

Nassau District Schools

**LIMITED ENGLISH
PROFICIENCY
PLAN**

*Dr. John L. Ruis
Superintendent*

*Mary Duffy
Coordinator of Student Services*

Mission Statement

Our mission is to develop each student as an inspired, life-long learner and problem-solver with the strength of character to serve as a productive member of society.

Introduction

The Nassau County School District provides equal and equitable educational opportunity for all students to succeed. The district is dedicated to the total development of each student and is committed to the goal of providing equality programs, which meet the special needs of all children.

The English for Speakers of Other Languages (ESOL) services are designed to meet the communication, academic, and social needs of Limited English Proficient students (LEP). The use of ESOL strategies helps promote success by providing the tools necessary for addressing individual differences in linguistic development and in styles and rate of learning.

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NASSAU SCHOOL DISTRICT LEP PLAN

I. INITIAL IDENTIFICATION PROCEDURES

A. Registration of Students:

Registration and enrollment procedures include the gathering of information required by the Florida Student Record system and the Florida Statutes for School Entry. Data is collected at the individual school sites. Home language assistance is provided when needed by the district ESOL coordinator. All schools have identified staff that are bilingual and are able to assist in translation and registration as necessary. The guidance counselor is responsible for coordinating student registration.

B. Home Language Survey

The Home Language Survey (HLS) is included on the Nassau County Registration Form. The HLS is completed upon the initial enrollment of a student. Registration procedures are common for all students and are conducted at each school site. Registration materials are available in English and Spanish.

C. Data Collection

Data entry personnel under the supervision of the guidance counselor and principal enter all data collected during the registration process into the Florida Student Records System. Hard copies of the data are filed in the student's cumulative folder. Information services will generate a list of students who have attained English proficiency for the district ESOL contact at the end of each year.

II. PROGRAMMATIC/ACADEMIC ASSESSMENT PROCEDURES:

- A. Each student with a "yes" response on the HLS must be tested.
- B. Guidance personnel at each school will administer the appropriate level of the Language Assessment Battery (LAB) within 20 days of enrollment.
- C. Students in grades K-3 who score Limited English Proficient will be placed in the ESOL program.
- D. The total reading and language subtests on the CTBS or other standardized test will be used to assess the student's level of functioning in reading and writing for students in grades 4-12. If no standardized test scores are available, the guidance counselor will administer the CTBS within 20 days following the LAB.
- E. Such students in grades 4-12 may be assessed in the basic subject areas to determine their performance levels. Assessment in the basic subject areas will aid teachers, parents, and other members of the LEP Committee with placement decisions and the development of an appropriate instructional program.
- F. LEP screening should occur within the first 20 days of enrollment. The parents will be notified in writing by the counselor if there is a delay in testing. The notification will be in the parent's home language unless it is clearly not feasible.
- G. Additional criteria used by the LEP Committee in determining placement are as follows:
 - 1. Parental and student input
 - 2. Extent and nature of prior educational and social experiences, student interview
 - 3. Written recommendations and observations by current and previous instructional and support services staff
 - 4. Other test results
 - 5. Graded level of courses and mastery of skills and standards

6. In cases where no records are available, students will be placed according to age appropriateness as well as parent and student interviews by the guidance counselor

Limited English Proficiency Committee (LEP Committee)

The LEP Committee at each school consists of the guidance counselor, the principal or designee, the teacher (s), and other support staff members. A written notification will be sent to the parents inviting them to attend the staffing. The notification will be in the parents' home language unless it is clearly not feasible. Provisions will be made by the counselor and the district ESOL coordinator to provide interpreters when needed. The major roles of the LEP committee are as follows:

- a. To assist in determining appropriate services for the students
- b. Program awareness
- c. Plan development and implementation
- d. To confirm the LEP status
- e. To recommend an appropriate LEP instruction plan
- f. To assist with program monitoring and student performance
- g. To make recommendations for appropriate modification in the student's program
- h. To assist with reclassification/post classification
- i. Documentation of LEP committee recommendations

III. COMPREHENSIVE PROGRAM REQUIREMENTS

- A. Services will be provided by the assigned teachers to address the language proficiencies with comprehensible instructional strategies that include, but are not limited to:
 1. Individualized instruction
 2. Cooperative learning
 3. Utilization of computers
 4. Integration of language and content
 5. A variety of audio-visuals, illustrations, tapes and videotapes; and
 6. ESOL instructional strategies
- B. The instructional program is designed to meet the cognitive and affective needs of LEP students. Both elementary and secondary students will receive instruction in the regular classroom. Instructional strategies shall be documented in the teacher's plan book, approved curriculum frameworks, instructional checklists, and other district developed forms as appropriate to the student's overall program.
- C. A variety of instructional materials and resources will be used to meet the needs of a multicultural population. In-service training will be provided by the Office of Staff Development in the use of instructional resources and strategies designed to increase the language proficiency of students and their level of performance in other academic areas.
- D. Limited English Proficient students will be taught the same subject areas as non-LEP students in the regular classroom.
- E. Limited English Proficient students in grades 9-12 shall receive credit towards graduation in Basic ESOL (as English credit), mathematics, science, social studies, and computer literacy. This is documented in the Pupil Progression Plan and as needed, shall be communicated in the native language of the parents and student unless it is clearly not feasible.

- F. Although a pullout program is not currently a standard part of the Nassau County LEP program, a Limited English Proficient student receiving instruction in a pullout setting, will receive the same amount of instructional time as a non-LEP student in a regular classroom.
- G. Currently, ESOL English instruction in grades PreK – 12 is provided in the regular classroom setting by teachers who have or are in the process of obtaining the 300 hour ESOL endorsement. This will be documented through class schedules maintained on the Management Information System and on teacher schedules. The school’s principal and guidance counselor will monitor appropriate course assignments, level of instruction, equal instructional time, and the assignment of trained personnel. Instruction in the basic subject areas of computer literacy, mathematics, science, and social studies shall be provided in heterogeneous classes serving non-LEP and LEP students at all Nassau County schools. LEP students in these classrooms shall have access to teachers who have completed or who are in the process of completing the 60-hour ESOL in-service training component.
- H. The district curriculum and Sunshine State Standards will be used for all courses pursuant to the Course Code Directory. Courses will be structured to meet the needs of students in achieving the Sunshine State Standards as identified on the individual LEP plan. Goals of instruction in the ESOL program and in basic subject areas are inclusive of the following goals and student outcomes.

GOALS OF INSTRUCTION IN THE ESOL ENGLISH PROGRAM

- 1. To prepare students at the elementary and secondary levels to function successfully in all subject areas, as identified in the Sunshine State Standards.
- 2. To develop skills in speaking, listening, reading, writing, and English.
- 3. To provide students with practice in using English as a tool for learning academic subject matter.

GOALS OF INSTRUCTION IN BASIC SUBJECT AREAS

- 1. To further develop skills in speaking, listening, reading, writing, and English.
- 2. To provide students with practice in English as a tool for learning other academic subject matter and the Sunshine State Standards.
- 3. To demonstrate organizational skills obtaining information and apply it to class assignments.
- 4. To provide positive reinforcement of self-image and esteem.
- 5. To prepare students to function successfully in all subject areas.

STUDENT OUTCOME OBJECTIVES

- 1. Students will function on grade level or above in content subject areas as measured by teacher-made tests, criterion referenced test (FCAT), and the CTBS.
- 2. Students will master the curriculum objectives in subject areas as measured by subject area tests and Sunshine State Standards.
- 3. Students in grades 9-12 will meet the graduation requirements, including passing the FCAT. Students classified as LY for less than two years may be exempt from district norm-referenced tests, and all required state assessment tests, per an individually based decision by the LEP committee, but will be assessed through other means (see #5.) The decision to exempt a student will be made by the school-level LEP committee on an individual basis, prior to the test administration, and will consider individual needs and readiness to take the test. Students classified as LN or LF may not be exempted

- from the testing program solely on the basis of that classification.
4. The district will offer accommodations during the administration of required state assessment tests to LEP students who are currently receiving services according to SBER 6A-19.001(6) (Appendix I). These may include but not be limited to: access to an English language reference book, additional time not to exceed allowing one day per section, a supervised separate testing room, limited heritage language assistance for clarification of test directions. Test administrators will receive training in these accommodations in accordance with directions from D.O.E.
 5. Students exempted from standardized testing will be assessed through other methods, including but not limited to: unit tests, 9-week exams, semester exams, and course mastery tests, administered at the school level by the teacher or counselor, in accordance with Board policy.
 6. Additional instructional strategies for content area teachers are inclusive of the following:
 - A. Use of visuals and/or technology to clarify key concepts.
 - B. Communicate with the student individually as much as time permits.
 - C. Use of a slower speech rate, clear enunciation, and emphasis of key words and phrases through gesture, facial expression, and intonation.
 - D. Provision of a warm, encouraging environment in which help is readily available.
 - E. Reinforcement of key concepts in a variety of situations and activities.
 - F. Establishment of consistent patterns and routines in the classroom.
 - G. Preparation of students for lessons and reading assignments.
 - H. Allowing students enough wait time to volunteer answers for questions.
 - I. Summarizing and reviewing frequently.
 - J. Questioning for comprehension and clarification.
 - K. Working together with peers to solve problems and to complete assigned tasks.
 - L. Being as informed as possible about various cultures.

IV. PROCEDURES FOR EVALUATING THE APPROPRIATENESS OF PROGRAMS

Guidance counselors will conduct reviews during the school year to ensure the appropriateness of the program. Such reviews are inclusive of the following:

1. Review of the student's grades in all subject areas.
2. Monitoring of the student's level of performance in course areas.
3. Monitoring of the student's performance on all state required assessment tests and academic student standards.

Mastery of student performance standards, Sunshine State Standards and course requirements will be monitored by teachers, guidance personnel, the school's principal and the district ESOL contact. The LEP committee will be convened as needed to review additional student needs and the appropriateness of programs and categorical services.

V. PROCEDURES FOR REEVALUATION FOR ANNUAL EXTENSION OF PROGRAM AFTER THREE (3) YEARS

- a. Evaluation procedures for the extension of time in the ESOL program for LEP Students shall be determined by the same criteria for entry and the LEP committee procedures.
- b. A student whose English competency does not meet the LAB profanely level after three (3) years in the ESOL program may be reported for a fourth, fifth, and sixth year of funding, provided his limited English proficiency is assessed using the LAB and is properly documented prior to his enrollment in each additional year beyond the three (3) year basic period. Assessment is conducted annually by the counselor at the school site and placement and LEP plans are determined by6 the school LEP committee.

VI. PROCEDURES FOR RETENTION AND REMEDIATION OF LEP STUDENTS

No student may be retained due to limited English proficiency. Students, who do not meet district requirements in reading, writing, science, or mathematics, will be identified through the FCAT, or district approved alternative assessment instruments.

At the end of each school year, subject area teachers must determine whether each student has met the district expected levels of performance for his/her grade levels in reading, writing, science, and mathematics (see District Pupil Progression Plan, Appendix B). If a student does not meet the expected performance levels in reading, writing, science, and mathematics, the teacher, through the LEP committee in conjunction with the student's parents will develop and implement an Academic Improvement Plan. The Academic Improvement Plan will be designed to assist the student in meeting district performance levels. Each plan must include a provision for intensive remedial instruction in the area of weakness. Students not meeting the expected levels of performance for his/her grade will receive remediation during the next school year. Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the Academic Improvement Plan, the student may be retained unless exempted by the School Board for Good Cause. Good Cause could be documented based on documentation from the LEP committee. The documentation must contain the recommendations and reasons for the student's exemption. Examples of Good Cause: (a) A student entering the district during the fourth marking period; (b) A student with problems of a unique nature that caused extended absences. When a student is retained, he/she must receive an intensive program that is different from the previous year's program as indicated by the teacher in consultation with the parent and the LEP committee. Parents of students receiving ESOL services will be notified of their child's deficiency by the guidance counselor. Notification shall be in the home language unless it is clearly not feasible.

VII. PROCEDURES FOR RECLASSIFYING STUDENTS FROM LEP SERVICES

- A. A student in grades K-3 who has been classified through Aural-Oral testing as LEP through the use of the Language Assessment Battery shall be tested prior to exiting the LEP program using the Aural-Oral Instrument (LAB). Tests will be done by the guidance counselor at the school site three (3) years after entering the program.
 1. If the student scores above the LEP range as determined by the publisher's Standards, he/she may be exited from the program.

2. If the student scores within the LEP range or does not meet the exit criteria through Aural-Oral testing, the student may not be exited from the LEP program.
 3. Any student in grades K-3 who is reclassified as non-LEP shall be monitored by teachers, guidance personnel, the school's administration and parents, during the two-year post-classification-review.
- B. A student in grades 4-12 who is classified as LEP, using the Language Assessment Battery (LAB), and who is being considered for exiting the program shall be tested prior to exit using both the LAB for Aural-Oral and the CTBS for the reading-writing assessment. Tests will be administered by the guidance counselor at the school site.
1. If an LEP student does not meet the exit criteria through Aural-Oral Testing, that student may not be exited from the program.
 2. If an LEP student meets exit criteria through Aural-Oral testing and reading and writing testing, the student may be exited from the LEP program.
 3. If the student meets exit criteria through Aural-Oral testing but not through reading and writing testing, that student may remain in the LEP program or may be referred to the LEP committee so that the LEP committee may determine the student to be LEP or not to be LEP according to consideration of at least two of the following criteria:
 - a. Extent and nature of educational and social experiences: and student interview.
 - b. Written recommendation and observation by current instructional and supportive services staff.
 - c. Level of mastery of basic competencies and/or skills in English according to appropriate local, state and national standards.
 - d. Current grades.
 - e. Test results from other than norm-referenced reading and writing tests.

VIII. POST RECLASSIFICATION MONITORING

A computer print out will be generated at the district level to identify all LEP students. Former LEP students will be monitored by teachers, guidance counselors, the school's principal, and members of the LEP committee to assess the student's performance in the regular program.

- A. The performance of former LEP students shall be reviewed periodically once they have been reclassified. Reviews shall take place approximately following the student's first report card and semi-annually during the first year after exiting, and at the end of the second year of exiting. Any consistent pattern of continuing under performance on appropriate tests and/or grades shall result in the convening of the LEP committee with parental participation to assess the student's need for additional programming as ESOL or other needed programs. Special consideration shall be given to any decline in grades and/or test performance after reclassification, and to parent preference.
- B. The LEP committee shall recommend an appropriate LEP student plan for a student reclassified as LEP. The basis and nature of recommendations shall be in writing and maintained in the student's file. This plan shall be reevaluated for continued appropriateness after one year, and each year thereafter as necessary.

- C. A student who is reclassified as LEP pursuant to the above, shall be provided instruction on the basis of an annual extension pursuant to documented determination by the LEP committee of the student's needs.
- D. A student who exits the program and who is later reclassified as LEP, may be reported in the ESOL program for funding for an additional year, or extended annually for a period not to exceed 6 years, based on an annual evaluation of the student's needs. (See procedures in section V, A-B).

IX. PROCEDURES USED TO ACCESS HOME LANGUAGE SERVICES

- A. Currently, the Nassau County School District does not have 15 or more students of the same non-English home language background either district-wide or at a single school site.
- B. Upon identification, provisions shall be made at a school to meet the needs of LEP students through the use of a teacher and/or teacher aide who is proficient in the home language if the number of students speaking a home language other than English exceeds 15 at the school. In addition, the district shall ensure comprehensible services for students of the same home language background.

X. PROCEDURES TO ENSURE EQUAL ACCESS TO APPROPRIATE CATEGORICAL AND OTHER PROGRAMS FOR LEP STUDENTS

Limited English proficient students access to participate in categorical and other programs, including programs funded under the Supplemental Academic Instruction Categorical funds shall not be restricted by the imposition of any criteria or methods of program administration which inappropriately delay or deny their being served.

Programs described in this section shall be provided to LEP students in a manner appropriate to their level of English language proficiency and must provide them equal access to the program's subject matter content and benefits including understandable instruction.

Programs offered before school and after school shall provide equal access to eligible LEP students.

- A. Title II, Eisenhower Professional Development
 - 1. The district's Title II application is approved by the Florida Department of Education and assures equal access to teachers of limited English proficient students who are within the program, school, and/or area where funds are expended.
 - 2. The Florida Department of Education monitors the district for compliance in accordance with provisions of the district's plan and applicable federal and state requirements.
 - 3. The Nassau County School District reports annually to the Florida Department of Education the number of teachers served in the program by race and the number of students impacted by the teacher training by race.

B. Prekindergarten

1. The district's prekindergarten program is designed to ensure equal access and appropriate services for eligible LEP and minority children who are eligible for the program. The district's plan meets program compliance standards.
2. The district's prekindergarten program is designed to serve as an early intervention program for eligible four-year-old children and their families.
3. Students in prekindergarten programs are identified as limited English proficient when there is an affirmative response to any question on the home language survey. The home language survey is completed by parents during the registration for prekindergarten.
4. Communications, oral or written, with the parent or guardian shall be in a language understood by the parent/guardian or family unless not clearly feasible.
5. Monitoring by the school principal, district program representative, and the D.O.E. shall ensure equal access for prekindergarten eligible LEP and minority children.
6. The number of LEP and minority children served by the prekindergarten program is reported on the Management Information System to the D.O.E.
7. Teachers who are assigned to teach prekindergarten children shall be appropriately certified.
8. Notification of program availability and other pertinent program information shall be provided in all communities through such methods as churches, community radio announcements, flyers from school, and school-community meetings. Efforts shall be implemented as outreach measures to identify potential LEP children and their families.
9. The curriculum is developmentally appropriate and addresses the unique needs of all children including LEP children. Multicultural programming is extended in all components of the program. Culturally relevant materials are available and integrated throughout the environment.
10. Exit procedures include the completion of the program year or withdrawal from the program by parent.

C. Discipline

1. No national origin minority or limited English proficiency student shall be subjected to any disciplinary action because of his or her use of a language other than English.
2. Disciplinary actions for LEP students are common with non-LEP students. The statement in D.1. is included in the Nassau School District Student Code of Conduct. This document is reviewed annually by the school and district administration, staff members, parents, and is Board approved.
3. Provisions shall be implemented to communicate such information in the home language of the parents of LEP students whenever necessary and feasible.
4. The Student Code of Conduct is distributed to all parents up registration and each year thereafter at the beginning of the school year.

D. Exceptional Education

1. The Nassau County School District assures that LEP students who are also exceptional students will have equal access to appropriate programs and services pursuant to state and federal regulations.

2. Procedures for identification, assessment and evaluation shall provide for the use of valid tests and evaluation materials, administered and interpreted by trained personnel in conformance with instructions provided by the producer of tests or evaluation materials. Evaluation procedures shall provide for the use of language or other modes of communication commonly used by the student, as necessary and feasible.
3. Procedures used for identification, assessment and evaluation and placement are monitored by the Florida Department of Education. The district's Special Programs and Procedural Manual is updated and monitored as per requirements of the D.O.E. Bureau of Education for Exceptional Students.
4. Data, including but not limited to diagnostic evaluation, educational, or social data shall be reviewed by the child study team at each school when recommending student eligibility for a special exceptional program.
5. Initial students assigned to an exceptional education shall have an individual education plan developed prior to the eligibility assignment and within 30 days following determination of eligibility. Individual education plans shall be reviewed at least annually and the parent must be notified in accordance with the district's Special Programs & Procedures Manual for Exceptional Education Students.
6. Communication with parents who are not proficient in the English language shall be in the language or other mode of communication used by the parent and documented on an ESE Parent Participation Form.
7. Individual education plans for eligible LEP students must incorporate specific modifications to accommodate their levels of English proficiency.
8. Appropriate procedures, programming and services shall be provided to LEP students and/or parents pursuant to state and federal regulations.
9. The Nassau County School District reports annually to the Florida D.O.E. the number of exceptional students served by race, national origin, exceptionality, grade and limited English proficiency.
10. Provisions for programming and services shall be equivalent with other instruction. ESOL and/or home language are part of the student's LEP plan.

E. Gifted Program

Policies and procedures were established and implemented which provide LEP students with equal access to all programs and services offered by the district based on need and eligibility. (Appendix C)

Criteria:

1. Be classified LEP as defined in Rule 6A-6.0901.
2. Demonstrate a need for special programs.
3. Obtain a qualifying score on the Leiter International Performance Scale or on the Comprehensive Test of Non-Verbal Intelligence (CTONI).

F. Student Services

1. Limited English proficient students shall be provided equal access to students services. To ensure access and equal services, provisions for student services are monitored by the school principal, guidance personnel and the district representative.

2. Guidance services and counseling shall be available on an equal basis and designed to promote academic, career, and vocational opportunities for all students without regard to race, national origin, sex or handicap. Areas of services including guidance, social work, occupational and psychological services shall be made known to LEP students and parents through the use of student handbooks, school meetings, and parent conferences. Communications, oral or written, shall be in an understandable language whenever feasible.
3. Trained and certified guidance personnel will coordinate student service activities. Counselors are required to complete 18 hours of ESOL training or a 3 semester hours college course in ESOL.
4. Limited English Proficient students with special needs and who are at risk for under-achievement and/or dropping out, and in need of additional services, shall be provided equal and comparable services to those provided to English proficient students.
5. Trained and certified personnel who have received 18 hours of ESOL training are available to meet the needs of a multicultural population.

G. Vocational Education

1. The Nassau School District ensures that every individual in grades 7-12 who wants, needs, and can benefit from vocational education will have access to a variety of educational and support services and activities. To ensure compliance, the vocational program is monitored at each school site by the principal and district vocational administrator.
2. LEP students shall not be excluded from vocational programs due to his/her limited English proficiency.
3. Vocational education teachers shall complete 18 hours of ESOL in-service or 3 semester college course ESOL hours.
4. Vocational programming and educational services shall be coordinated with ESOL services included on the student's LEP plan.
5. Communications, written or oral, must be in the home language of the LEP parent or family, unless clearly not feasible. Parents shall be informed of vocational programming available through planned parent conferences and information in the student handbook.

H. Title I

1. The primary objective of the Title I program is to provide remedial instruction in reading and mathematics for eligible students.
2. Students who are performing below age/grade expectation (educationally disadvantaged) are eligible to receive Title I services. Remedial programming and services shall be responsive to the needs of LEP students. Information from multiple criteria checklist, informal assessments, observation by school staff, records or academic performance, and other relevant individualized indicators of educational deprivation are used to determine the need for services.
3. The district's Title I basic plan is approved by the D.O.E. and incorporates programming and services for eligible LEP students. Services shall be designed to meet the specific needs of eligible students.

4. To ensure equal access to LEP students, the program is monitored by the district representative, the school principal and the D.O.E.
5. The district reports to the D.O.E. the number of Title I students served by race, national origin, and limited English proficiency.
6. The district's Title I funds provide supplementary educational services to remediate educational deficiencies in language arts and mathematics. Such services shall not be used to meet the legally required services for the LEP plan.
7. Title I services shall be coordinated with other categorical services and ESOL services as part of the student's plan.
8. Parents of LEP students shall participate in the development of the LEP plan and will be invited to participate in all Title I parental involvement and training activities.

I. Equal Access

1. The Nassau County School District ensures that LEP students and racial and national origin minority students are provided equal and unhindered access to appropriate educational programs.
2. No personally identifiable data of any kind shall be required, compiled or maintained as to any individual student's immigration status.
3. No student upon enrollment shall be referred or reported to the U.S. Immigration and Naturalization Services prior to admission. Admission procedures shall be common to all students. A release of data must be signed by the parent or guardian authorizing such referral on reporting.
4. Limited English proficient students shall not be denied any federally funded educational services. No eligible student shall be denied educational services under any state or locally funded program.
5. Social security numbers are recorded, whenever possible, for all students. However, they may not be required at the time of enrollment or for the provision of educational services.
6. District administrators shall monitor programs and services for compliance.

XI. PROCEDURES TO PROVIDE UNDERSTANDABLE HOME SCHOOL COMMUNICATIONS

- A. Written and oral communications between school and home shall be in the home language of the parent or in a mode of communication commonly used by parents if necessary and whenever feasible.
- B. Trained school volunteers, school personnel and the chairperson of the Parent Leadership Council are available to assist with school home communications.

XII. PROCEDURES USED TO COORDINATE AND TO MONITOR COLLECTION AND ACCURACY OF STUDENT DATA

- A. The collection and monitoring of data shall be supervised at each school by the Principal, guidance counselor, district level contact for ESOL and information management will assist to ensure compliance.
- B. Documentation for identification and assessment will be maintained in the student's cumulative file.

1. Home Language Survey
 2. Results of the Aural-Oral Proficiency Test
 3. Results of the reading and writing proficiency tests for 4-12 students
- C. Class schedules for all students are maintained on the Management Information System and monitored by the MIS school coordinator, principal and district MIS coordinator.
- D. Confidentiality compliance standards are outlined in the district's Student Records Manual and updated annually for compliance to state and federal regulations.
- E. Other types of data collected and monitored may include retention rates, graduation rates, dropout rates, grade point average and assessment test scores.

XIII. PROCEDURES FOR MODIFICATION AND ALTERNATIVES TO STATE WIDE ASSESSMENTS AND OTHER ASSESSMENTS

- A. All LEP students are expected to participate in the statewide assessment program. LEP students served less than one year may be exempted from statewide assessments by a majority decision of the LEP committee on an individual student basis. Students receiving an exemption will be assessed using alternative testing. The guidance counselor will notify the parents and teachers about this exemption.
- B. Students who are classified as LEP are given individual accommodations on state mandated and other standardized assessments in accordance with the provisions of the specific assessment instruments and programs. Guidance counselors are responsible for informing test administrators through special training sessions of the appropriate accommodations available to eligible LEP students.

XIV. PROCEDURES USED TO ESTABLISH PARENT LEADERSHIP COUNCILS

- A. A district Parent Leadership Council representing parents from each of the schools in the district with LEP student assistance will be formed to promote parental involvement and to assist with educational programming for LEP students.
- B. Parents of LEP students shall be provided leadership training and orientation by the district ESOL contact concerning the district's LEP program and plan procedures available to parents of LEP students.
- C. Efforts will be made to have a majority of the membership of the Parent Leadership Council consisting of LEP or former LEP parents. The Parent Leadership Council will assist with the development of the District's LEP Plan and will be consulted prior to the submission of the plan to the D.O.E.
- D. The role of the PLC will be inclusive of the following:
1. Assist with the development of the district's LEP plan
 2. Assist with educational programming for LEP students
 3. Promotion of program awareness activities; and
 4. Participate in the development and evaluation of their child's LEP plan

- E. Parents of LEP students shall be informed by school principals and by the district ESOL contact of opportunities to serve as a member of the school advisory committees, volunteer organizations, school improvement councils, and parent/teacher organizations.
- F. Forms of notification concerning councils and educational services and programs may include but are not limited to:
 - 1. Home visitation by school staff members
 - 2. Parents conferences at school
 - 3. Newsletters and flyers sent home
 - 4. Parent-Teacher Organization meetings
 - 5. Dissemination of materials during registration and open house; and
 - 6. Planned parent-administrator meetings
- G. Provisions shall be implemented to communicate oral and written information in the home language of the parent, whenever feasible.
- H. The PLC will meet at least twice each school year. The chairperson will be provided a list of LEP students, parent names, addresses, and phone numbers.

XV. PROCEDURES USED TO MONITOR PROGRAM COMPLIANCE

- A. The district's ESOL contact, school principals and district personnel assigned to administer specific categorical program areas will monitor the program for compliance to state and federal programs.
- B. Identification and assessment items monitored will include the following:
 - 2. Home Language Survey
 - 3. Assessment of Aural/Oral language
 - 4. Assessment of reading and writing proficiency
 - 5. Functioning of LEP committees
 - 6. Use of approved assessment procedures
 - 7. Reclassification and post-classification procedures
- C. Provisions for ongoing in-service training shall be coordinated by the district Director of Staff and Program Development.
- D. Parent involvement and participation shall be documented on LEP plans, the district Parent Leadership Council, and other school committees. A list of PLC members will be maintained at the district office.
- E. The instructional program shall be monitored by principals and district administrators to ensure comprehensible instruction in the district's curriculum and Sunshine State Standards.
- F. Complaint/Appeal Process
 - 1. Parents who disagree with the recommendations of the LEP committee may submit a written complaint to the school principal. If after two weeks the disagreement is not resolved at the school level, the parent may file a complaint with the district contact.
 - 2. An impartial party may be assigned to conduct a hearing and arrive at a decision.
 - 3. Within thirty days of receipt of a request for a hearing, the hearing officer must reach a final decision and communicate the decision in an understandable language to the LEP parent.
 - 4. Parents who are not satisfied with the decision may file a written complaint with the Florida D.O.E. The written complaint shall be specific with the alleged violations.

G. Role of Equity Coordinator

1. The educational equity coordinator shall serve as the Civil Rights Officer for the district. The name and address of the coordinator is available at each school site.
2. District administrators who are assigned categorical program areas, school principals and the equity coordinator shall monitor programs and the delivery of services for compliance with the following:
 - a. Section 504 of the Rehabilitation Act of 1973
 - b. Americans with Disabilities Act
 - c. Florida Education Equity Act
 - d. Civil Rights Act of 1964 and Title VI
 - e. Title IX-Education Amendment of 1972
 - f. Equal Educational Opportunities Act of 1974
 - g. Vocational Education Guidelines, 1979
 - h. OCR Standards for Title VI; and
 - i. Individuals With Disabilities Education Act (IDEA)
3. The district shall provide information concerning the above compliance requirements to LEP parents in an understandable language, whenever feasible, or through planned parent conferences.
4. The Equity Coordinator, in addition to school principals and guidance personnel, shall monitor the identification, assessment, and placement of a student in an LEP program. This includes parental notification and when necessary, participation with the development of the student's LEP plan.

XVI. PERSONNEL

A. Certification and In-service

1. Notification and Tracking of Training Requirements

- a. School principals, the district ESOL contact and the Personnel Director shall notify basic subject area teachers and other school staff of the ESOL training requirements when an LEP student is assigned. Such notification shall be in writing and presented to members of the instructional staff. If an assigned teacher or staff member has not previously received training, that person will be notified of scheduled training.
- b. The Nassau District Staff Development Director/ESOL coordinator will provide administrators with an in-service activity coordinated through the D.O.E. and district developed in-service components. They will be notified of training requirements and training schedules annually.
- c. Documentation of ESOL in-service points completed by teachers is maintained by the Office of Staff Development on the Management Information System. In addition to the above, the ESOL Training Verification Form is maintained at the district office to verify completion of ESOL components and college credits. This procedure assists with the identification of teachers who 60, or 300 hour components and their instructional assignments.

B. In-service Requirements

1. Inservice programs offered for ESOL English and other basic subjects include the following:

- a. 60 hour Category II ESOL overview, offered by the district for teachers of math, science, social studies and computer education.
 - b. 300 hours Category I ESOL in-service via an Add-On Endorsement program offered by the district for teachers of English or Language Arts.
- 2. Teacher aides, social workers, guidance personnel, school psychologists and teachers of subjects other than basic subjects will acquire 18 hours of ESOL in-service Category III ESOL training: ESOL for Other Content Areas.
- 3. Administrators receive training specifically designed to address their legal and instructional responsibilities related to the ESOL program.
- C. In-service Training Programs-Standards
 - 1. In-service training program components are developed to meet the needs of teachers, aides, administrators, school psychologists, guidance personnel, and media specialists are included in the Master In-service Plan and approved by the D.O.E.
 - 2. Performance competencies with post-tests have been developed and are utilized in the in-service training by certified trainers. Components are appropriately divided to meet the training needs of personnel in various categories.
 - 3. Training is conducted locally or regionally, in conjunction with neighboring districts, and online.

XVII. INSERVICE MONITORING PROCEDURES

- A. The ESOL in-service program components and Add-On Endorsement Program is approved by the Florida D.O.E. Components are listed in the Nassau District Master In-service Plan and monitored by the Director of Staff and Program Development.
- B. The district maintains records of personnel who successfully complete in-service requirements. This information will be maintained via the district’s personnel database and in-service records.
- C. The district coordinates training activities through the D.O.E., summer institutes, and district-level and regional training.
- D. To ensure compliance with 6A-4.0244, FAC, in-service training will consist of participation in the 60 hour overview or laser disc program, district-developed in-service, summer institutes, and other training coordinated through D.O.E.
- E. The district’s ESOL Add-On Endorsement Program is approved through the year 2006, as per the attached “Notice of Teacher Education Program Approval”. The program is available for review in the Office of Staff and Program Development.

Appendix A

Definitions and Codes:

Using the definitions and codes below, fill in the appropriate information on space(s) provided on **ESOL DATA ELEMENTS FORM**. Once the form is completed **IT MUST BE GIVEN TO THE DATA ENTRY OPERATOR FOR INPUT INTO STUDENT DATABASE**.

1) Limited English Proficiency:

<u>CODE</u>	<u>DEFINITION</u>
LF	Former LEP student (one who has completed their ESOL instruction and is being monitored for a two year period).
LN	Student identified as LEP yet not served in an ESOL program.
LP	Student identified as LEP pending placement in an ESOL program.
LY	Student identified as LEP and being served in an ESOL program.
LZ	Former LEP student (one who has completed the two year monitoring).
ZZ	Non-LEP

2) Home Language Survey Date:

The date that indicates completion of the Home Language Survey in accordance with Rule 6-A-6.0902, FAC.

MMDDYYYY Home Language Survey date
Example: 01181991 = January 18, 1991
This survey should be completed at time of registration.

3) Basis of Entry/Exit:

A code used to indicate the basis of entry into and exit of the program.

<u>CODE</u>	<u>DEFINITION</u>
A	Aural/Oral – LAB, IDEA, LAS
R	Reading and Writing – Norm Referenced
B	Both Aural/Oral and Reading and Writing
L	LEP Committee
T	Temporarily placed in program based on “Yes” response to the Home Language Survey or an indication that the student was determined not eligible after being temporarily placed in the program.

NOTE: If a student is temporarily placed and later determined eligible, the Basis of Entry/Exit must be updated with code A, R, B, or L. Basis of Exit must be the same as Basis of Entry.

4) Classification Date:

The initial date a student who responded “Yes” to the Home Language Survey is determined eligible or not eligible based on assessment for an **ESOL** program.

MMDDYYYY Classification date
Example: 01181991 = January 18, 1991
00000000 Zero fill for students not yet classified eligible or ineligible.
The date of the LEP Staffing.

5) Entry Date:

The initial date a student entered an **ESOL** program.

MMDDYYYY Entry date

Example: 01181991 = January 18, 1991

ENTRY DATE MUST NOT BE PRIOR TO STAFFING DATE

6) **Exit Date:**

The initial date a student exits an ESOL Program.

MMDDYYYY Exit date

Example: 01181991 = January 18, 1991

00000000 Exit date has not occurred.

7) **Extension of Instruction:**

A code used to indicate that the Limited English Proficiency student is receiving services beyond the base three (3) years of eligible **ESOL FTE** funding are specified in Rule 6A-6.0903, FAC.

CODE **DEFINITION**

Y Student in need of extension of instruction

Z Not applicable or No

NOTE: One year of **ESOL FTE** funding equals a total of four FTE survey periods. Student may receive an additional 4th, 5th, or 6th year of FEFP funded **ESOL** instruction and services based upon needs as determined from annual evaluations.

8) **Native Language, Student:**

A code which identifies the native language spoken by the student. See **DOE Information Data Base Requirements: Volume I – Automated Student Information System**, Appendix N, for Acceptable codes.

CODE **DEFINITION**

NN The language code of the student.

ZZ Not applicable (is not valid for students in grade PK-12).

See attachments

9) **Reclassification Date:**

The initial date a former Limited English Proficiency student is reclassified as Limited English Proficient.

MMDDYYYY Reclassification date

Example: 01181991 = January 18, 1991

00000000 Reclassification date has not occurred

10) **Re-evaluation Date:**

The most recent date the Limited English Proficiency student was re-evaluated in order to determine whether the student should continue in or exit the program.

MMDDYYYY Re-evaluation date

Example: 01181991 = January 18, 1991

00000000 Re-evaluation date has not occurred

11) **Student Plan Date:**

The date of the most recent development or review of the Limited English Proficiency Student Plan.

MMDDYYYY The most recent date the Limited English Proficiency Student's Plan was developed and reviewed.

Example: 01181991 = January 18, 1991

12) Parent/Guardian Primary Home Language:

A two character code indicating the primary home language of the parent(s) or guardian(s) of the student. Record the code representing the **predominant** language spoken in the home by the parent(s)/guardian(s). See **DOE Information Data Base Requirements: Volume I -- Automated Student Information System**, Appendix N, for acceptable codes.

13) Country of National Origin:

A two character code which identifies the country of birth of the student. See **DOE Information Data Base Requirements: Volume I – Automated Student Information System**, Appendix G, for acceptable codes.

TEST INFORMATION ENTRY/EXIT

14) Test Date/Entry:

The month, day, and year in which the student was tested for each test administration during the school year.

MMDDYY **Example:** 091884 Test taken on September 18, 1984

Example: 000000 or test not taken

15) Test Name/Entry:

A code representing the name of a test given to an individual student. See **DOE Information Data Base Requirements: Volume I – Automated Student Information System**, Appendix I, for acceptable codes.

16) Test Score Type/Entry:

A code used to indicate the kind of score being submitted.

<u>CODE</u>	<u>TEST SCORE TYPE</u>
RS	Raw Score
SS	Scale Score (Expanded Standard Score)
NP	National Percentile

NOTE: Code “SS” may be used to report language proficiency levels for ESOL testing.

17) Test Subject Content/Entry:

A code for each subject area of the test. See **DOE Information Data Base Requirements: Volume I – Automated Student Information System**, Appendix L, for acceptable codes.

18) Test Score/Entry:

A four digit number used to record the score achieved on a specific test.

19) Test Date/Exit:

The month, day and year in which the student was tested for each test administration during the school year.

MMDDYY **Example:** 091884 Test taken on September 18, 1994

Example: 000000 or Test not taken

20) Test Name/Exit:

A code representing the name of a test given to an individual student. See **DOE Information Data Base Requirements: Volume I – Automated Student Information System**, Appendix I, for acceptable codes.

21) **Test Score Type/Exit:**

A code used to indicate the kind of score being submitted.

<u>CODE</u>	<u>TEST SCORE TYPE</u>
RS	Raw Score
SS	Scale Score (Expanded Standard Score)
NP	National Percentile

NOTE: Code “SS” may be used to report language proficiency levels for ESOL testing.

22) **Test Subject Content/Exit:**

A code for each subject area of the test. See **DOE Information Data Base Requirements: Volume I – Automated Student Information System**, Appendix L, for acceptable codes.

23) **Test Score/Exit:**

A four digit number used to record the score achieved on a specific test.

Appendix B

BILINGUAL EMPLOYEES 2002-2003

Name	School	Language
Dr. Blanca Foreman Eileen Hogubun	Atlantic Elementary	Spanish Tagalog Phillipine
Josie Barber Susanne Steffen	Emma Love Hardee	Chamorro Spanish
Juliana Heady Sarah Coombs Carol Kline Carol Romack Bethany Croese	Fernandina Beach High	Spanish Spanish Spanish/French Spanish/French Spanish
Ann Fitzpatrick	Fernandina Beach Middle	German/Spanish/ French
Nancy Schofield	Hilliard Elementary	German
Phil Dignan	Hilliard Middle/Senior	Sign Language
Sherrie Grant Larry McDonald	West Nassau County High	Spanish Spanish
Robyn Ames Lori Tipton	Yulee Elementary	Sign Language Sign Language
Suzanne Davis Scot Lake	Yulee Middle	Afrikaans Mandarin Chinese
Maria Sares	Yulee Primary	Spanish

Appendix C

District Measures for Equal Access to Gifted Programs for LEP Students

Awareness/Training: Access to gifted programs can be limited when educators and parents (a) are unaware of observable characteristics of language minority students who may be gifted and (b) are not adequately informed about current ESE and LEP students, programs and policies. Enhancing the skills and knowledge of parents and educators will increase the likelihood that LEP students in need of gifted programs and services are recognized. District measures in this area may focus on evaluating and improving current practices and/or initiating additional awareness and training materials.

District Measures:

- A. A review of gifted characteristics and indicators will be provided at district-wide Principals' and Counselors' meetings.
- B. The district will develop a list of characteristics and indicators to include with the classroom teacher's ESOL Strategies Documentation Checklist at the time of the LEP Student Plan development.
- C. A letter will be sent to the parents of current students to inform them of characteristics and indicators so that they may self-refer their child for the 1999-2000 school year. Whenever feasible, this letter will be sent in the home language.
- D. The district will include the DOE brochure which is under development for review at LEP staffings beginning in 1999-2000 school year.

Standard for Success:

- A. Agendas will document discussion at Principal and Counselor meetings.
- B. The checklist of characteristics and indicators is developed by 6/30/99.
- C. Parents of current LEP students will be asked to confirm receipt and understanding of the letter for self-referral.
- D. When it becomes available, the DOE brochure will be used during LEP staffings.

Referrals and Evaluations for Gifted Programs for LEP Students: LEP students who need ESE gifted programs and services will not have them unless they are referred for further evaluation and appropriate evaluation procedures are used. Strategies to improve and increase referrals for LEP students with gifted characteristics can facilitate equal access for these students. A review of current patterns of LEP gifted referrals can be an important first step in identifying and addressing districts needs in this area.

District Measures:

- A. Awareness and training measures listed above will improve and increase referrals.
- B. The evaluation process will include:
 - 1. A review of the student's current achievement data and grades and when available, a review of prior school records.
 - 2. Observations of student by school personnel, especially those who are proficient in the student's heritage language.
 - 3. The administration of either the Leiter International Performance Scale or the Universal Nonverbal Intelligence Test
 - 4. Parental observations and information.

Appendix D

NOTIFICATION OF TESTING FOR ESOL NASSAU COUNTY SCHOOLS

Student Name	School	Grade
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Dear Parent/Guardian:

Welcome to the Nassau County School System. We are glad to have your child enrolled and will strive to provide him/her with the best possible education. To assist us in doing that, federal law requires that our school system ask you three (3) questions about the language that is spoken in your home. Those three (3) questions were on the Student Registration Form you filled out when you enrolled your child at school. You answered “yes” to at least one of those three (3) questions on the form, indicating that a language other than English may be your child’s primary language. **Federal law now requires us to assess your child’s proficiency in speaking and/or writing English.** This assessment will provide us with information to make decisions about the most appropriate instruction for your child.

The assessment will consist of the administration by the school guidance counselor of the “Language Assessment Battery” (known as the “LAB”) using the format, which is appropriate for your child’s grade level. If your child is in 4th grade or above, standardized test scores will also be used to assess English proficiency. The sole purpose is to determine whether we need to use additional teaching strategies in your child’s regular class (or classes) to assist him/her in learning English. Our goal is to be certain that our school system provides your child with instruction that is comprehensible to him/her.

The purpose of this letter is to let you know as a courtesy that your school’s guidance counselor will soon administer the LAB to your child, as federal law requires that we do. You will subsequently be notified as to whether or not your child will need to be provided with additional help in learning English. We ask that you sign and return this letter so that we know you have received this information. Additionally, please feel free to call your school’s guidance counselor or principal if you have any questions.

Thank you for assisting us as we work together for your child’s benefit.

Sincerely,

Guidance Counselor	School Telephone
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Signature of Parent/Guardian	Date
------------------------------	------

White - Parent Copy

Yellow - Cumulative Record

Pink - Student Services

Appendix E
Parent Notification of LEP Eligibility

Initial Enrollment Date:

School:

Date:

Re: _____
(Student's Name)

Dear Parent/Guardian:

The responses on the Home Language Survey indicate your child should be assessed to determine his/her English proficiency. Your child was assessed on _____.
(Date)

The results of this assessment indicate your child:

___ **will be** recommended for special assistance in the area of English Proficiency.
___ **will not be** recommended for special assistance in the area of English Proficiency.

The Limited English Proficiency Committee will meet to discuss final recommendations for meeting your child's language learning needs.

The meeting will be at _____ on _____ at _____
_____ a.m./p.m. (School) (Date) (Time)

You are invited to attend this meeting. If you have questions, please call _____.
(Guidance Counselor)

Sincerely,

Please check the appropriate response and return this form to your child's guidance counselor.

___ Yes, I **will attend** the scheduled meeting.
___ No, I **will not attend** the scheduled meeting.

Parent/Guardian Signature: _____ Date:

Appendix F
LEP Staffing Committee Report

School: _____ **Date:** _____

Student's Name: _____ **Date of Birth:** _____

Teacher: _____ **Grade:** ____ **County:** _____

Student ID No.: _____ **Social Security No.:** _____

Present (Signatures):

Parent: _____ **Principal:** _____

Guidance Counselor: _____ **Classroom Teacher:** _____

Other: _____ **Other:** _____

Recommendations:

Placement:

White – Parent Copy

Yellow – Cumulative Record

Pink – Student Services Office
12/99

Appendix G

ESOL STRATEGIES DOCUMENTATION

Student: _____ Teacher: _____

Dates: _____ to _____ Grade/Subject: _____

	Cooperative Learning
	CRISS Strategies
	Choral Practice/Reading
	Role-Playing/Drama
	Games
	Language Experience Stories/Chart
	Peer Tutoring
	Hands-On Activities, Manipulative Materials
	Audio-Visual Materials, Pictures, Charts, Diagrams
	Computer/Technology-Assisted Instruction
	Sheltered Reading
	Labeling of Objects
	Use of Books, Stories on Audio Cassette
	Oral Reading by Teacher/Peer/Aide/Volunteer
	Singing
	Demonstrations
	Other:

Appendix H
STANDARDIZED AND STATE ASSESSMENT TEST RECOMMENDATIONS:
LEP PROGRAM

Student: _____ **Grade:** _____

School: _____ **Date:** _____

If the student has been enrolled in the LEP Program for less than two (2) years, and based upon the student's progress, as determined by majority of LEP Committee, indicate the method of assessing achievement which will be used this year:

<u>Test Name</u>	<u>Alternative Assessment Method</u>
____ HSCT	____ teacher-made tests, math and language arts text assessments, course mastery tests
____ CTBS/Stanford 9	____ math and language arts text assessments
____ Florida Writes	____ class assignments/writing assessments
____ FCAT	____ teacher-made tests, math and language arts text assessments, course mastery tests

Signature of LEP Committee Members Present:

Guidance Counselor: _____

Parent/Guardian: _____

Language Arts Teacher: _____

Principal: _____

Other: _____

Comments: _____

APPENDIX I

TEST ACCOMMODATIONS FOR LIMITED ENGLISH PROFICIENT (LEP)

Districts are required to offer accommodations to LEP students who are currently receiving services in a program operated in accordance with an approved District LEP Plan. Permissible modifications for these LEP students are listed below. The test may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of the LEP student. However, all testing, with or without accommodations, must be completed during the prescribed testing dates shown on the inside front cover of this manual.

1. **Flexible Setting.** LEP students may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher acting as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.
2. **Flexible Scheduling.** LEP students may take a part or session of the test during several brief periods within one school day; however, a session of the test must be completed within one school day.
3. **Flexible Timing.** LEP students may be provided additional time; however, a session must be completed within one school day.
4. **Assistance in the Heritage Language.** For the mathematics test, LEP students may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language. The teacher may answer specific questions about a word or phrase that is confusing the student because of limited English proficiency, but is prohibited from giving assistance that will help the student solve mathematics test questions. A student's questions must not be answered in a way that would lead the student to unmistakably infer the correct answer to a question. If FCAT is administered to a group of students, the teacher may answer questions about directions for the benefit of the group; questions of clarification from individual students must be answered on an individual basis without disturbing other students taking the test.

For the reading test, the ESOL or heritage language teacher may answer student questions about the general test directions in a way that the student would not be unmistakably led to infer the correct answer to any of the questions. The teacher is prohibited from reading words to the student from the passages, test items, and performance tasks and from answering student questions about the passages, test items, and performance tasks.

For the writing test, the ESOL, or heritage language teacher may answer student questions about the general test directions in their heritage language. The teacher may answer specific inquiries concerning a word or phrase in a writing assessment prompt that is confusing the student because of limited English proficiency. In no case shall assistance be given the student in responding to the writing assessment prompt. The teacher is prohibited from reading the prompt to the student.

5. **Dictionary.** LEP students may have access to an English-to-heritage language translation dictionary and/or heritage language-to-English translation dictionary, such as those made available to LEP students in an instructional setting. However, a dictionary providing definitions written exclusively in the heritage language or in English may not be provided.

Appendix J
STUDENT PROGRESS REVIEW
LIMITED ENGLISH PROFICIENT (LEP)

Student Name: _____ **School:** _____

Grade/Subject: _____ **Date:** _____

SS# (if available): _____ **Date of Program Entry:** _____

Basis of Placement (Check (4) all that apply):

- _____ Aural/Oral LAB test (all grades)
- _____ CTBS or Other Standardized Test (Gr.4-12)
- _____ Parent/LEP Committee Determination

Other Categorical Services Received or Recommended: _____

Please List Student Current Grade(s) in Your Class:

Subject	Grade	Grading Period
Language Arts		
Mathematics		
Social Studies		
Science		

Please Comment Regarding Student's:

1. Language skills and social interaction with peers.

2. Language skills and adjustment to school.

3. Your concerns about the student's overall progress.

If the student has been enrolled for less than two (2) years and based upon the student's progress, indicate the method of assessing achievement which will be used.

Test Name

Alternative Assessment Method

___ HSCT

___ teacher-made tests, math and language arts text assessments, course mastery tests at end-of-year

___ CTBS/Stanford 9

___ math and language arts text assessments

___ Florida Writes

___ class assignments/writing assessments

___ FCAT

___ teacher-made tests, math and language arts text assessments, course mastery tests at end-of-year

Based upon the student's progress, do you recommend retesting the student for possible exit from the LEP Program? (If student has been in the program for at least one (1) year.)

___ Yes

___ No

Date of automatic re-evaluation for LEP Program services (after three (3) years): _____

Results of Re-evaluation: Date: _____ LAB Score: _____

CTBS/Other Standardized: Year: _____ Reading: _____ Math: _____
(if applicable)

Recommendation: ___ Regular Program ___ LEP

Signature of LEP Committee Members Present:

Guidance Counselor: _____

Parent/Guardian: _____

Language Arts Teacher: _____

Principal: _____

Other: _____

Scheduled post-classification review and monitoring of progress (One (1) year after exit from LEP Program): _____

Appendix K
COUNTRY CODES

CODE	COUNTRY	CODE	COUNTRY
AF	Afghanistan	CI	Chile
AB	Albania	CH	China
AG	Algeria	KI	Christmas Island
AN	Andorra	CN	Clipperton Island
AO	Angola	KG	Cocos Islands (Keeling)
AV	Anguilla	CL	Colombia
AY	Antarctica	CO	Comoros
AC	Antigua & Barbuda	CF	Congo
AX	Antilles	CR	Coral Sea Island
AE	Argentina	CS	Costa Rica
AD	Armenia	DF	Croatia
AA	Aruba	CU	Cuba
AS	Australia	DH	Curacao Island
AU	Austria	CY	Cyprus
AH	Azerbaijdan	CX	Czechoslovakia
AJ	Azerbaijan	DT	Czech Republic
AI	Azores Islands, Portugal	DK	Democratic Kampuchea
BF	Bahamas	DA	Denmark
BA	Bahrain	DJ	Djibouti
BS	Baltic States	DO	Dominica
BG	Bangladesh	DR	Dominican Republic
BB	Barbados	EJ	East Timor
BI	Bassas Da India	EC	Ecuador
BE	Belgium	EG	Egypt
BZ	Belize	ES	El Salvador
BN	Benin	EN	England
BD	Bermuda	EA	Equatorial Africa
BH	Bhutan	EQ	Equatorial Guinea
BL	Bolivia	ER	Eritrea
BJ	Bonaire Island	EE	Estonia
BP	Bosnia & Herzegovina	ET	Ethiopia
BC	Botswana	EU	Europa Island
BV	Bouvet Island	FA	Falkland Islands (Malvinas)
BR	Brazil	FO	Faroe Islands
BT	British Virgin Islands	FJ	Fiji
BW	British West Indies	FL	Finland
BQ	Brunei Darussalam	FR	France
BU	Bulgaria	FM	France, Metropolitan
BX	Burkina Faso, West Africa	FN	French Guiana
BM	Burma	FP	French Polynesia
BY	Burundi	FS	French Southern & Antarctic Islands
JB	Byelorussian SSR	JC	French Southern Territories
CB	Cambodia	FW	French West Africa
CM	Cameroon	GB	Gabon
CC	Canada	GM	Gambia
CV	Cape Verde	GZ	Gaza Strip
CJ	Cayman Islands	GD	Geworgia
CP	Central African Republic	GE	Germany
D	Chad	GH	Ghana

CODE	COUNTRY	CODE	COUNTRY
GI	Gibraltar	MC	Macau
GO	Glorioso Islands	MF	Madagascar
GR	Greece	IM	Madeira Islands
GL	Greenland	MK	Malawi
GJ	Grenada	MY	Malaysia
GP	Guadeloupe	MV	Maldives
GT	Guatemala	ML	Mali
GF	Guernsey	XA	Malta
FG	Guiana	MB	Martinique
GV	Guinea	MR	Mauritania
GS	Guinea-Bissau	MP	Mauritius
GY	Guyana	YT	Mayotte
HA	Haiti	NB	Melanesia
HM	Heard & McDonald Islands (Australia)	MX	Mexico
HO	Honduras	OE	Moldova, Republic of
HK	Hong Kong	MJ	Monaco
HU	Hungary	MG	Mongolia
IC	Iceland	MH	Montserrat
II	India	OJ	Moorea
IX	Indian Ocean Territory (British)	MW	Morocco
IO	Indonesia	MZ	Mozambique
IR	Iran	OP	Myanmar
IZ	Iraq	NK	Namibia
EI	Ireland	NR	Nauru
IS	Israel	NP	Nepal
IT	Italy	NL	Netherlands
IV	Ivory Coast	NA	Netherlands Antilles
JM	Jamaica	NN	Neutral Zone
JN	Jan Meyan	NW	New Caledonia
JA	Japan	NT	New Hibrides
JO	Jordan/Juan DeNova Island	NZ	New Zealand
KA	Kazakhstan	NU	Nicaragua
KE	Kenya	NG	Niger
KB	Kiribati	NI	Nigeria
KN	Korea, Peoples Republic of (North)	QE	Niue
KR	Korea, Republic of (South)	NF	Norfolk Island
KU	`Kuwait	NX	North Africa
KC	Kyrgyzstan	QI	North Ireland
LO	Lao,Peoples Democratic Republic of	NO	Norway
LP	Lapland	OC	Oceania
LV	Latvia	MU	Oman
LE	Lebanon	PI	Pacific Islands
LT	Lesotho	PK	Pakistan
LI	Liberia	PS	Palestine
LY	Libya	PN	Panama
LB	Libyan Arab Jamahiriya	NQ	Papua New Guinea (Previously New Guinea)
LS	Liechtenstein	PD	Paracel Islands
LH	Lithuania	PX	Paraguay
LU	Luxembourg	PG	Persian Gulf States

CODE	COUNTRY	CODE	COUNTRY
PE	Peru	TB	Taiwan, Province of China
RP	Phillippines	TZ	Tanzania, United Republic of
PC	Pitcairn Islands	TJ	Tajikistan
PL	Poland	TH	Thailand
PY	Polynesia	TO	Togo
PO	Portugal	TL	Tokelau
QA	Qatar	XT	Tonga
RE	Reunion	TD	Trinidad and Tobago
RH	Rhodesia	TR	Tromelin Island
RO	Romania	TQ	Trust Territory of Pacific
RU	Russian Federation	TS	Timosoa
RW	Rwanda	TU	Turkey
QD	Samoa	TE	Turkmen (S.S.R.)
SM	San Marino	TF	Turkmenistan
SQ	Sao Tome and Principe	TK	Turks & Caicos Islands
SA	Saudi Arabia	TY	Tuvalu
LD	Scotland	UG	Uganda
SG	Senegal	UA	Ukraine (formerly,Ukrainian S.S.R.)
SE	Seychelles Islands	UB	Union of Soviet Socialist Republics
SL	Sierra Leone	TC	United Arab Emirates
SK	Sikkim	UK	United Kingdom (Great Britain)
SN	Singapore	US	United States
QH	Slovakia	UV	Upper Volta
JE	Slovenia	UY	Uruguay
SI	Solomon Islands	UD	Uzbekistan
SO	Somalia	TV	Vatican City
JF	So.Georgia & So.Sandwich Islands	VN	Vanuatu
SF	South Africa	VE	Venzuela
UR	Soviet Union	VM	Vietnam
SP	Spain	WQ	Wake Island
SS	Spanish Sahara	WL	Wales
SR	Spratley Islands	WC	Wallis & Futuna Islands
CE	Sri Lanka, Ceylon	WN	West Indies
SB	St. Barthelemy	WB	Western Sahara
SH	St. Helena (Ascension Island)	WS	Western Samon
SV	St.Kitts-Nevis	YS	Yemen,Peoples Democratic Republic of
SJ	St.Lucia	YE	Yemen, Arab Republic
ST	St.LVC Vincentucia	YO	Yugoslavia
JS	St.Pierre and Miquelon	CG	Zaire
JH	St.Vincent and Grenadines	ZA	Zambia
SU	Sudan	ZB	Zimbabwe
SX	Suriname		
JK	Svalbard		
WZ	Swaziland		
SW	Sweden		
SZ	Switzerland		
SY	Syria		
JJ	Syrian Arab Republic		
TA	Tahaiti		

United States Commonwealth and Territories

AQ	American Samoa
BK	Baker Island
CZ	Canal Zone (Panama)
CW	Cook Islands
FB	Federated States of Micronesia
GU	Guam
HW	Howland Island
JI	Jarvis Island
JQ	Johnston Atoll
KF	Kingman Reef
RS	Marshall Islands
MQ	Midway Islands
NS	Navassa Islands
QO	Northern Mariana Islands
PB	Palau, Belau
PM	Palmyra Atoll
PR	Puerto Rico
UM	United States Minor Outlying Islands
VI	U.S. Virgin Islands

Pacific Island Language Codes

EC	Carolinian
ED	Chamorro
EE	Chuukese/Trukese
GF	Guamanian
KT	Kosraen
MZ	Marshallese
PU	Palauan
PV	Pohnpeians
VJ	Samoan
YK	Yapese

Appendix L
LANGUAGE CODES

CODE	LANGUAGE	CODE	LANGUAGE
AB	Abkhazian	HM	Hmong
AA	Afar	HU	Hungarian, Magyar
AK	Afrikaans	IC	Icelandic, Islenzk
AL	Albanian, Shqip	IN	Indonesian, Bahasa Indonesia
AM	Ambaric	IA	Interlingua
AR	Arabic	IE	Interlingue
AN	Armenian, Hayeren	IK	Inupiak
AS	Assamese	GA	Irish, Gaeilge
AU	Aymara	IT	Italian
AZ	Azerbaijani	JC	Jamaican Creole (includes Patois)
BA	Bantu	JA	Japanese, Nihongo
BC	Bashkir	JW	Javanese, Bahasa Jawa
BQ	Basque, Euskera	KV	Kannada
BE	Bengali, Bangla	KS	Kashmiri
BR	Berber	KK	Kazakh
DZ	Bhutani	RW	Kinyarwanda
BH	Bihari	KY	Kirghiz, Kyrgyz
BI	Bislama	RN	Kirundi
BF	Breton	KO	Korean, Choson-o
BL	Bulgarian	KU	Kurdish, Zimany Kurdy
BU	Burmese, Myanmasa	LA	Laotian, Pha Xa Lao
BD	Byelorussian	LB	Latin
CA	Cambodian, Khmer	LV	Latvian, Lettish
CN	Cantonese	LN	Lingala
CT	Catalan	LI	Lithuanian
CH	Chinese, Zhongwen	MB	Macedonian
CO	Corsican	MA	Malagasy
HR	Croatian, Hrvatski	ML	Malayalam
CZ	Czech	MS	Malay, Bahasa Malaysia
DA	Danish	MT	Maltese
DU	Dutch, Netherlands	MD	Mandarin
EN	English	NR	Maori
EO	Esperanto	MR	Marathi
ES	Estonian	MC	Moldavian
FO	Faroese	MO	Mongolian
FA	Farsi, Persian	NA	Nauru
FJ	Fijian	NE	Nepali
FI	Finnish, Suomi	NO	Norwegian
FR	French	OC	Occitan
FY	Frisian	OR	Oriya
GL	Galician	OM	(Afan) Oromo
KA	Georgian, Kartuli	PX	Pamiamento
GE	German	PJ	Panjabi, Punjabi
GR	Greek	PA	Pashto (includes Pushtu)
KL	Greenlandic, Kalaallisut	PO	Polish
HC	Haitian-Creole (incl.French Creole)	PR	Portuguese
HA	Hausa	RA	Rhaeto-Romance
HE	Hebrew, Iwrith	RM	Rumanian, Romanian
HI	Hindi	RS	Russian

CODE	LANGUAGE	CODE	LANGUAGE
SM	Samoan	TT	Tatar
SG	Sangho	TE	Telugu
SA	Sanskrit	TH	Thai
GD	Scots Gaelic	TI	Tibertan, Bodskad
SE	Seminole	TC	Tigrinya
SK	Serbian, Srpski	TO	Tonga
SR	Serbo-Croatian	TS	Tsonga
ST	Sesotho	TU	Turkish
TN	Setswana	TK	Turkmen
SN	Shona	TD	Twi
SD	Sindhi	UK	Ukranian
SC	Singhalese	UR	Urdu
SI	Siswati	UZ	Uzbek
SL	Slovak	VI	Vietnamese
SJ	Slovenian	VO	Volapuk
SO	Somali	WE	Welsh
SP	Spanish	WO	Wolof
SU	Sundanese	XH	Xhosa
SH	Swahili	YI	Yiddish, Jiddisch
SW	Swedish, Svenska	YO	Yoruba
TA	Tagalog	ZU	Zulu
TG	Tajik	OT	Other
TB	Tamil	ZZ	Not Applicable

Indigenous Languages of the Americas Codes

CODE	LANGUAGE	CODE	LANGUAGE
AC	Abnaki	FD	French Cree
AD	Achimawi	GB	Guarani
AE	Ahtena	GC	Guaymi
AF	Alabama	GU	Guajarati
AG	Aleut	HB	Haida
AH	Algonquin	HD	Han
AI	Apache	HF	Havasupai
AJ	Arapaho	HG	Hichita
AO	Araucanian	HH	Hidatsa
AP	Arikara	HJ	Hopi
AQ	Athapascan	HK	Hupa
AT	Atsina	IB	Inupik
AU	Atsugewi	ID	Iroquois
AV	Aucanian	IF	Island Carib
AW	Aymara	JB	Jicarilla
AX	Aztec	KB	Klamath
BG	Blackfoot	KC	Kawaiisu
CB	Caddo	KD	Kalispel
CC	Cahuilla	KE	Kansa
CD	Cakchiquel	KF	Karok
CE	Cayuga	KG	Keres
CF	Chasta Costa	KH	Kickapoo
CG	Chemeheuvi	KI	Kiowa
CI	Cherokee	KJ	Kiowa-Apache
CJ	Chetemacha	KM	Koasati
CK	Cheyenne	KW	Koyukon
CL	Chinook Jargon	KP	Kuchin
CM	Chiricahua	KQ	Kutenai
CP	Chiwere	KR	Kwakiutl
CQ	Choctaw	IG	Indian
CS	Chumash	IH	Ingalit
CV	Clallam	LC	Lower Chehalis
CW	Cocomaricopa	LD	Luiseno
CX	Coeur D-Alene	ME	Makah
CY	Columbia	MF	Mam
DF	Comanche	MG	Mandan
DG	Cowlitz	MH	Maya
CH	Cuna	MJ	Menomini
DI	Cupeno	MM	Miami
DJ	Cree	MN	Micmac
DK	Crow	MP	Mikasuki
DB	Dakota	MQ	Mixtec
DC	Delaware	MU	Mohave
DD	Delta River Yuman	MV	Mohawk
DE	Diegueno	MW	Mono
EA	Eskimo	MX	Mountain Maidu
EB	Eyak	MY	Muskogee
FB	Foothill North Yokuts	NB	Navaho
FC	Fox	NC	Nez Perce

Indigenous Languages of the Americas Codes (continued)

CODE	LANGUAGE	CODE	LANGUAGE
ND	Nomlako	TJ	Tanacross
NF	Nootka	TL	Tanaina
NG	Nootsack	TM	Tanana
NH	Northern Paiute	TP	Tarahumara
NI	Northwest Maidu	TQ	Tarascan
OA	Ojibwa	TR	Tewa
OB	Okanogan	TV	Tillamook
OD	Omaha	TX	Tiwa
OE	Oneida	TY	Tlingit
OF	Onodoga	TZ	Towa
OG	Osage	XA	Tonkawa
OH	Other Athapascan-Eyak	XB	Tsimshian
OI	Ottawa	XC	Tubatulabal
PB	Pacific Gulf Yupik	XD	Tupi
PC	Paiute	XE	Tuscarora
PD	Panamint	XF	Tutchone
PF	Passamaquoddy	XG	Twana
PG	Patwin	UA	Up River Yuman
PH	Pawnee	UB	Upland Yuman
PK	Penobscot	UC	Upper Chehalis
PL	Picuris	UD	Upper Chinook
PM	Pima	UE	Upper Kuskokwim
PN	Plains Miwok	UF	Upper Tanana
PP	Pomo	UG	Ute
PQ	Ponca	WA	Walapai
PS	Potowatomi	WB	Wappo
PT	Puget Sound Salish	WC	Washo
OJ	Quapaw	WD	Wichita
OK	Quechua	WF	Winnebago
OL	Quekchi	WG	Wintun
ON	Quiche	WH	Wiyot
OO	Quinault	WI	Wyandot
SB	Shaptian	YA	Yaqui
SF	Saint Lawrence Island Yupik	YB	Yavapai
SQ	Salish	YC	Yuchi
SS	Sandia	YD	Yuki
SV	San Carlos	YE	Yuma
SX	Santiam	YF	Yupik
SY	Seneca	YG	Yurok
SZ	Serrano	YH	Zapotec
VA	Shastan	YJ	Zuni
VB	Shawnee		
VC	Shoshoni		
VD	Sierra Miwok		
VE	Siuslaw		
VF	Southern Maidu		
VG	Southern Paiute		
VH	Spokane		
TF	Tachi		

Appendix M
LEP INDIVIDUALIZED PLAN

School: _____ **Date:** _____

Name: _____ **Gr.:** _____ **Date of Birth:** _____

Homeroom Teacher: _____ **Language Arts Teacher:** _____

Check (4) all that apply:

PHYSICAL ARRANGEMENT OF ROOM:

- ___ seating student near teacher
- ___ seating student near a good role model
- ___ standing near student when giving directions or presenting lessons
- ___ other: _____

LESSON PRESENTATION:

- ___ pairing students to check work
- ___ writing key points on the board/using pictures to illustrate new words and terms
- ___ providing peer tutoring
- ___ providing audio-visual and manipulative aides
- ___ making sure directions are understood
- ___ including a variety of activities (auditory, visual, and kinesthetic) during each lesson
- ___ using computer-assisted instruction
- ___ making lessons brief
- ___ using demonstrations and/or concrete experiences whenever possible
- ___ allowing student to have extra books at home
- ___ other: _____

ASSIGNMENTS, WORKSHEETS, AND TESTS:

- ___ shortening assignments (when the need arises)
- ___ giving frequent short quizzes and avoiding long tests
- ___ giving extra time to complete tasks
- ___ simplifying complex directions
- ___ reducing homework assignments (when the need arises)
- ___ making adjustments for group and individual testing
- ___ emphasizing accuracy of work instead of speed
- ___ other: _____

BEHAVIORS:

- ___ keeping classroom rules simple and clear
- ___ cueing a student about a task
- ___ other: _____

SPECIAL CONSIDERATIONS:

- ___ alerting the bus driver
- ___ assigning a mentor
- ___ peer counseling
- ___ group/individual counseling
- ___ other: _____

People Involved in the Development of This Plan

Signature/Date:

Signature/Date:

White - Parent Copy

Yellow - Cumulative Record

Pink - Student Services Office
5/2000