



2024-2025

ESOL Policies and Procedures

Handbook



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Introduction

This English for Speakers of Other Languages (ESOL) Procedures Handbook is designed to assist Hernando County Schools implement the state requirements and the District's English Language Learner (ELL) Plan. It addresses procedures for programming and services for ELLs. Hernando County Schools is committed to meeting the requirements of the Florida Consent Decree and the subsequent mandates. This handbook is intended to be used by ESOL Lead Teachers and ESOL Lead Teachers.

Definition of an ELL Student

The Consent Decree defines ELL students as:

- Individuals who were not born in the United States and whose native language is a language other than English; or
- Individuals who come from home environments where a language other than English is spoken in the home; or
- Individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and
- Individuals who, by reason thereof, have sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English.

The ELL Committee

- The ELL Committee consists of ESOL teachers (Language Arts/English) and home language teachers (if applicable), an administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation.
- The parent/guardian will be invited to serve on the ELL Committee for his/her child.
- An ELL Committee meeting shall convene at the request of any member and will be headed and documented by the ESOL Lead Teacher.

Instructional Models for ELLs Available in Hernando County Schools

- **Mainstream/Inclusion** serves all students who have been classified as active (LY) English Language Learners (ELLs) based on state and district requirements. This model promotes comprehensible instruction in content instruction using ESOL strategies and accommodations while implementing state content area standards and the English Language Development standards. Students receive instruction with ELL and non-ELL students.
- **Sheltered English** (ELD- English Language Development) - When feasible, based on enrollment and student needs (recommended for Tier A students), this course offers extensive instruction in English covering all four language domains of listening, speaking, reading, and writing. Students receive instruction with other ELLs. *iLit* is the recommended curriculum for this course. This course is taken as an elective and does count toward the student's English course/credit requirements.
- **Sheltered English** (DLAR-Developmental Language Arts Through ESOL – Reading. When feasible, based on enrollment and student needs, this course offers extensive instruction in Reading as a Tier 3 intervention for secondary students. This course is taken as an elective.

What are the Strategies and Accommodations?

- Strategies refer to methods or techniques used to provide comprehensible instruction and assist in learning language and content. ESOL strategies are put in place to meet the individual needs of students and must be appropriate for the student's English language developmental level to ensure that he or she understands the instruction. [These should be selected by the ESOL Lead Teacher in ELLevation, while developing the ELL Plan.](#)
- Accommodations are changes that can be made in the way instruction is provided to the ELL student and how the student demonstrates performance. Accommodations do not alter in any significant way what the assignments or assessments measure. Accommodations could be in the form of changes in instruction, assessment format, setting, timing, scheduling and/or student response methods. Some examples include additional time for completing assignments, reduction of non-essential details in materials, test questions presented and answered orally, and providing a word bank for an assessment. [State-approved accommodations must be selected in ELLevation, while developing the ELL Plan.](#)

ACCESS for ELLs

- Assessing Comprehension and Communication in English State to State (ACCESS for ELLs) is the annual English language proficiency assessment administered to English language learners. The test provides districts with information helpful in planning for student instruction, making exit decisions, and in evaluating programs for ELLs.
- The test is given to all students designated as LY (active ESOL). School personnel must be trained in the administration of the test, complete the appropriate WIDA ACCESS online training modules and pass the speaking module quizzes.

The English Language Development (ELD) Standards

- Florida has adopted the English Language Development Standards for use when instructing ELLs. These standards are to be used along with each of the content area standards with a focus on academic language. There are five standards: Social and Instructional Language, The Language of Math,

The Language of Science, The Language of Language Arts, and The Language of Social Studies. The ELD standards must be documented along with ESOL strategies in lesson plans.

- Training for teachers regarding the ELD standards was made available beginning in the 2015-16 school year. ESOL personnel at each school will continue to share standards information and resources available to help plan instruction and assessment of ELLs. The ESOL Lead Teacher/ESOL Lead Teacher must provide teachers with an ELL student's level of English language proficiency to aid in planning.

ESOL Eligibility and Placement Procedures

Registration

The Home Language Survey (HLS) is administered for all students by the registrar or designee during registration at all schools. The HLS is printed in English and Spanish. The school's official Spanish/English translator may help parents as needed during the registration process. If a language other than Spanish is needed, the school will make every effort to locate someone to assist.

The Home Language Survey includes the questions, "Is there a language other than English spoken in the home?" "Does your child have a first language other than English?" and, "Does your child most frequently speak a language other than English?" The Registrar immediately notifies the English Language Learner (ELL) Chairperson after an affirmative response to one or more of the questions on the Home Language Survey. A completed copy of the HLS and the Data Elements form signed by the Registrar are given to the ESOL Lead Teacher. The parents/guardians receive a copy of the Home Language Survey that includes notification of evaluation procedures.

The HLS also requests the date that a student first enrolled in a school in the United States [Date Entered U.S. Schools (DEUSS)]. This date is used to identify potential immigrant students as defined on the Immigrant Student Data Element Form and is used when considering extension of services for English Language Learners. Registrars should check that the DEUSS date is filled out on the top part of the Data Elements form before passing it to the ESOL Lead Teacher.

Once a student's eligibility has been established, a scan of the HLS must be uploaded to the student's profile in ELLevation.

Programmatic Assessment

Upon student entry to the Hernando County School system, the previous school of the ELL is contacted for academic records by the Registrar, Guidance Counselor, or ESOL Lead Teacher. A Student Records Request form is sent to the previous school requesting this information. If records are not promptly received, the Registrar, Guidance Counselor, or ESOL Lead Teacher place a phone call to obtain records. Once received, school records would be evaluated, and the student would be placed in the appropriate grade level and courses based on available information. Questionable cases are decided by the ELL Committee. A programmatic assessment is conducted for each ELL within 20 days (about 3 weeks) of enrollment and is documented on the Programmatic Assessment Student Profile form.

Special Note for Transferring Out of State Students: *If students have never been enrolled in a Florida school, the student must be assessed upon entry. If the student is eligible upon assessment and the student has been enrolled in U.S. schools more than 3 years according to the DEUSS date, an ELL Committee meeting must be held to determine ELL status. This meeting will serve as the extension of services meeting, and the reevaluation date will be noted on the data entry form.*

Elementary Level Students

In the case of K-5 ELLs with limited or no prior school experience or whose prior school records are incomplete or unobtainable, the parent/guardian is interviewed and asked for any available records in their possession. Consideration is given to the following: age appropriateness, current grade level (if available), and any other pertinent information. Academic assessments may be given, and an ELL Committee meeting may be called to determine grade level placement and services. In the event of no available transcripts, students are placed age appropriate. An ELL Committee must meet when a student is placed based on age-appropriateness.

ELLs in the elementary grades may be graded using S, N, or U during their first year of receiving ESOL services as determined by the ELL committee.

Secondary Level Students

For potential ELLs enrolling at the secondary level with clear documentation of previous academic history, initial placement is determined by the registrar, data entry personnel, or guidance personnel with input from the ESOL contact. Transcripts would be evaluated, and the student would be placed in the appropriate grade/course level. ELL students are scheduled into courses that fulfill graduation requirements based on the school district's Student Progression Plan, and on completed academic coursework, regardless of the language in which prior coursework was done. Classes taken in the student's native language are compared with current course descriptions and placement/proficiency exams may be used to determine the completion of course expectations and standards met.

Questionable initial placement of a student, an ELL committee shall meet to determine appropriate grade level/course placement and services (if applicable). Students that come with no documentation or prior schooling or with foreign transcripts, the Supervisor of Secondary Programs and the ESOL coordinator will review all the information available and make recommendations based on that information, the Pupil Progression Plan and input from other school personnel as needed. Recommendations for placement are shared with the guidance department at the school to ensure proper course and grade placement. Documentation is completed using a Foreign Transcript Evaluation Form. Students transferring from other countries who have successfully completed language arts courses in their home language will receive credit for English (language arts) courses. Foreign students who have received credit for English as a foreign language or another foreign language in their home country shall be awarded foreign (world) language credit.

Temporary Placement

Obsolete do not use. ~~Students entering Hernando Schools from other Florida districts should be placed LP with a **Basis of Entry** code of "T" in order to have them populate in ELlevation to perform Extension of Services Meetings, as needed and request of records via ELlevation.~~

- ~~• Students determined to be eligible — submit a new data entry form with an LY record.~~
- ~~• Students determined to be ineligible — submit a new data entry form to remove the LP record. Data entry will change the student's status to ZZ and delete information from the SIS for that student.~~

ELL Plan

An ELL Plan will be developed in ELLevation at or before the end of Survey 2. The ELL Plan will be saved to an LY's profile, printed, and filed in the ELL Folder.

ELL Instructional Plan

An ELL Instructional Plan will be developed in ELLevation on or before the end of Survey 2. The ELL Instructional Plan will be saved to an LY's profile and provided to teachers of ELLs.

Evaluation of Students for ESOL Eligibility and Placement

Students may be entered using their language proficiency scores or by decision of the ELL Committee. The ESOL Lead Teacher will use the WIDA Kindergarten Screener (WKS) or the WIDA Screener to determine eligibility for ESOL services.

Special note regarding ESE/ESOL: If a student is first identified/served as ESE, an Individual Education Plan (IEP) meeting with ELL Committee representation must be held prior to testing the ESE student for placement in an ESOL program.

Testing must be done within 20 days of enrollment. Parents must be notified of any placement decisions within 30 days of a student's enrollment or if during the school year, within 2 weeks of placement. Students scoring below the designated proficiency level will be eligible for ESOL services. Using the WIDA Kindergarten Screener or the WIDA Screener:

Grade Kindergarten WIDA Kindergarten Screener (may be used for kindergarten through 1st semester 1st grade: If Combined Listening & Speaking score is less than 27 (Raw Score), enter using basis of entry A.

Grades 1-2 WIDA Screener: Assess on all four domains. Students scoring below Level 4 in Listening or Speaking are eligible for services. Enter using "basis of entry A. "

Grades 3-12 WIDA Screener: Assess all four domains. Students scoring below Level 4 in Reading or Overall (Composite score) are eligible for services. Use basis of entry **R**. Eligibility for students who score below Level 4 on Listening or

Speaking but were not eligible using Reading or Overall scores, may be considered by the ELL Committee.

If entering because of a decision made by the ELL Committee, enter using the basis of entry L. (The committee's decision and reasons for decision must be documented on the ELL Committee Meeting Minutes Form).

****For eligible students:***

Create folders and documentation. (See appendix for folder contents.) Parent Notification for ESOL, score report, if applicable, and any ELL Committee Meeting Minutes need to be sent home and filed in the cumulative folder.

Reporting Entry Information on the ELL Data Entry Form

Submit the following to the data entry person for input: LP Status (LY), Entry Date, DEUSS Date, Basis of Entry, Classification Date, Plan Date, Tier Placement and Entry Test Data. Test Codes are listed on the next page. Verify that information is entered accurately and in a timely manner by checking in district SIS. (See appendix for samples.)

ELL funding codes are automatically assigned in the SIS. ESOL Lead Teacher shall verify that instructional model codes are entered correctly in district SIS. Instructional Model Codes are available in the Appendices under Data Elements. Instructional model codes should be used for any student receiving ESOL services regardless of funding eligibility. [Please refer to the list of courses eligible for ESOL funding (code 130) on the FLDOE website.] **Funding for eligible courses may be collected for a period of up to 12 survey periods (6 years) for a student based on entry into a Florida public school ESOL program (Florida ESOL Entry Date).**

Note: PK students are not tested until they are ready to transition to Kindergarten (No earlier than May). ESOL Lead Teachers should attend a PK student's staffing (if applicable) to discuss eligibility and testing. The DEUSS date must be updated if the student becomes eligible for ESOL services in kindergarten.

****For ineligible PK students:***

Enter test data on the Ineligible Test Report Form. Provide a copy to the Assessment Teacher for entry into the district SIS. Keep a copy in your file along with the HLS and the test report.

Recording Narratives in ELLevation

Notes should be added in ELLevation to student profiles in order to share qualitative information about ELLs with their teaching teams. Minutes from ELL Committee Meetings are stored in ELLevation Notes as well.

Re-evaluation of Students

Who Previously Withdrew from Hernando County Schools and Continuation of Services for Students Transferring from Another Florida School District

Student records are requested by the Registrar and/or Guidance Counselor and the parents/guardians of the ELL may be interviewed. If a student has been absent from the district for one year or more and has attended a school in another state or country, the child will be re-evaluated for English proficiency and placed accordingly.

- If the student has been withdrawn from the district for less than one year and re-enrolls, placement will be determined based on available records. District SIS data will be updated to reflect the new plan date.
- If the student has attended a Florida public school, has a DEUSS date of less than 3 years, ESOL services will continue as documented in their ELL plan and their plan will be updated and that date will be entered into district SIS.
- If a student comes from another Florida school district with a DEUSS date of 3+ years, reasonable effort must be made to acquire the student's Extension of Services documentation from the previous school. If no documentation is available, the ESOL Lead Teacher must assess and follow the procedures outlined in the Extension of Services rule to determine continued placement or dismissal.
- If the student was previously exited from ESOL by another Florida school district, the student's current ELL status (LF, LA, or LZ) will be considered and the student will not be re-evaluated for eligibility.
- Students determined ineligible in another Florida school district do not need to be reassessed if documentation of ineligibility can be obtained.
- Questionable cases may be decided by the ELL Committee.

Test Codes, Subject Codes and Score Types

*Scores of 1.0—6.0 must be entered with the decimal.

WIDA Screener: Test ID = WIS

WIDA KG Screener: Test ID = WKS

Grade(s)	Area	Subject Code	Score Type*
K-1 WKS	Listening	RL	AL
K-1 WKS	Speaking	RS	AL
Grade(s)	Area	Subject Code	Score Type*
1-2 WIS	Listening	6W	AL
1-2 WIS	Speaking	8W	AL
3-12 WIS	Listening	6W	AL
3-12 WIS	Speaking	8W	AL
3-12 WIS	Reading	7W	AL
3-12 WIS	Writing	9W	AL
3-12 WIS	Overall	5W	AL

Other English Language Proficiency (ELP) Tests

The codes are listed here in case student transfer records show scores from a previous year and you need to enter them into THE DISTRICT SIS.

W-APT: Test ID = WPT

Grade(s)		Area	Subject Code	Score Type
Kindergarten WPT		Listening	DG	RS (use combined L&S)
Kindergarten WPT		Speaking	DH	RS (use combined L&S)
1-2	WPT	Listening	DG	AL
1-2	WPT	Speaking	DH	AL
3-12	WPT	Listening	DG	AL
3-12	WPT	Speaking	DH	AL
3-12	WPT	Reading	DJ	AL
3-12	WPT	Writing	DK	AL
3-12	WPT	Overall	DT	AL

Tier Placement Guidance



ACCESS for ELLs Paper Tier Placement Protocol

Proficiency Level				
1—Entering	2—Emerging	3—Developing	4—Expanding	5—Bridging
Tier A			Tier B/C	
Tier A is most appropriate for ELLs who <ul style="list-style-type: none">• Have arrived in the U.S. or entered school in the U.S. within the current academic school year without previous English instruction• Currently receive literacy instruction only in a language other than English• Have recently tested at a beginner level of English language proficiency			Tier B/C is most appropriate for ELLs who <ul style="list-style-type: none">• Have social language proficiency and are beginning to approach or have acquired academic language proficiency in English• Have acquired some literacy in English or are approaching grade level literacy in English• Will likely meet the state's exit criteria for support services by the end of the current academic year	

In addition to the guidance above, consider how the following circumstances might apply to any individual student:

- **Noteworthy Progress:** Some students who earn Entering or Emerging proficiency level scores demonstrate significant growth between initial testing and the time when materials are ordered for the next round of testing. If the Tier B/C test is most appropriate to the student's current English language proficiency level, use that test even if the student's previous scores suggest Tier A.
- **Literacy Development:** Students who have emerging English literacy skills can find the Tier B/C Writing test challenging, and younger students, particularly those in grade 1, can find the Reading test challenging. If Tier A is most appropriate to the student's current literacy skill level, use that test even if the student's previous scores suggest Tier B/C.

As always, refer to your member/state page of the WIDA website for any specific guidance from your state or district on tier placement. If you have questions about tier placement for your students, contact your test coordinator.

Services and Exit

Strategies, Accommodations, and Assessment Exemptions

Documenting Lesson Plans

The ESOL Lead Teacher (ESOL Lead Teacher) provides the classroom teacher with the ELL's English language proficiency level for each of the language domains (Listening, Speaking, Reading, and Writing). Teachers are also provided information and guidance on planning instruction and assessment using the proficiency levels, the WIDA English Language Development Standards, the Can-Do Descriptors and Performance Definitions, as well as ELLevation Strategies.

Teachers will document strategies and accommodations in their lesson plans. Lesson plans must also include the WIDA English Language Development Standards along with the Florida content standards. Teachers needing assistance preparing for the instruction of ELLs should contact the school's ESOL Lead Teacher.

Statewide/District Test Accommodations

Active ELLs (LYs) and ELLs exiting the ESOL program within two years (LFs) must be provided appropriate, allowable accommodations on district and statewide assessments.

The ESOL Lead Teacher will document the test accommodations in ELLevation with input from the ELL Committee, when needed. The accommodations information will be shared with the school's assessment teacher to ensure that all appropriate accommodations are provided. Allowable accommodations include flexible setting, flexible scheduling, heritage language assistance, and use of a heritage word-for-word dictionary. **Note: Parents must be informed of the flexible setting option for students not of legal age and shall be given the opportunity to select the preferred setting for test administration.**

An ELL student with disabilities shall be provided with ESOL accommodations **and** any accommodations noted in the student's Individual Education Plan (IEP).

Accommodations for Career and Technical Industry Certification

CTE instructors are responsible for finding out about allowable accommodations for these exams and making the appropriate accommodations available to ELLs. The ESOL Lead Teacher may be consulted regarding the appropriateness of accommodations for an ELL.

Assessment Exemptions

English Language Learners (ELLs) must take all required state and district achievement tests unless they have an IEP or ELL Plan, which indicates otherwise [State Board of Education Rules 6A-1.09432(2) and 6A-6.0909].

Extension of Services

Three years after the date of an ELL's initial enrollment in a school in the United States (**DEUSS**), and annually thereafter, the ELL Committee will re-evaluate the student's progress towards English language proficiency. The committee will convene no earlier than thirty school days prior to the third anniversary of the student's enrollment date in a school in the United States, and no later than the anniversary date unless the student's anniversary date falls within the first two weeks of any school year. Then, the ELL Committee may convene no later than **October 1st**.

Any student being considered for extension of services shall be assessed on at least one Department-approved assessment instrument covering all four language domains (listening, speaking, reading, and writing). The assessment must be administered no earlier than thirty days prior to the student's anniversary date. If the student's anniversary date falls between the release of the statewide English language proficiency assessment and applicable statewide standardized assessment scores in a given school year and **October 1** of the following school year, the student's statewide English language proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the English language proficiency assessment and the following criteria to determine whether the student is English language proficient: (a) Extent and nature of prior educational or academic

experience, social experience, and a student interview. (b) Written recommendation and observation by current and previous instructional and supportive services staff; (c) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any; (d) Grades from the current or previous years; and (e) Test results from tests other than the English language proficiency assessment mentioned above.

If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services shall be extended, and the committee shall refer the student as necessary for appropriate remedial, compensatory, special and supportive service evaluations and programs. The parents' preference shall be considered in the final decision as to whether a student is determined English language proficient or not English language proficient. The basis and nature of the ELL Committee's decision on whether to extend or not to extend ESOL services shall be documented in the ELL Committee Meeting Minutes and maintained in the student's file. Parent Notification of continuation or Exit of ESOL Services must be completed and provided to parents.

ELLs provided ESOL instruction may be reported for funding in the Florida Educational Finance Program as specified in Section 1011.62, F.S. Lack of a student's ESOL funding eligibility does not relieve the school district of any obligation under state or federal law to provide appropriate services to ELLs beyond the state ESOL program funding limits.

Reporting an Extension of Service on the ELL Data Entry Form

Enter the date of the ELL Committee's extension of service meeting under last reevaluation on the Data Entry Form and enter the date for extension of services meeting.

If instruction was not extended and the student is exited, enter the date of exit and the basis for exit (L). Change the LY status to LF. The LF two-year formal monitoring period begins.

Exiting Students From ESOL

Students may be exited by meeting state-defined exit criteria or by the decision of the ELL Committee.

An ELL student's English language proficiency levels will be reviewed when considering exit. For students taking the ACCESS for ELLs 2.0 assessments,

the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in [all domains: Reading, Writing, Speaking and Listening](#). For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater.

An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:

1. Scores of "Proficient" at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; and,
2. Scores on applicable FAST in ELA or FAA, as follows:
 - a. For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required;
 - b. For students in grades 3-9, earning a passing score on the grade level FAST in ELA or the FAA, pursuant to Rule 6A-1.09430, F.A.C.; or
 - c. For students in grades 10-12, a score on the 10th grade FAST in ELA, or a score on the FAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FAST in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

Upon receipt of the statewide English Language Proficiency Assessment and FSA in ELA scores, schools shall exit students no later than the last school day of the school year. If the statewide English Language Proficiency Assessment or FSA in ELA scores are received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the FSA in ELA examination was administered as the exit date.

Exit by ELL Committee Decision

Notwithstanding a student's statewide English Language Proficiency Assessment scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re-evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:

1. Any student being considered for exit by an ELL Committee shall be assessed on at least one (1) Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing.
2. An ELL Committee, for any student with a disability being considered for exit, shall include the Individual Education Plan (IEP) Team pursuant to Rule 6A-6.03028, F.A.C.
3. The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the current English language proficiency assessment administered and the following criteria to determine whether the student is English language proficient:
 - a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
 - b. Written recommendation and observation by current and previous instructional and supportive services staff;
 - c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
 - d. Grades from the current or previous years; and,
 - e. Test results from tests other than the proficiency assessment mentioned above.
4. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student shall remain enrolled in the program. For a student with a disability, the Committee shall consider the impact of the student's disability in its decision. The parents' preference as to whether a student is determined English language proficient or not English language proficient shall be considered in the final decision.
5. The Committee's decision shall be supported by at least two of the criteria referenced above and the supporting criteria shall be documented in the student's file.

Exit Codes

Use the following codes as the basis for exit on the data elements form:

H	For grades K-2, qualifying exit scores on the English Language Assessments per Rule 6A-6.0903.
I	For grades 3-10, qualifying exit scores on the English Language Assessments per Rule 6A-6.0903, Including an achievement level of 3 or higher on the FCAT Reading or FSA(A) in English Language Arts (ELA).
J	For grades 10-12, qualifying <i>exit</i> scores on the English Language Assessments per Rule 6A-6.0903 and a score on the 10th Grade Reading or FSA(A) in English Language Arts (ELA) sufficient to meet applicable graduation requirements or an equivalent concordant score pursuant to Section 1008.22, F.S.
L	English Language Learners (ELL) Committee

Reporting an Exit on the ELL Data Entry Form

When a student is exited from ESOL, the date and basis of exit are reported to the data entry personnel for input into the district SIS. The ELL status must be changed from **LY** to **LF**. Once exited, the student's LF monitoring process begins. Parent Notification and Continuation or Exit of ESOL Services must be completed and sent home.

At the completion of the 2-year LF monitoring period, the ELL status will be changed from LF to LA, to comply with the final 2-year informal LA monitoring period for Federal Index of Points reporting. Once the LA informal monitoring period is concluded, the ELL status will be changed from LA to LZ.

Post-Reclassification (LF) Monitoring

Once exited from ESOL, a student's progress is formally monitored for two years. The ESOL Lead Teacher will review at least two of the following: report cards, test results, teacher input, and classroom performance. The ESOL Lead Teacher will assign the LF Monitoring form to teachers in ELLevation and upon completion, the ESOL Lead Teacher will complete the LF Monitoring Closing Report. This information will be reported to data entry personnel for input into the

district SIS. On the data elements form, the ESOL Lead Teacher will report the dates in the monitoring dates section.

Monitoring will be done at the following times:

- End of the first 9-week period following exit;
- End of the second 9-week period following exit;
- End of the first year following exit;
- End of the second year following exit.

At the end of the second year, students will be classified as **LA** and monitored for 2 years informally.

The **final review date must be within two years of the exit date**. A final review date over two years will cause a reporting error in the district SIS.

At each review, the ESOL Lead Teacher will determine if the student is progressing satisfactorily. If the student is making satisfactory progress, monitoring will continue through the two-year period. If, at any time during the monitoring period a student is not making satisfactory progress, an ELL Committee meeting will be convened to determine whether the student's deficits are due to English language proficiency or not.

If it is determined that a student's lack of progress is not due to English language proficiency, the student will remain LF, and monitoring will continue. The committee will make recommendations regarding how to best assist the student through other means. Documentation will be maintained in the student's ESOL folder.

If the committee determines that the student is having difficulty due to English language proficiency, the committee may reclassify the student as an active ESOL student (LY) and make recommendations for an updated student plan. The date of the reclassification and student plan date will be submitted to the data entry personnel using the ELL Data Entry Form. The basis of entry must be coded **L** for students that are reclassified from LF to LY. When the student is exited for the second time, the exit code must also be **L**. (Even if the student meets testing criteria for exit, the committee must meet to recommend exit. Therefore, exit codes of **H**, **I**, or **J** will not be valid for that student and will come back as an error if reported.)

Appendices

Appendix A ESOL Student Folder Contents

The ELL Plan folder contains all information relevant to a student's participation in ESOL. It may include, but is not limited to, the following:

Left side of the ELL Plan Folder	Right side of ELL Plan Folder
<ul style="list-style-type: none">• Home Language Survey• Completed ELL Data Entry Form	<p><u>ELLevation Documentation:</u></p> <ul style="list-style-type: none">• Programmatic Assessment Student Profile Form• Parent Notification of Eligibility• ELL Plan (Containing: Student Schedule, Current Accommodations, Participation in Special Programs, Assessment History)• Updated Student Schedule including teachers, FTE info (130) and Instructional Model Codes• Parent Invitation to ELL Committee Meeting/Ext. of Services Meeting• Parent Notification of Continued Participation or Exit• LF Services Update (Containing: Monitoring Dates, Accommodations, Closing Report)• Quarterly Grades Report• ELL Committee Meeting Minutes/Forms and Meeting Invitations <p><u>Other Documentation:</u></p> <ul style="list-style-type: none">• Relevant home-school communication• Any other pertinent information regarding an ELL student (504, IEP, MTSS, other)• Assessment Reports (WMLS, FAST, ACCESS, WKS, WIS, other)

For new folders, place HLS and ELL Data Entry Forms on the left side; all other components on the right in chronological order with most recent documentations on top.

Appendix B

Frequently Referenced Data Elements

[From: 2024-25 Student Information System \(fldoe.org\)](#)

English Language Learners:

[Adult](#)
[Basis of Exit](#)
[Basis of Entry](#)
[Classification Date](#)
[EntryDate](#)
[Exit Date](#)
[Extension of Instruction](#)
[Home Language Survey Date](#)
[Instructional Model](#)
[PK-12](#)
[Post Reclassification Dates](#)
[Program Participation](#)
[Reclassification Date](#)
[Reclassification Exit Date](#)
[Reevaluation Date](#)
[Student Plan Date](#)
[Tier Placement](#)

Immigrant Students:

[Immigrant Student](#)
[Immigrant Student Services](#)

Appendix C

State Rules Related to the Education of English Language Learners

State Board of Education Rules (FLDOE)

- [Rule 6A-1.09951](#), FAC, Requirements for the Florida Seal of Biliteracy Program
- [Rule 6A-6.0902](#), FAC, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners
- [Rule 6A-4.02451](#) (Word), FAC, Performance Standards, Skills, and Competencies for the Endorsement in English for Speakers of Other Languages
- [Rule 6A-1.09432](#), FAC, Assessment of Limited English Proficient Students
- [Rule 6A-6.0901](#), FAC, Definitions Which Apply to Programs for English Language Learners
- [Rule 6A-6.0903](#), FAC, Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
- [Rule 6A-6.0901](#), FAC, Definitions Which Apply to Programs for English Language Learners
- [Rule 6A-6.0904](#), FAC, Equal Access to Appropriate Instruction for English Language Learners
- [Rule 6A-0905](#), FAC, Requirements for the District English Language Learners Plan
- [Rule 6A-6.0906](#), FAC, Monitoring of Programs for English Language Learners
- [Rule 6A-6.0907](#), FAC, Inservice Requirements for Personnel of Limited English Proficient Students

- [Rule 6A-6.0908](#), FAC, Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)
- [Rule 6A-6.0909](#), FAC, Exemptions Provided to English Language Learners
- [Rule 6A-6.09091](#), FAC, Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners

Consent Decree

- [September 2003 Modification to the Consent Decree](#) (PDF)
-

The Consent Decree is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English Language Learner (ELL) students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in *Castañeda v. Pickard*, 1981
- Requirements based on the Supreme Court decision in *Plyler v. Doe*, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

Section I: Identification and Assessment

Synopsis: All students with limited English proficiency must be properly identified and assessed to ensure the provision of appropriate services. The Consent Decree details the procedures for placement of students in the English for

Speakers of Other Languages (ESOL) program, their exit from the program, and the monitoring of students who have been exited.

Section II: Equal Access to Appropriate Programming

Synopsis: All ELL students enrolled in Florida public schools are entitled to programming, which is appropriate to their level of English proficiency, their level of academic achievement, and any special needs they may have. ELL students shall have equal access to appropriate English language instruction, as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence, and quality to that provided to English language learner (or non-ELL) students.

Section III: Equal Access to Appropriate Categorical and Other Programs for ELL Students

Synopsis: ELL students are entitled to equal access to all programs appropriate to their academic needs, such as compensatory, exceptional, adult, vocational or early childhood education, as well as dropout prevention and other support services, without regard to their level of English proficiency.

Section IV: Personnel

Synopsis: This section details certificate coverage and Inservice training teachers need to be qualified to instruct ESOL students. Teachers may obtain the necessary training through university course work or through school district provided Inservice training. The Consent Decree details specific requirements for ESOL certification and Inservice training and sets standards for personnel delivering ESOL instruction.

Section V: Monitoring Issues

Synopsis: The Florida Department of Education is charged with the monitoring of local school districts to ensure compliance with the provisions of the Consent Decree pursuant to federal and state law and regulations including Section 229.565, Florida Statutes (Educational Evaluation Procedures) and Section 228.2001, Florida Statutes (Florida Educational Equity Act). This monitoring is carried out by the [Bureau of Student Achievement through Language Acquisition \(SALA\)](#), Division of Public Schools, Florida Department of Education.

Section VI: Outcome Measures

Synopsis: The Florida Department of Education is required to develop an evaluation system to address equal access and program effectiveness. This evaluation system is to collect and analyze data regarding the progress of ELL students and include comparisons between the LEP population and the non-ELL population regarding retention rates, graduation rates, dropout rates, grade point averages and state assessment scores.

From <<http://www.fldoe.org/academics/eng-language-learners/rules-legislation.shtml>>

Appendix D

Sample Data Elements Form Submissions

The following pages in this section include samples of ELL Data updates using the updated ELL Data Entry Form (June-2021). Remember that these need to be completed and submitted to your site(s) data entry clerk in a timely fashion in order to ensure up-to-date ELL record-keeping in Skyward and ELLevation.

A copy of this form should be fastened on the left side of the ESOL folder every time an ELL update occurs.

KG (WKS) Entry

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUS HLS Date School

☒ Test Accommodation = Y

Start Date

End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification

☐ Extension of Instruction

Referral Date

Reevaluation Date

Classification Date

Student Plan Date

Program Participation

☒ E ☐ H ☐ L ☐ N ☐ Z

PK-12

☒ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☒ E ☐ I ☐ Z

Basis of Entry

☒ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☒ Z

RECLASSIFICATION

Start Date

Exit Date

MONITORING DATES

First Report Card

First Semiannual Review

Second Semiannual Review

End of the Second Year

ADDITIONAL RECORD

Start Date

End Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z

PK-12

☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

KG WPT Entry

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
 DEUSS HLS Date School

☒ Test Accommodation = Y

Start Date <input type="text" value="08/14/2024"/>	
End Date <input type="text"/>	
<u>PROGRAM DETAILS</u>	
<input type="checkbox"/> This record only represents a Reclassification <input type="checkbox"/> Extension of Instruction	
Referral Date <input type="text" value="08/14/2024"/>	Reevaluation Date <input type="text"/>
Classification Date <input type="text" value="08/14/2024"/>	Student Plan Date <input type="text" value="08/14/2024"/>
<u>Program Participation</u> <input checked="" type="checkbox"/> E <input type="checkbox"/> H <input type="checkbox"/> L <input type="checkbox"/> N <input type="checkbox"/> Z <u>PK-12</u> <input checked="" type="checkbox"/> LY <input type="checkbox"/> LF <input type="checkbox"/> LA <input type="checkbox"/> LZ <input type="checkbox"/> LP <input type="checkbox"/> ZZ <u>Fund Source</u> <input type="checkbox"/> D <input checked="" type="checkbox"/> E <input type="checkbox"/> I <input type="checkbox"/> Z <u>Basis of Entry</u> <input checked="" type="checkbox"/> A <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> T <input type="checkbox"/> Z <u>Basis of Exit 1</u> <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> L <input type="checkbox"/> Z <u>Basis of Exit 2</u> <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> L <input type="checkbox"/> Z <u>Tier Placement</u> <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> Z	
<u>RECLASSIFICATION</u>	
Start Date <input type="text"/>	Exit Date <input type="text"/>
<u>MONITORING DATES</u>	
First Report Card <input type="text"/>	
First Semiannual Review <input type="text"/>	
Second Semiannual Review <input type="text"/>	
End of the Second Year <input type="text"/>	
<u>ADDITIONAL RECORD</u>	
Start Date <input type="text"/>	
End Date <input type="text"/>	
<u>Program Participation</u> <input type="checkbox"/> E <input type="checkbox"/> H <input type="checkbox"/> L <input type="checkbox"/> N <input type="checkbox"/> Z <u>PK-12</u> <input type="checkbox"/> LY <input type="checkbox"/> LF <input type="checkbox"/> LA <input type="checkbox"/> LZ <input type="checkbox"/> LP <input type="checkbox"/> ZZ <u>Fund Source</u> <input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> I <input type="checkbox"/> Z <u>Basis of Entry</u> <input type="checkbox"/> A <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> T <input type="checkbox"/> Z <u>Basis of Exit 1</u> <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> L <input type="checkbox"/> Z <u>Basis of Exit 2</u> <input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> L <input type="checkbox"/> Z <u>Tier Placement</u> <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> Z	
NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature <input type="text"/> Date <input type="text"/>	

ELL ENTRY, EXIT, AND TESTING INFORMATION

ELL TEST DETAILS

Test Date

Test Name

DATA ENTRY: CLICK THE BOX ON THE SCREEN FOR "TEST WITH MULTIPLE SCORES" TO OPEN UP EACH TEST AREA (L, S, R, W)

Test Form - If Test Name is CEL then Test Form is 3, otherwise leave blank

Entry/Exit/Other ☒ Entry Assessment ☐ Exit Assessment ☐ Other (Test Info will not be reported)

LISTENING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

SPEAKING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

READING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

WRITING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

Student Name

Grade 1 & 2 Entry

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUSS HLS Date School

☒ Test Accommodation = Y

Start Date

End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification

☐ Extension of Instruction

Referral Date

Reevaluation Date

Classification Date

Student Plan Date

Program Participation ☒ E ☐ H ☐ L ☐ N ☐ Z
PK-12 ☒ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ
Fund Source ☐ D ☒ E ☐ I ☐ Z
Basis of Entry ☒ A ☐ L ☐ R ☐ T ☐ Z
Basis of Exit 1 ☐ H ☐ I ☐ J ☐ L ☐ Z
Basis of Exit 2 ☐ H ☐ I ☐ J ☐ L ☐ Z
Tier Placement ☐ A ☐ B ☒ C ☐ D ☐ Z

RECLASSIFICATION

Start Date Exit Date

MONITORING DATES

First Report Card
First Semiannual Review
Second Semiannual Review
End of the Second Year

ADDITIONAL RECORD

Start Date

End Date

Program Participation ☐ E ☐ H ☐ L ☐ N ☐ Z
PK-12 ☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ
Fund Source ☐ D ☐ E ☐ I ☐ Z
Basis of Entry ☐ A ☐ L ☐ R ☐ T ☐ Z
Basis of Exit 1 ☐ H ☐ I ☐ J ☐ L ☐ Z
Basis of Exit 2 ☐ H ☐ I ☐ J ☐ L ☐ Z
Tier Placement ☐ A ☐ B ☐ C ☐ D ☐ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

ELL ENTRY, EXIT, AND TESTING INFORMATION

ELL TEST DETAILS

Test Date 08/14/2024

Test Name WIS

DATA ENTRY: CLICK THE BOX ON THE SCREEN FOR "TEST WITH MULTIPLE SCORES" TO OPEN UP EACH TEST AREA (L, S, R, W)

Test Form - If Test Name is CEL then Test Form is 3, otherwise leave blank

Entry/Exit/Other ☒ Entry Assessment ☐ Exit Assessment ☐ Other (Test Info will not be reported)

LISTENING SCORE INFORMATION

Test Subject Content 6W

Test Score Type AL

Test Score 2

SPEAKING SCORE INFORMATION

Test Subject Content 8W

Test Score Type AL

Test Score 2.5

READING SCORE INFORMATION

Test Subject Content 7W

Test Score Type AL

Test Score 2.5

WRITING SCORE INFORMATION

Test Subject Content 9W

Test Score Type

Test Score

Student Name Sample

Grades 3-12 Entry

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUSS HLS Date School

☒ Test Accommodation = Y

Start Date

End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification

☐ Extension of Instruction

Referral Date

Reevaluation Date

Classification Date

Student Plan Date

Program Participation

☒ E ☐ H ☐ L ☐ N ☐ Z
☒ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☒ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☒ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☒ B ☐ C ☐ D ☐ Z

RECLASSIFICATION

Start Date

Exit Date

MONITORING DATES

First Report Card

First Semiannual Review

Second Semiannual Review

End of the Second Year

ADDITIONAL RECORD

Start Date

End Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z
☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

ELL ENTRY, EXIT, AND TESTING INFORMATION

ELL TEST DETAILS

Test Date

Test Name

DATA ENTRY: CLICK THE BOX ON THE SCREEN FOR "TEST WITH MULTIPLE SCORES" TO OPEN UP EACH TEST AREA (L, S, R, W)

Test Form - If Test Name is CEL then Test Form is 3, otherwise leave blank

Entry/Exit/Other ☒ Entry Assessment ☐ Exit Assessment ☐ Other (Test Info will not be reported)

LISTENING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

SPEAKING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

READING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

WRITING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

Student Name

ELL ENTRY, EXIT, AND TESTING INFORMATION

ELL TEST DETAILS

Test Date

Test Name

DATA ENTRY: CLICK THE BOX ON THE SCREEN FOR "TEST WITH MULTIPLE SCORES" TO OPEN UP EACH TEST AREA (L, S, R, W)

Test Form - If Test Name is CEL then Test Form is 3, otherwise leave blank

Entry/Exit/Other ☒ Entry Assessment ☐ Exit Assessment ☐ Other (Test Info will not be reported)

LISTENING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

SPEAKING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

READING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

WRITING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

Student Name

ELL ENTRY, EXIT, AND TESTING INFORMATION

ELL TEST DETAILS

Test Date

Test Name

DATA ENTRY: CLICK THE BOX ON THE SCREEN FOR "TEST WITH MULTIPLE SCORES" TO OPEN UP EACH TEST AREA (L, S, R, W)

Test Form - If Test Name is CEL then Test Form is 3, otherwise leave blank

Entry/Exit/Other ☒ Entry Assessment ☐ Exit Assessment ☐ Other (Test Info will not be reported)

LISTENING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

SPEAKING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

READING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

WRITING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

Student Name

Plan Update

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUSS HLS Date School

☐ Test Accommodation = Y

Start Date

End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification

☐ Extension of Instruction

Referral Date

Reevaluation Date

Classification Date

Student Plan Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z

PK-12

☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

RECLASSIFICATION

Start Date

Exit Date

MONITORING DATES

First Report Card

First Semiannual Review

Second Semiannual Review

End of the Second Year

ADDITIONAL RECORD

Start Date

End Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z

PK-12

☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

Extension of Services

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUSS HLS Date School

☐ Test Accommodation = Y

Start Date

End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification

☒ Extension of Instruction

Referral Date

Reevaluation Date

Classification Date

Student Plan Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z

PK-12

☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

RECLASSIFICATION

Start Date

Exit Date

MONITORING DATES

First Report Card

First Semiannual Review

Second Semiannual Review

End of the Second Year

ADDITIONAL RECORD

Start Date

End Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z

PK-12

☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

CELLA Entry

ELL ENTRY, EXIT, AND TESTING INFORMATION

ELL TEST DETAILS

Test Date

Test Name

DATA ENTRY: CLICK THE BOX ON THE SCREEN FOR "TEST WITH MULTIPLE SCORES" TO OPEN UP EACH TEST AREA (L, S, R, W)

Test Form - If Test Name is CEL then Test Form is 3, otherwise leave blank

Entry/Exit/Other ☒ Entry Assessment ☐ Exit Assessment ☐ Other (Test Info will not be reported)

LISTENING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

SPEAKING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

READING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

WRITING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

Student Name

Exit (LY to LF)

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUSS HLS Date School

☒ Test Accommodation = Y

Start Date
End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification
☐ Extension of Instruction

Referral Date Reevaluation Date
Classification Date Student Plan Date
Program Participation ☒ E ☐ H ☐ L ☐ N ☐ Z
PK-12 ☒ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ
Fund Source ☐ D ☐ E ☐ I ☐ Z
Basis of Entry ☐ A ☐ L ☐ R ☐ T ☐ Z
Basis of Exit 1 ☐ H ☐ I ☐ J ☐ L ☐ Z
Basis of Exit 2 ☐ H ☐ I ☐ J ☐ L ☐ Z
Tier Placement ☐ A ☐ B ☐ C ☐ D ☐ Z

RECLASSIFICATION

Start Date Exit Date

MONITORING DATES

First Report Card
First Semiannual Review
Second Semiannual Review
End of the Second Year

ADDITIONAL RECORD

Start Date
End Date
Program Participation ☐ E ☐ H ☐ L ☐ N ☒ Z
PK-12 ☐ LY ☒ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ
Fund Source ☐ D ☐ E ☐ I ☒ Z
Basis of Entry ☐ A ☒ L ☐ R ☐ T ☐ Z
Basis of Exit 1 ☐ H ☐ I ☐ J ☐ L ☐ Z
Basis of Exit 2 ☐ H ☐ I ☐ J ☐ L ☐ Z
Tier Placement ☐ A ☐ B ☐ C ☐ D ☐ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

LF Monitoring

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name	Sample	ID #	12354567	Grade	12
DEUSS		HLS Date		School	

☒ Test Accommodation = Y

Start Date

End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification

☐ Extension of Instruction

Referral Date

Reevaluation Date 08/14/2024

Classification Date

Student Plan Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z

PK-12

☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

RECLASSIFICATION

Start Date

Exit Date

MONITORING DATES

First Report Card

First Semiannual Review 05/31/2024

Second Semiannual Review

End of the Second Year

ADDITIONAL RECORD

Start Date

End Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z

PK-12

☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

LF to LA

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUSS HLS Date School

☒ Test Accommodation = Y

Start Date
End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification
☐ Extension of Instruction

Referral Date Reevaluation Date
Classification Date Student Plan Date

Program Participation ☐ E ☐ H ☐ L ☐ N ☒ Z
PK-12 ☐ LY ☐ LF ☒ LA ☐ LZ ☐ LP ☐ ZZ
Fund Source ☐ D ☐ E ☐ I ☐ Z
Basis of Entry ☐ A ☐ L ☐ R ☐ T ☐ Z
Basis of Exit 1 ☐ H ☐ I ☐ J ☐ L ☐ Z
Basis of Exit 2 ☐ H ☐ I ☐ J ☐ L ☐ Z
Tier Placement ☐ A ☐ B ☐ C ☐ D ☐ Z

RECLASSIFICATION

Start Date Exit Date

MONITORING DATES

First Report Card
First Semiannual Review
Second Semiannual Review
End of the Second Year

ADDITIONAL RECORD

Start Date
End Date
Program Participation ☐ E ☐ H ☐ L ☐ N ☒ Z
PK-12 ☐ LY ☐ LF ☒ LA ☐ LZ ☐ LP ☐ ZZ
Fund Source ☐ D ☐ E ☐ I ☒ Z
Basis of Entry ☐ A ☐ L ☐ R ☐ T ☐ Z
Basis of Exit 1 ☐ H ☐ I ☐ J ☐ L ☐ Z
Basis of Exit 2 ☐ H ☐ I ☐ J ☐ L ☐ Z
Tier Placement ☐ A ☐ B ☐ C ☐ D ☒ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

LA to LZ

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
 DEUSS HLS Date School

☒ Test Accommodation = Y

Start Date
 End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification
☐ Extension of Instruction

Referral Date Reevaluation Date
 Classification Date Student Plan Date
Program Participation ☐ E ☐ H ☐ L ☐ N ☒ Z
PK-12 ☐ LY ☐ LF ☒ LA ☐ LZ ☐ LP ☐ ZZ
Fund Source ☐ D ☐ E ☐ I ☐ Z
Basis of Entry ☐ A ☐ L ☐ R ☐ T ☐ Z
Basis of Exit 1 ☐ H ☐ I ☐ J ☐ L ☐ Z
Basis of Exit 2 ☐ H ☐ I ☐ J ☐ L ☐ Z
Tier Placement ☐ A ☐ B ☐ C ☐ D ☐ Z

RECLASSIFICATION

Start Date Exit Date

MONITORING DATES

First Report Card
 First Semiannual Review
 Second Semiannual Review
 End of the Second Year

ADDITIONAL RECORD

Start Date
 End Date
Program Participation ☐ E ☐ H ☐ L ☐ N ☒ Z
PK-12 ☐ LY ☐ LF ☐ LA ☒ LZ ☐ LP ☐ ZZ
Fund Source ☐ D ☐ E ☐ I ☒ Z
Basis of Entry ☐ A ☐ L ☐ R ☐ T ☐ Z
Basis of Exit 1 ☐ H ☐ I ☐ J ☐ L ☐ Z
Basis of Exit 2 ☐ H ☐ I ☐ J ☐ L ☐ Z
Tier Placement ☐ A ☐ B ☐ C ☐ D ☒ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

Exit WIDA ACCESS Scores

Basis of Exit 1: Grades K-2 (H); Grades 3-9 (I); Grades 10-12 (J)

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUSS HLS Date School

☒ Test Accommodation = Y

Start Date	<input type="text"/>
End Date	<input type="text" value="05/31/2024"/>
<u>PROGRAM DETAILS</u>	
<input type="checkbox"/> This record only represents a Reclassification	
<input type="checkbox"/> Extension of Instruction	
Referral Date	<input type="text"/>
Reevaluation Date	<input type="text"/>
Classification Date	<input type="text"/>
Student Plan Date	<input type="text"/>
Program Participation	<input type="checkbox"/> E <input type="checkbox"/> H <input type="checkbox"/> L <input type="checkbox"/> N <input checked="" type="checkbox"/> Z
PK-12	<input checked="" type="checkbox"/> LY <input type="checkbox"/> LF <input type="checkbox"/> LA <input type="checkbox"/> LZ <input type="checkbox"/> LP <input type="checkbox"/> ZZ
Fund Source	<input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> I <input checked="" type="checkbox"/> Z
Basis of Entry	<input type="checkbox"/> A <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> T <input type="checkbox"/> Z
Basis of Exit 1	<input checked="" type="checkbox"/> H <input checked="" type="checkbox"/> I <input checked="" type="checkbox"/> J <input type="checkbox"/> L <input type="checkbox"/> Z
Basis of Exit 2	<input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> L <input type="checkbox"/> Z
Tier Placement	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> Z
<u>RECLASSIFICATION</u>	
Start Date	<input type="text" value="05/31/2024"/>
Exit Date	<input type="text"/>
<u>MONITORING DATES</u>	
First Report Card	<input type="text"/>
First Semiannual Review	<input type="text"/>
Second Semiannual Review	<input type="text"/>
End of the Second Year	<input type="text"/>
<u>ADDITIONAL RECORD</u>	
Start Date	<input type="text" value="05/31/2024"/>
End Date	<input type="text"/>
Program Participation	<input checked="" type="checkbox"/> E <input type="checkbox"/> H <input type="checkbox"/> L <input type="checkbox"/> N <input checked="" type="checkbox"/> Z
PK-12	<input type="checkbox"/> LY <input checked="" type="checkbox"/> LF <input type="checkbox"/> LA <input checked="" type="checkbox"/> LZ <input type="checkbox"/> LP <input type="checkbox"/> ZZ
Fund Source	<input type="checkbox"/> D <input type="checkbox"/> E <input type="checkbox"/> I <input checked="" type="checkbox"/> Z
Basis of Entry	<input type="checkbox"/> A <input type="checkbox"/> L <input type="checkbox"/> R <input type="checkbox"/> T <input checked="" type="checkbox"/> Z
Basis of Exit 1	<input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> L <input type="checkbox"/> Z
Basis of Exit 2	<input type="checkbox"/> H <input type="checkbox"/> I <input type="checkbox"/> J <input type="checkbox"/> L <input type="checkbox"/> Z
Tier Placement	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input checked="" type="checkbox"/> Z
NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature <input type="text"/> Date <input type="text"/>	

Appendix E Forms

ESOL Strategies, Adaptations and Accommodations

Hernando County ESOL Program

School: _____

Date: _____

ESOL Strategies, Adaptations and Accommodations

Student _____ ID# _____ Grade _____ Other Language _____

Language Proficiency Test Name _____ Date _____

Listening _____ Speaking _____ Reading _____ Writing _____ Overall Level _____ FAST-ELA Score: SS _____ Level _____ FAST-ELA Test Date _____

The following adaptations and accommodations will be used during class instruction and assessments to ensure the student is receiving comprehensible instruction at an appropriate level according to student's level of English proficiency indicated above.

Adaptations or Accommodations to assignments will include the following acceptable strategies:

- | | | |
|--|---|--|
| ____ 1. Use of pre-reading activities: bold type, captions, etc. | ____ 9. Incorporate visual aids | ____ 17. Limit content vocabulary to essential academic vocabulary |
| ____ 2. Activate prior knowledge, evoke student experiences | ____ 10. Adapt material to student's level | ____ 18. Work in pair, peer-tutoring |
| ____ 3. Preview content | ____ 11. Guide students in locating information | ____ 19. Work in small groups |
| ____ 4. Preview questions | ____ 12. Provide study guides, notes | ____ 20. Paraphrase, summarize information |
| ____ 5. Read key passages aloud | ____ 13. Model expected outcomes | ____ 21. Reduce amount or length of tasks |
| ____ 6. Use graphic organizers/student drawings | ____ 14. Read, repeat directions orally | ____ 22. Allow extended time |
| ____ 7. Highlight key information | ____ 15. Simplify directions: written & oral | ____ 23. Use of bilingual dictionary or glossary |
| ____ 8. Use ELL text/supplemental material/L1 | ____ 16. Reduce non-essential details | ____ 24. Limited use of ESOL Paraprofessional |

Other: _____

Adaptations or Accommodations to assessment will include the following acceptable strategies:

- | | | |
|---|---|---|
| ____ 25. Provide oral quizzes, tests | ____ 31. Use alternate setting, test with
with ESOL teacher/para | ____ 36. Grade only what is finished if appropriate |
| ____ 26. Use practice tests | ____ 32. Allow extended time | ____ 37. Use of heritage language dictionary |
| ____ 27. Provide study guides | ____ 33. Use of drawing/pictures/visuals | ____ 38. Bilingual assistance |
| ____ 28. Teach/model test-taking skills | ____ 34. Test in smaller segments/shorter tests | ____ 39. Assess with portfolio or projects |
| ____ 29. Reduce number of choices | ____ 35. Retest for improvement (average grades) | ____ 40. Test individually |
| ____ 30. Use word bank | | ____ 41. Alternate performance task/test format |

Other: _____

Specific FLDOE Mandated Test Accommodations for Statewide Standardized Testing, FAST, End-of-Course Exams, etc.:

____ Flexible Setting ____ Flexible Scheduling ____ Heritage Language Assistance ____ Heritage Language to English Dictionary or Glossary

By adding my name below, I acknowledge receipt of this document and realize that I must provide appropriate strategies and accommodations during instruction and assessment of the ELL student named above. (Keep a copy of this sheet for your records and document strategies in your lesson plans.)

Teachers(s): _____

Home Language Survey

The School District of Hernando County, Florida

Distrito escolar del Condado de Hernando, Florida

Home Language Survey

Encuesta sobre el idioma hablado en el hogar

Date of Survey: _____
Fecha de la encuesta

Student's Name: _____
Nombre del estudiante

Country of Birth: _____
País de nacimiento

Telephone: _____
Número de teléfono

Student Number: _____
Número del estudiante

Date of Birth: _____
Fecha de nacimiento

Grade: _____
Grado

Notice: If the answer to one or more of the following questions (2-4) is yes, your child's English proficiency will be evaluated in accordance with Florida statutes to determine eligibility for ESOL language services. Your signature below will indicate that you understand the above statement. For more information, please read the Parent Notification of ESOL Academic Review on the reverse side.

Aviso: Si la respuesta a una o más de las siguientes preguntas (2-4) es afirmativa, se evaluará el dominio del inglés de su hijo de acuerdo con los estatutos de Florida para determinar la elegibilidad para los servicios de idiomas de ESOL. Su firma a continuación indicará que comprende la declaración anterior. Para más información, Por favor lea la Notificación para padres sobre revisión académica ESOL al reverso.

PLEASE ANSWER THE FOLLOWING QUESTIONS:

Por favor conteste las siguientes preguntas:

1. What date did your child first attend a United States school (Kg-12)? _____ / _____ / _____
¿En qué fecha asistió su hijo(a) a una escuela en los Estados Unidos*
por primera vez (Kg-12)?
Month Mes Day Día Year Año

2. Is a language other than English spoken in your home? Yes _____ No _____
¿Se habla otro idioma que no sea el inglés en el hogar? Si No

If yes, what language?

contestó que sí, ¿cuál es ese idioma?

Who speaks this language?

¿Quién habla este idioma?

3. Does the student have a first language other than English? Yes _____ No _____
¿Tiene el estudiante un primer idioma que no sea el inglés? Si No

If yes, what language? _____ Si contestó
que sí, ¿cuál es ese idioma?

4. Does the student most frequently speak a language other than English? Yes _____ No _____
¿Habla el estudiante con más frecuencia otro idioma que no sea el inglés? Si No

If yes, what language? _____
Si contestó que sí, ¿cuál es ese idioma?

Father's Birth Place _____ Mother's Birth Place _____ Lugar de
nacimiento del padre Lugar de nacimiento de la madre

Relationship of person completing survey: Mother Father Guardian Self Other (specify) _____ Parentesco de la
persona que llena esta encuesta: Madre Padre Encargado Estudiante Otro (especifique) _____

Signature of Person Completing Survey (Firma de la persona que completa este documento)

Ineligibility Test Report

English Language Proficiency Test Scores for Ineligible Students Test Scores Skyward Screen

Student #: _____	Name: _____
School: _____	Grade: PK K 1 2 3 4 5 6 7 8 9 10 11 12
ELL Chairperson: _____	Submitted: ____/____/____

Scores must be entered with a **decimal point** and **one number following the decimal**.

Examples: (AL) 5.0 (AL) 3.5, 4.5, 6.0

WIDA KINDERGARTEN SCREENER - (Code = WKS)

*Kindergarten and First Semester 1st Grade Only

WKS Kindergarten	Date	Description & Subject Code	Proficiency Level (AL) ###
01. OCP-Oral	/ /	ORAL (OC)	
02-LPL Listening Proficiency Level	/ /	LISTENING (RL)	
03-SPL-Speaking Proficiency Level	____/____/____	SPEAKING (RS)	

WIDA SCREENER - (Code = WIS)

*Grades 1-12

WIS	Date	Description & Subject Code	Proficiency Level (AL) ##
03-CPL Overall	____/____/____	Overall Proficiency (5W)	
04-LPL Listening	____/____/____	Listening Proficiency (6W)	
05-RPL Reading	____/____/____	Reading Proficiency (7W)	
06-SPL Speaking	____/____/____	Speaking Proficiency (8W)	
07-WPL Writing	____/____/____	Writing Proficiency (9W)	

ELL Data Entry Form

ENGLISH LANGUAGE LEARNERS DATA ENTRY FORM

Student Name ID # Grade
DEUSS HLS Date School

☐ Test Accommodation = Y

Start Date

End Date

PROGRAM DETAILS

☐ This record only represents a Reclassification

☐ Extension of Instruction

Referral Date

Reevaluation Date

Classification Date

Student Plan Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z
☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

RECLASSIFICATION

Start Date

Exit Date

MONITORING DATES

First Report Card

First Semiannual Review

Second Semiannual Review

End of the Second Year

ADDITIONAL RECORD

Start Date

End Date

Program Participation

☐ E ☐ H ☐ L ☐ N ☐ Z
☐ LY ☐ LF ☐ LA ☐ LZ ☐ LP ☐ ZZ

Fund Source

☐ D ☐ E ☐ I ☐ Z

Basis of Entry

☐ A ☐ L ☐ R ☐ T ☐ Z

Basis of Exit 1

☐ H ☐ I ☐ J ☐ L ☐ Z

Basis of Exit 2

☐ H ☐ I ☐ J ☐ L ☐ Z

Tier Placement

☐ A ☐ B ☐ C ☐ D ☐ Z

NOTICE: I verify that the parent has received notification of ESOL Academic Review indicated on back of the Home Language Survey. Registrar Signature Date

ELL ENTRY, EXIT, AND TESTING INFORMATION

ELL TEST DETAILS

Test Date

Test Name

DATA ENTRY: CLICK THE BOX ON THE SCREEN FOR "TEST WITH MULTIPLE SCORES" TO OPEN UP EACH TEST AREA (L, S, R, W)

Test Form - If Test Name is CEL then Test Form is 3, otherwise leave blank

Entry/Exit/Other

☐

Entry Assessment

☐

Exit Assessment

☐

Other (Test Info will not be reported)

LISTENING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

SPEAKING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

READING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

WRITING SCORE INFORMATION

Test Subject Content

Test Score Type

Test Score

Student Name

Release of Student Records

HERNANDO COUNTY SCHOOL BOARD RELEASE OF STUDENT RECORDS

Student Name _____ Date _____

Date of Birth _____ Grade _____

Previous School Name _____

Address _____ Fax _____

City _____ State/Zip _____ Phone _____

.....

THIS SECTION IS FOR SCHOOL USE ONLY
--

The above student has enrolled in Hernando County, Florida, at the school listed below:

Current School Name _____

Address _____ Fax _____

City _____ State/Zip _____ Phone _____

Please forward the following information **AS SOON AS POSSIBLE** to assist with the student's proper placement:

- Birth Certificate
- Physical and Immunizations
- Grades – Past and Current (numerical if available)
- Explanation of your grading system
- Attendance
- Standardized Test Records
- Special Education Records (IEP, 504)
- Psychological Tests and Evaluations
- ELL/ESOL Records
- Documentation of multi-tiered systems of support interventions
- Threat Assessment Records

Federal law 99.21 – No parent signature is required for educational records to be sent to another educational agency. Thank you for your assistance.

Date Records Requested _____

By Whom _____

Date Records Received _____

Self-Audit Checklist

Student:			
Student Number:		Grade:	
DEUSS Date:		ELL Status:	
School:		School Entry Date:	
<input type="radio"/> IEP <input type="radio"/> Doc Enclosed <input type="radio"/> 504 <input type="radio"/> Doc Enclosed <input type="radio"/> MTSS <input type="radio"/> Doc Enclosed			
Compliance Documentation			
		Year: -	

Qtr 1	Qtr 2	Qtr 3	Qtr 4	Side A of Orange File
				Home Language Survey
				ESOL Data Entry Form

Side B of Orange File				
				Programmatic Assessment
				Eligibility Notification
				Assessment Information <i>WIS, WAPT, FSA, FAST, ACCESS, etc.</i>
				ELL Committee Meeting Invitation
				Extension of Services Meeting Notes <i>Annually beyond 3 years based on DEUSS</i>
				Continued Participation/Exit Notice & Documentation
				ELL Plan / LF Plan
				Quarterly Grades
				LF Monitoring Teacher Forms
				LF Closing Meeting
				WIDA ACCESS Scores
				Other:

Other Forms for Side B				
Re-enrolled students \geq 1 year after WD				
				Programmatic Assessment <i>Completed within 20 days of enrollment</i>
				Eligibility Notification <i>within 30 days</i> <i>or 14 days, if later in year</i>

Post 20 Day Notification

The School District of Hernando County, Florida

Federal Programs Department
919 N. Broad Street
Brooksville, FL 34601
Phone: (352) 797-7070
Fax: (352) 797-7139



Learn it. Love it. Live it.

Superintendent: John Stratton
Board Chairperson: Gus Guadagnino
Vice Chairperson: Susan Duval
Board Members:
Mark Johnson
Linda Prescott
Shannon Rodriguez

Date: _____

To the Parents/Guardians of _____:

The Florida Consent Decree was established in 1990 to ensure that certain rights of English Language Learners (ELL) are in place in each public school in this state. The English for Speakers of Other Languages Program (ESOL) complies with the Consent Decree and is designed to assist students whose language and/ or academic performance is limited. The primary objective of the program is to develop the student's English skills in listening, speaking, reading, writing, and content area comprehension.

A student who speaks a language other than English or has a language other than English spoken at home must have an assessment of English proficiency completed within twenty (20) days after initial enrollment into a Florida public school.

Any cause for delay in assessment of language proficiency of the student must be documented and the assessment completed as soon as possible. This documentation must be sent to the parents/ guardians of the student and a copy retained in the student's cumulative file for a minimum of one year.

Your child's language proficiency was not assessed within the twenty-day period after entering school due to the following:

☐ Assessment will be completed as soon as possible. Results will be sent home and a copy filed to meet requirements set forth by the Florida Consent Decree.

☐ Assessment has been completed, and eligibility for the Program for English for Speakers of Other Languages (ESOL) has been determined. Please see the attached form.

Please call your child's school at _____ if you have any questions or would like to schedule a conference. Thank you.

Sincerely,

ESOL Lead Teacher

Appendix F ESOL Compliance & Program Task

English for Speakers of Other Languages (ESOL) Lead Teacher Compliance and Program Tasks

Approx. Timeline	Compliance and/or Program Task
August	<ul style="list-style-type: none"> • Review Self-Internal Audit Dashboard • Onboard on ELLevation • Review Home Language Surveys (HLS) of newly enrolled students • Prepare list of potential English Language Learners (ELLs) to be evaluated • Develop Programmatic Assessment in ELLevation document for qualifying ELLs (print, file, & save to profile). • Check ELLevation for list of continuing ELLs • Review WIDA ACCESS (Assessing Comprehension and Communication State to State) and other available assessment information • Meet with teachers to share information about ELLs, their language proficiency levels (from ACCESS) and how to use that information to plan instruction and assessment • Provide teachers with ELL Instructional Plan from ELLevation. • Let teachers know of students with pending status.
August- Sept.	<ul style="list-style-type: none"> • Any student with a “yes” on the HLS must be evaluated for ESOL within 20 days of enrollment ▪ Out of state/country, administer WIDA Screener ▪ In-state, out of district – evaluate records, scores, previous placement decisions. For previously placed ELLs, check Date Entered U.S. Schools (DEUSS) to see if extension of services meeting is necessary. ▪ Attend staffing of students with IEPs to discuss eligibility. ▪ Fill out paperwork for ineligible students, file, and submit scores to assessment coordinator for entry into Skyward ▪ Fill out paperwork for eligible students, file, send home parent notification, submit Data Entry Form to Data Entry for input into Skyward

	<ul style="list-style-type: none"> ▪ Upload HLS for each eligible student into ELLevation ▪ Prepare ESOL folder for each eligible student. Include Programmatic Assessment, HLS, Data Entry Form, ELL Plan ▪ For newly identified LYs, notify teachers of ELL placement and share proficiency levels and other pertinent information • District Parent Leadership Council <ul style="list-style-type: none"> ▪ Contact local businesses and community partners for participation in the annual PLC Conferences (Fall & Spring) ▪ Send out invitations to parents for PLC meetings, workshops, and conferences ▪ Plan evening events, including community partnership displays, group presentations, break-out sessions relevant to ELLs and their families, and follow-up activities.
September	<ul style="list-style-type: none"> • Work with Data Entry to update plan dates of continuing students; update ESOL folders with new schedules, and accommodations. • Progress Reports – Check progress of ELLs <ul style="list-style-type: none"> ▪ Address concerns with student and teachers ▪ Unsatisfactory progress: call an ELL Committee* meeting to problem-solve • Hold ELL Committee meetings to discuss appropriate strategies and test accommodations for non-English (NES) or very limited English proficient students use S, N, and U grading for 1st year US. See Pupil Progression plan. • Provide assessment teacher with all ELL accommodation/information for statewide assessments. • Review ELLevation student list – check against Skyward information to ensure proper coding and funding • Work with Data Entry personnel to correct any errors before FTE submission. • Plan, prepare materials and present annual training for ESOL paraprofessionals
	<ul style="list-style-type: none"> • Review Self-Internal Audit Dashboard on ELLevation • End of 9 weeks – Print grades and schedules for all LYs (active students) and LFs (former students being monitored) <ul style="list-style-type: none"> ▪ Review and file in ESOL folders

October	<ul style="list-style-type: none"> ▪ Call meeting to address any unsatisfactory progress of LY students ▪ Assign LF Monitoring forms for teachers and complete LF Monitoring Closing Report for the periodic review of those students and add printed report to ESOL file ▪ Call meeting if necessary ▪ Submit data form to Data Entry for input of monitoring dates and status.
November	<ul style="list-style-type: none"> • Progress Reports <ul style="list-style-type: none"> ▪ Check progress of ELLs and address any concerns with student and teacher ▪ Call ELL committee meeting for unsatisfactory progress • Complete Self-Audit Checklist
December-January	<ul style="list-style-type: none"> • Review Self-Internal Audit Dashboard on ELLevation • End of 9 weeks/Semester: <ul style="list-style-type: none"> ▪ Print, file and review grades and schedules of LYs and LFs ▪ Call ELL Committee meeting for unsatisfactory progress ▪ Assign LF Monitoring forms for teachers and complete LF Monitoring Closing Report for the periodic review of those students and add printed report to ESOL file ▪ Provide LF monitoring dates and status information to Data Entry for input.
January	<ul style="list-style-type: none"> • Update ESOL files to reflect schedule and teacher changes – share ELL information with new teachers of ELLs. • Training for ACCESS testing • Work with assessment teacher to set up testing schedule and rooms • Share schedule and information with school staff
February	<ul style="list-style-type: none"> • Review Self-Internal Audit Dashboard on ELLevation • FTE <ul style="list-style-type: none"> ▪ Check ELLevation student lists against Skyward for proper coding and funding ▪ Work with Data Entry to correct any errors.

	<ul style="list-style-type: none"> • Review and update ELL Testing accommodations before statewide testing begins. • Progress Reports <ul style="list-style-type: none"> ▪ Review progress ▪ Meet for any student with unsatisfactory progress • Participate in Possible Retention Meetings for ELLs • Send home parent information regarding ACCESS testing
January-March	<ul style="list-style-type: none"> • Administer WIDA ACCESS for ELLs assessment
March	<ul style="list-style-type: none"> • Review Self-Internal Audit Dashboard on ELLevation • End of 9 weeks <ul style="list-style-type: none"> ▪ Print, review and file grades and schedules for LYs and LFs ▪ Assign LF Monitoring forms for teachers and complete LF Monitoring Closing Report for the periodic review of those students and add printed report to ESOL file ▪ Hold ELL Committee meetings if necessary ▪ Provide LF monitoring dates and status to Data Entry for input. • Administer or assist with statewide testing (Florida Standards Assessment, etc.) as needed
April	<ul style="list-style-type: none"> • Prepare list of all ELLs who have been in Florida ESOL for 6+ years • Prepare list of all ELLs in U.S. schools 3+ years <ul style="list-style-type: none"> ▪ Set up schedule for Extension of Services meeting for late May or according to DEUSS date ▪ Prepare meeting invitations to committee participants (including parents) ▪ Arrange for coverage (sub) so that teachers can attend these required meetings • Progress Reports <ul style="list-style-type: none"> ▪ Review progress ▪ Hold ELL Committee meeting for any student with unsatisfactory progress
May	<ul style="list-style-type: none"> • Collect ACCESS scores, grades and pertinent information

	<ul style="list-style-type: none"> • Send out ELL Committee meeting invitations (at least 1 week in advance) • ELL Committee meeting for any student who has been in U.S. schools 3+ years to determine extension of services or consideration of exit from ESOL <ul style="list-style-type: none"> ▪ Document all discussion and decisions made on the ELL Committee meeting minutes.
May/June	<ul style="list-style-type: none"> • Review Self-Internal Audit Dashboard on ELLevation • End of 9 weeks/semester <ul style="list-style-type: none"> ▪ Print, review and file end of the year grades ▪ Assign LF Monitoring forms to teachers and complete LF Monitoring Closing Report for the periodic review of those students and add printed report to ESOL file ▪ Complete and file LF Monitoring paperwork and submit dates and status changes to Data Entry. • Complete, file and send home all paperwork related to extension of services, transition to final 2 years of monitoring (LA), or full dismissal (LZ).

Ongoing responsibilities:

- Consultation with and coaching of teachers of ELLs
- Communicate with parents of ELLs regarding student progress, academic policies and requirements as needed
- Attend ESOL Lead Teacher Meetings and Professional Development as scheduled by the District or school
- Check ELLevation for updated list of ELLs at least twice monthly
- Review Self-Internal Audit Dashboard on ELLevation at least monthly
- Submit information to Rosetta Stone / Imagine Learning manager to add/remove students from Rosetta Stone access
- Follow eligibility procedures for new enrollments throughout the year
- Work with guidance/registrar/administration to ensure proper grade and/or course placement
- Participate in ELL Committee meetings, IEP meetings, MTSS meetings, etc. as needed
- Attend training on required exam administration and serve as test administrator to ELLs (In addition to FSA and ACCESS, secondary teachers administer retakes, EOCs, and PERT. Testing occurs in

September, October, November, December, February, March, April, and May.)

- Follow up to see that struggling ELLs with suspected deficits not related to English language proficiency are receiving appropriate support
- Facilitate communication between parents and school staff
- Assist with ESOL paraprofessional scheduling and support
- Keep track of Date Entered U.S. Schools for meeting requirements
- Maintain accurate and up-to-date records of ELL student data
- Remain knowledgeable about ESOL procedures set forth in state rule and/or the District's ELL Plan

**The ELL Committee consists of ESOL teachers (Language Arts/English), an administrator or designee plus guidance counselors, social workers, school psychologists or other educators as appropriate for the situation. The parent/guardian must be invited to serve on the ELL Committee for his/her child. The ESOL Lead Teacher/Contact conducts the meeting.*

Appendix G

20 Point Checklist

- **Initial Testing - HLS:** Yes response(s) -test within 20 school days of entry and attach HLS to student's profile in ELLevation. Make a copy of the test report for the Cum file.
- **Data Entry Form:** Complete the Data Entry form and give a copy to the data entry clerk.
- **Eligibility Determination:** Complete in ELLevation, attach to student profile, and send a copy home. Place the Cum file copy and a copy of the WIDA Screener report in the Cum file. See **Tier Placement Table**. For ineligible students complete and hand in **notification** to the Assessment Coordinator.
- **Programmatic Assessment:** Complete in ELLevation for each new ELL (LY) and attach to student's profile.
- **ELL File (Orange Folder):** Complete for each new ELL (LY) and fasten the above paperwork and all relevant data into the **ELL file**. (**ELL Plan from ELLevation and & Entry/With from Skyward**)
- **Notification of Status:** Notify all teachers of ELLs' status (LY; LF; LA), provide ELL Instructional Plan. Provide ELL (LY/LF) teacher(s) with a copy of the "**Informational Guide for Teachers of ESOL Students**" ELL Strategies are on pages 15&16 of the guide and can also be located on Hernando's **ESOL Landing Page**.
- **ELL Meetings:** Notification of all ELL meetings should be at least 5 school days in advance. Appropriate staff, parent, or guardian can request an ELL Committee Meeting on any **LY, LF, LA, LA, or ZZ** (tested or determined ineligible). Fastened in **ELL files**. Review the following: strategies to be used in the classroom, academic progress, attendance, disciplines, grades, etc.)
- **Cum File Folders:** File Cum file copies/test results for **all** students evaluated.

- **ELL Students:** Place an **orange dot/mark** in the appropriate box on the **Cum file folder**.
- **LY Plan Updates** August - Update on the Data Entry Form and give a copy to your data entry. Update accommodations in ELLevation for continuing **LYs** and **LFs** and provide **ELLevation Accommodations Report** to parents and teachers. In ELLevation, print, attach to student profile, and send home Notification of Continuation or Exit for LYs. Provide list of LY/LF accommodations to assessment coordinator.
- **Extension of Services:** Three years after **(DEUSS)** date, and **annually** thereafter, ELL Committee re-evaluates students' progress. The committee convenes no earlier than 30 days prior to the third anniversary of **(DEUSS)** date and no later than anniversary date. See the rule for exceptions. Use Data Entry Form to update "**Last Re-Eval**" to date of meeting. Perform and document Extension of Services Meeting in ELLevation.
- **FTE FUNDING:** Students **LY** in Florida for more than 6 years receive no ESOL funding (**NO FTE code 130**). Print student Schedule from ELLevation quarterly. Fasten all above copies in **ELL File**.
- **File and distribute WIDA ACCESS reports from the previous school year.**
- **Student Grades:** At the end of every quarter, print, attach to student profile, and file ELLevation Quarterly Grades Report.
- **WIDA ACCESS testing** - Test all students coded **LY** on the 1st day of the testing window.
- **Exiting Students:** Determine exit method 1) Student meets state-defined exit criteria or 2) Decision of the ELL Committee. See Services and Exit tab in this handbook. Complete **ELLevation Parent Notification of Exit**. Attach a copy to the student profile, fasten in the ELL file folder, and send one copy home. Place copy in Cum File. Complete **Data Entry Form** and hand in to data entry.
- **Monitoring (LF) Students:** Complete Monitoring in ELLevation: 1) assign monitoring forms to teachers, 2) review all data, 3) finalize monitoring in LF

Monitoring Closing Report in "Meetings", 4) and use [Data Entry Form](#) for exited students per required dates and status (LF/LA) and hand in or email copies of Data Entry forms to data entry. Ensure final monitoring date does not exceed two years of monitoring. Fasten all above copies in **ELL files**.

- **End of Year:** If assessment data is received before school ends, complete ELLevation Parent Notification Form for Continuation/Exit in ELLevation. Attach to student profile and fasten one copy in the **ELL file**. Place another in the Cum file and send the other copy home. **Return ELL orange folder to cum file folder.**

Appendix H

Data Entry ELL Codes and Descriptions

Program Participation

E – English for Speakers of Other Languages
H – Home Language/Bilingual Education
L – English for Speakers of Other Languages and Home Language/Bilingual Education
N – Newcomer/New Beginnings Program
Z – Not Applicable

PK-12

LY – English Language Learner, receiving ESOL services
LF – Monitoring Period (2-years)
LA – Extended Monitoring (2-years)
LZ – Dismissed from all ELL Programs
LP – Temporary Placement
ZZ – Not Applicable

Basis of Entry

A – Aural Score (Speaking and Listening)
L – ELL Committee Decision
R – Reading and Writing Score
T – Temporary Placement
Z – Not Applicable

Basis of Exit (Qualifying exit scores = Level 4 or higher on all domains on the WIDA ACCESS or WIS)

H – Grades K-2, qualifying exit scores (WIDA ACCESS or WIS)
I – Grades 3-10, qualifying exit scores (WIDA or WIS, & FSA ELA-Level 3 score)
J – Grades 10-12, qualifying exit scores (WIDA or WIS, FSA/ELA score meets Grad Req. or concordant score)
L – ELL Committee Decision
Z – Not Applicable

Tier Placement

A – Overall WIDA or WIS score between 1.0 - 2.0
B – Overall WIDA or WIS score between 2.1 – 3.0
C – Overall WIDA or WIS score between 3.1 – 6.0

D – Alternate Assessment Grades 1-12 (***Only for ESE Students on Access Points-see student's IEP***)

Z – Kindergarten Students (LY), Monitored Students (LF), Dismissed Students (LA & LZ)

ELL Testing Codes

<u>Test Name</u>	<u>Test Description</u>
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AAE	WIDA Alternate ACCESS for ELLs
AFE	WIDA ACCESS for ELLs 2.0
CAT	California Achievement Test
CEL	Comprehensive English Language Learning Assessment (CELLA)
CTB	Comprehensive Test of Basic Skills (CTBS)
DLD	Dade County Oral Language Proficiency Scale
FC2	Florida Comprehensive Assessment Test (FCAT)
GEN	Generic Test 2015
GRT	Gates-MacGinite Reading Test
IPT	Idea Oral Language Proficiency Test
IRW	Idea: Reading and Writing
ITB	Iowa Test of Basic Skills (ITBS)
KAC	WIDA Kindergarten ACCESS for ELLs
LLK	LAS Links 2010
MTS	Metropolitan Achievement Test (MAT)
STA	Stanford Achievement Test
TER	TerraNova
WID	WIDA Model Assessment
WIS	WIDA Screener 2017 (online)
WPT	W-APT Assessment
WKS	WIDA Kindergarten Screener

WPT Subject Content: Listening-DG Speaking-DH Reading-DJ Writing-DK
 “Score Type & Score: RS_____ RS_____ RS_____ RS_____

WIS Subject Content: Listening-6W Speaking-8W Reading-7W Writing-9W
 “Score Type & Score: AL_____ AL_____ AL_____ AL_____

Cella Subject Content: Listening-CL Speaking-LS Reading-CA Writing-CW
 “Score Type & Score: SS_____ SS_____ SS_____ SS_____

***IPT Subject Content:** Listening _____ Speaking _____ Reading _____ Writing _____
 “Score Type & Score: RS _____ RS _____ RS _____

*(IPT Grades K-6 Listening & Speaking codes: FU, Grades 7-12 are FW)

*(IPT Grades 2-3 Reading & Writing codes are HB, Grades 4-6 are HC, Grades 7-12 are HD)

[Link to All ESOL Coding FLDOE](#)

Appendix I

Resources for Our ESOL Lead Teachers

- [ELLevation](#)
- [2024-2025 Meeting dates and Professional Development Plan](#)
- [2024-2025 ESOL PBX](#)
- [2022-2023 ESOL Staff Committees](#)
- [2024-2025 Strategic Placement/Support Plan for ELLs](#)
- [2024-2025 Informational Guide for Teachers of ELLs](#)
- [9 Week LF Monitoring Periods](#)
- [FLDOE ACCESS for ELLs Page](#)
- [WIDA Portal Login](#)
- [Track Portal \(Professional Development\)](#)
- [Skyward Student](#)

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From <<https://www.hernandoschools.org/students-families/esol/esol-lead-teachers>>

Appendix J
School and District Codes

Hernando Site Codes

Site	Code	Phone
BES	0052	797-7014
DES	0261	797-7040
EES	0171	797-7045
FES	0231	797-7055
MES	0271	797-7065
PGES	0252	797-7090
SES	0321	797-7085
WES	0231	797-7080
CK8	0371	797-7024
EK8	0381	797-7094
WWK8	0392	797-7092
DSPMS	0241	797-7075
FCMS	0202	797-7025

PMS	0221	797-7095
WHMS	0253	797-7035
CHS	0251	797-7020
HHS	0051	797-7015
NCTHS	0351	797-7088
SHS	0181	797-7010
WWHS	0391	797-7029
END	0331	797-7013
eSchool	7004	797-7072
BEST	4461	544-2373
GCES	4522	666-5790
GCA	4422	688-5092
HCA	0894	
Esther's		

Florida District Numbers

District	Number
Alachua	001
Baker	002
Bay	003
Bradford	004
Brevard	005
Broward	006
Calhoun	007
Charlotte	008
Citrus	009
Clay	010
Collier	011
Columbia	012
Dade	013
DeSoto	014
Dixie	015
Duval	016
Escambia	017
FAMU	074
FAU	072
Flagler	018
FSDB	068
FLVS	071
Franklin	019
FSU Lab	073
Gadsden	020

Gilchrist	021
Glades	022
Gulf	023
Hamilton	024
Hardee	025
Hendry	026
Hernando	027
Highlands	028
Hillsborough	029
Holmes	030
Indian River	031
Jackson	032
Jefferson	033
Lafayette	034
Lake	035
Lee	036
Leon	037
Levy	038
Liberty	039
Madison	040
Manatee	041
Marion	042
Martin	043
Monroe	044
Nassau	045
Okaloosa	046

Okeechobee	047
Orange	048
Osceola	049
Palm Beach	050
Pasco	051
Pinellas	052
Polk	053
Putnam	054
Santa Rosa	055
Sarasota	056
Seminole	057
St. Johns	058
St. Lucie	059
Sumter	060
Suwannee	061
Taylor	062
UF Lab	075
Union	063
Volusia	064
Wakulla	065
Walton	066
Washington	067