

Tel #: _____

Distribution: _____ Parent _____ Cumulative file _____ ELL File _____ ELL Dept.
 FORM 08 MIS: 9035 0293 0080 F Rev. 3/99



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**Estudiantes del Idioma Ingles (ELL)
 Reclasificación / Seguimiento**

	<u>Primer Repaso</u> (1 periodo completo de notas académicas desde la salida del programa ELL)
	<u>Segundo Repaso</u> (segundo periodo de notas académicas)
	<u>Tercer Repaso</u> (uno año desde la salida de ELL)
	<u>Cuarto Repaso</u> (al segundo año desde la salida de ELL)

Al Padre/Tutor de:

Estudiante: _____ ID#: _____

Esuela: _____ Fecha: _____

El progreso de su niño(a) en la escuela es revisado cuatro veces en un periodo de dos años, después que el niño(a) haya salido del programa ELL. Lo siguiente es un resumen del repaso:

Revisión Académico: (Certificado escolar, notas de exámenes)

Basado en la información de arriba,

- El departamento de ELL recomienda que su hijo vuelva a las clases de ELL para recibir más ayuda para que _____ pueda tener más éxito en el campo académico. Un Comité de LEP (habilidad limitado del inglés) anunciará una reunión. Esperamos que asistan.
- El departamento de ELL seguirá evaluar el progreso de su hijo/a en la clase regular.
- El departamento de ELL ya no evaluará más el progreso de su hijo/a. _____ ha demostrado éxito académico continuado en las clases regulares durante un periodo de dos años, y por lo tanto, no debe necesitar más los servicios de ELL.

Para cualquiera información o pregunta, haga el favor de llamar a: _____
 al teléfono: _____

Distribution: _____ Parent _____ Cumulative file _____ ELL File _____ ELL Dept.
 FORM 08 MIS: 9035 0293 0080 S Rev. 3/99



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English Language Learners (ELL) Services Continuation Notice

Date _____ School _____

Student _____ ID# _____

Dear Parents/Guardians: _____

Your son/daughter continues to qualify for the ELL Program. ELL services provide practice in English conversation, pronunciation, listening comprehension, reading, writing, and grammar.

Please call me, _____, at _____ if you have questions.

Sincerely,

ELL Teacher

Estimados Padres/Tutor: _____

Su hijo, a califica para seguir en el programa ELL. Los servicios de ELL proveen practica con el ingles en los áreas de gramática intensiva, escritura, lectura, pronunciación y conversación.

Haga el favor de llamarme, _____, a _____ si Uds. tienen preguntas.

Sinceramente,

Maestra o de ELL

Chers Parents/Tuteurs: _____

Votre fils/fille continue d'être éligible pour recevoir les services d'ELL. Ce programme est établi à l'intention des élèves qui parlent une autre langue et leur fournit assistance en Anglais sur la prononciation de la langue, la compréhension orale, la lecture, la rédaction, et la grammaire intensive.

Si vous avez des questions appelez, _____, au _____

Sincèrement,

Professeur d'ELL



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English Language Learners (ELL) ELL Testing and LEP Status Report

ENTRY EXIT 3-YEAR REEVALUATION

School:	ID#:
Student Name:	Home Language:
Student Grade:	

Oral/Aural Test Score: _____ Date Administered: _____

Aural/Oral Test Name: _____

Normed Test Scores: Total Reading: _____ Total Language: _____

Test Name: _____ Date: _____

<p>* LEP STATUS: (circle one) LY LN LF LP ZZ</p> <p>LY = student is Limited English Proficient and in ELL LN = student is LEP and not in ELL LF = student is a former LEP student LP = student is LEP pending normal test in reading/writing (grades 4-12 only) ZZ = student does not qualify for or need ELL services Note: Data entry must record LEP Status on Demographic Screen.</p>
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Tester: _____ (Name/Title)

- ELL Placement
- No ELL Placement
- LEP Committee Recommendation
- Other/Comments: