

## **Exceptional Student Education English Language Learner Students with Disabilities Procedural Guidelines**

All school-site administrators must adhere to the guidelines and procedures in the English Language Learners (ELL) Students with Disabilities (SWD) Guidelines and Procedures Manual to ensure compliance with State and District policies. The ELL SWD Guidelines and Procedures Manual is also posted in the Forms tab, under Other Documents on the ESE website: [http://ese.dadeschools.net/ESOL\\_ESE/](http://ese.dadeschools.net/ESOL_ESE/)

The Exceptional Student Education Office monitors school sites to ensure the appropriate identification and placement of students with disabilities (SWD) who speak a language other than English in the home. On an annual basis, selected schools are monitored through the review of data and school site visits to ensure that SWD who are identified as English Language Learners (ELLs) are provided with appropriate instruction and services in accordance with their Individual Educational Plan (IEPs).

### **Schedules and ESOL Courses for ELL/SWD (ESOL Levels 1-4)**

SWD in Elementary Schools: If the student is receiving English for Speakers of Other Languages (ESOL) and ESOL related instruction in the General Education or the ESE program, the appropriate Elementary School Academic Program (ESAP) code must be used for the student's course schedule. The ESAP Program Guide for students with disabilities can be located at the following link:

[http://ese.dadeschools.net/ESOL\\_ESE/pdfs17/ESAP\\_Pgm\\_Codes.pdf](http://ese.dadeschools.net/ESOL_ESE/pdfs17/ESAP_Pgm_Codes.pdf)

Once the appropriate ESAP Code is entered, it will transfer the ESOL information to the Limited English Proficiency Courses (DSIS J-Screen) and the Current ESE Courses (DSIS PF4), if applicable.

SWD in Secondary Schools: If the student is receiving ESOL instruction within the ESE program, the appropriate course(s) and/or ESE teacher's employee number will rollover to the DSIS J-Screen if the schools follow the procedures below:

1. ELL SWD who will be provided with ESOL instruction in the general education program shall be scheduled into the general education ESOL courses as appropriate.
2. ELL SWD being provided ESOL instruction by an ESE Teacher in an ESE classroom, the Intensive Reading, MJ Language Arts (6th-8th grade) or the English 1-2-3-4 (9th-12th grade) course must be double-coded with the grade appropriate Developmental Language through ESOL course.

### **ELL Students Determined Eligible for Exceptional Student Education (ESE)**

#### ELL Students Eligible for an ESE program:

- ESOL services and assessments are documented on the IEP and no longer in the ELL Plan (see exceptions below\*).
- The Programs for ELL Section of the IEP in ESE-EMS must be completed
- Prior ELL Student Plans must be retained in the cumulative record, if applicable

#### ELL Students Eligible for Speech Impaired, Language Impaired or Gifted\*:

- ESOL Services and assessments must continue for students whose primary exceptionality is Speech Impaired (code F), Language Impaired (code G) or Gifted (code L) must continue to be documented on the ELL Student Plan by the ELL Committee following ELLevation procedures.

#### Initial IEP Eligibility Meeting and ESOL Assessments

- New SWDs and **previous** Pre-K SWDs with a "Y" (Yes) response on the Home Language Survey must be tested.

- Pre-K students who have a “Yes” response to **any** of the three Home Language Survey (HLS) questions, **are not** to be *tested for English language proficiency* as testing will take place starting May 1 before entering Kindergarten.
- A New Kindergarten SWD on **standard curriculum** will be administered the OLPS-R: 1<sup>st</sup> Semester (yellow form) and the 2<sup>nd</sup> Semester (pink form), if not tested prior to entering Kindergarten.
- A New Kindergarten SWD on **modified curriculum** will be administered a test from the *Continuum of ESOL Placement Tests for Exceptional Students* to determine their ESOL level, if not tested prior to entering Kindergarten.
  - The Continuum of ESOL Placement Tests for Exceptional Students can be found on [http://ese.dadeschools.net/ESOL\\_ESE/pdfs17/FM-4762.pdf](http://ese.dadeschools.net/ESOL_ESE/pdfs17/FM-4762.pdf)
- If a student is eligible for ESOL, the following ESOL information must be entered into the J-screen:
  - Entry Date – First day of Kindergarten, Date of Assessment and Basis or Entry
- Once completed, an IEP meeting must be convened and the appropriate ELL sections of IEP in ESE-EMS must be completed before the **October FTE Survey 2**.

#### Current ELL Students Entering ESE:

The results of the Assessing Comprehension and Communication in English State-to-State (ACCESS) for English Language Learners (ELL) from the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 will be used to determine the ESOL level of a general education ELL student who participated in the Spring administration and is being staffed into an ESE Program.

- The ESOL level and date of assessment documented on the IEP is the date of the ESOL level update which appears in the lower right-hand corner of the DSIS J-Screen.

#### Annual ESOL Updates for Levels 1-4:

##### DSIS J SCREEN UPDATE

- The ESOL level on the DSIS J-screen will be automatically updated by Instructional Technology Services (ITS) for students who participated in the annual Spring administration of the Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0, or the Alternate ACCESS for ELLs.
- For SWD who participated in the Spring administration of Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0, and Alternate ACCESS for ELLs, and for whom there will be no ESOL level change to the student’s IEP, it is recommended that the ESOL assessment date be documented on the IEP within the first semester of the school year.
- ESE teachers must consider **Inconsistent Test Data** (description on page 3) and **Extension of Services**, if applicable, when conducting an IEP Meeting for an ESOL level update on the IEP.
  - An IEP must always reflect the same ESOL level and ESOL level date as the DSIS J-screen.

#### Students who *did not* participate in the Spring administration of ACCESS for ELLs Assessment:

- ELL SWD on *Standard Curriculum* will be administered the **CELLA Online** to update the ESOL level and assessment date on the IEP.
- ELL SWD on *Modified Curriculum* will be administered a test from the **Continuum of ESOL Placement Tests for Exceptional Students** to update the ESOL level and assessment date on the IEP.
- Once the appropriate assessment has been administered, an interim/annual IEP meeting must be convened to update the ESOL Level and ESOL level date.

The following information must be available to update the ESOL level in the DSIS J-screen:

1. New ESOL level
  2. If the ESOL level did not change when the student was tested, you must type over the ESOL level in the DSIS J-Screen and click enter to update the level.
  3. If the ESOL level decreases (e.g., If in the 2017 Spring Administration of the ACCESS 2.0 the student scored a level 3 and then in they were administered the CELLA online and scored a level 2) you maintain the previous higher level and update it by following step #2.
- Schools can update ESOL levels on the DSIS J-Screen with the appropriate Quad AAAA access. Schools no longer need to submit requests for J-screen corrections or updates to the Bilingual/ESOL ESE Office.

- If unable to update an ESOL level, complete the Request for Correction on J-Screen for Bilingual ESOL/ESE Student form (#7675) and fax to 305-666-1250 or, for assistance, contact Annette Frieder, Administrative Assistant at [afrieder@dadeschools.net](mailto:afrieder@dadeschools.net) or 305-274-8889.

**SWD with ESOL Levels 1-4 and the IEP in ESE-EMS:**

Locate the Programs for English Language Learners ELL with Disabilities on the left side navigation of ESE-EMS and complete the ELL sections on the IEP:

- Type and Location of ELL Services – (refer to link for Directions Regarding ELL Services in ESE-EMS)
- ESOL Levels I-IV, Present Levels and Goals: Curriculum and Learning Environment – Priority Educational Needs (PEN)
  - At least one of the student’s PENs must reflect the acquisition of English. Choose one pen from the drop-down menu.
- Measurable Annual Goals and Benchmarks and/or Individual Transition Plan
  - Add goals and benchmarks, as needed, based on student’s curriculum needs: standard versus modified. Example: Given a passage, Susana will use oral language skills in English to identify the sequence of events in a story in 4 out of 5 opportunities.
- Transition Statement (Present Level and Goals)
  - The transition statement, if appropriate, should include the acquisition of English to achieve desired school outcomes (e.g., vocational or professional career interests) or post- school outcomes. Example: Increase the student’s English vocabulary to prepare him/her for graduation requirements.
- Assurances
  - The assurances reflecting the communication needs of ELL SWD must be marked for ESOL levels 1-4.
- Classroom Accommodation (select from the drop- down menu)
- Classroom and Flexible (ELL) (select from the drop- down menu)
- Services
  - Specialized instruction, supplementary aides & services, amount and frequency of services and location must be checked in this section and must concur with the Type and Location of ESOL Services.
- Matrix of Services and ELL SWD  
Indicate Domain A: (Curriculum and Learning), Level 3- Direct, specialized instruction and/or curriculum for some learning activities

**Inconsistent Test Data Report for Grades 3-12**

For students listed on the Inconsistent Test Data Report, who did not meet ESOL exit criteria based on State Board Rule (SBR) 6A-6.0903, it is recommended to convene an IEP Meeting at the beginning of the school year, but no later than the end of the first semester. Spring ACCESS for ELLs 2.0 and FSA/FSAA ELA results must be reviewed and appropriate actions taken using all available data for the following:

1. If the ELL SWD scored proficient on the Spring ACCESS for ELLs 2.0, but did not pass the FSA/FSAA ELA, further ESOL testing is not needed:

<b>Proficient Scores for ACCESS for ELLs</b>		
<b>Grade Clusters</b>	<b>Composite</b>	<b>Reading</b>
K-12	4.0 or greater	4.0 or greater
3-12	4.0 or greater	4.0 or greater
1-12 Alternate Assessment	P1 or greater	N/A

- The student’s academic record will be reviewed and the team shall consider the results from the Spring ACCESS for ELLs assessment along with all **of the following supporting criteria** to determine whether the student is English language proficient. The IEP Team must document the records reviewed in the student’s IEP. Supporting criteria must include:
    - Prior educational and academic experience (e.g., report card grades or other assessment data from other school districts or private schools) social experience, and a student interview; (e.g., documented observation of student socializing with peers in English, documented basic interview with student in English) completed by a current or previous teacher.
    - Written recommendation and observation by a current or previous teacher.
    - Level of mastery of basic competencies or skills in English (ACCESS for ELLs assessments) according to state or national criterion-referenced standards (or other language assessments from other states, if applicable);
    - Test results from other assessments (e.g., FSA, FSAA, iReady Data, etc.)
  - Following a review of all pertinent records, if the IEP team determines that the student is English language proficient, the student shall be exited from the ESOL program following the appropriate exit procedures for ELL SWD.
  - If the IEP team determines that the student is not English language proficient, the student must remain enrolled in the ESOL program. The determination must be documented in the conference notes of the student’s IEP. The IEP team must consider the impact of the student’s disability in its determination and the parents’ preference may be considered.
2. If the ELL SWD passed the FSA/FSAA ELA but **did not pass** the Spring ACCESS for ELLs 2.0:
- Students on Standard Curriculum: The student **must be administered** the CELLA Online for the IEP Team to determine if exiting the student is the most appropriate action. If the student scores an overall “Proficient” on the CELLA Online, the IEP team may consider exiting the student.
  - Students on Modified Curriculum: The student **must be administered** a test from the ***Continuum of ESOL Placement Tests for Exceptional Students*** for the IEP Team to determine if exiting the student is the most appropriate action. If the student scores a Level 5, then the IEP team may consider exiting the student.

### **ELL SWD and IEP Exit Procedures**

#### Exiting ELL SWD Participating in any of the ACCESS for ELLs Assessments:

State Board Rule (SBR) 6A-6.0903, *Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program*, requires that the standards for determining whether an ELL SWD has attained sufficient English proficiency to exit the ESOL program must be based on at least two (2) approved assessment instruments administered during the same school year.

- The exit criteria used with ELLs in the general education program will also be used with the ELL SWD who are administered the FSA and the FSAA.
- ESOL levels and exit information will automatically be updated by ITS on the DSIS J-Screen based on the results of the most recent Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0, or Alternate ACCESS for ELLs for each student based on meeting ELL exit criteria.
- An IEP meeting must be convened to exit a student **prior to the October Survey Period**. When the exit date is rolled over to the DSIS J-Screen by ITS, the exit date must be manually changed on the DSIS J-Screen to match the IEP Interim/Annual date (**date of the IEP and not the date of the assessment**). The Basis of Entry should **NOT** be changed. The Basis of Exit: H, I or J reflects the student exited based on meeting the ELL Exit Criteria. This process should be done simultaneously after locking the IEP.

Revising Student's Schedules to Reflect Exiting from the ESOL Program:

- Elementary schools must change the ESAP program Code to a non-ESOL ESAP program code before exiting the student in the DSIS J-Screen.
- Secondary schools must first change the student's schedule to remove ESOL courses before exit information can be entered in the DSIS J-Screen.
- The ESOL level must be updated and the information entered to exit the student is the same as for non-disabled ELL students.

ELL Exit Criteria:

- **Students in Kindergarten through Grade 2:** For ELL SWD that participated in the Spring administration of the Kindergarten ACCESS for ELLs, or the ACCESS for ELLs 2.0, the English language proficiency level shall be a 4.0 composite score or greater and a 4.0 or greater in the domain of Reading.
- **Students in Grades 3 through 12:** For ELL SWD that participated in the Spring administration of the ACCESS for ELLs 2.0, the English language proficiency level shall be a 4.0 composite score or greater and 4.0 or greater in the domain of Reading. Additionally, the ELL SWD must earn a Level 3 or greater on the grade level FSA in the English Language Arts (ELA).
- **Students in Grade 1 and 2 Participating in the Alternate ACCESS for ELLs:** For ELL SWD that participated in the Spring administration of the Alternate ACCESS for ELLs, the English language proficiency level shall be a P1 composite score or greater.
- **Students in Grades through 10 Participating in Alternate ACCESS for ELLs:** For ELL SWD that participated in the Spring administration of the Alternate ACCESS for ELLs, the English language proficiency level shall be a P1 composite score or greater. Additionally, ELL SWD in grades 3-10 must earn a Level 3 or greater on the grade level FSAA in the English Language Arts (ELA).
- **Students in Grades 11 and 12 Participating in Alternate ACCESS for ELLs:** For ELL SWD that participated in the Spring administration of the Alternate ACCESS for ELLs, the English language proficiency level shall be a P1 composite score or greater, unless they are enrolled in the ELA 10 course and taking the FSAA ELA 2 assessment for the first time. In this case they must earn a Level 3 or greater on the FSAA ELA 2.

Grade Clusters	Composite	Reading	FSA/FSAA ELA
K-2	4.0 or greater	4.0 or greater	N/A
3-12	4.0 or greater	4.0 or greater	Level 3 or greater
1-2 Alternate Assessment	P1 or greater	N/A	Level 3 or greater
3-10 Alternate Assessment	P1 or greater	N/A	Level 3 or greater
11-12 Alternate Assessment	P1 or greater	N/A	N/A*

Three Years or More in an ESOL Program - Exiting or Extension of Services:

Per State Board Rule 6A-6.09022, Extension of Services in English for Speakers of Other Languages (ESOL) Program:

- The ELL status of a SWD is monitored by reviewing the number of years (continuous semesters) in the ESOL program in addition to the performance on the state assessment and other pertinent data.
- Following the three (3) year date of an ELL's initial enrollment in a school in the United States the IEP team must re-evaluate the student's progress towards English language proficiency at each annual IEP meeting. It is recommended that the IEP meeting be convened and the result of the ELL review is documented on the IEP within the first semester of the school year.
- If the student's IEP meeting is held between the first day of school and September 30<sup>th</sup>, and the student

participated in the Spring ACCESS for ELLs 2.0 or was administered the CELLA Online at the end of the prior school year, then further assessment is NOT needed unless the school determines that the student will benefit from an additional Language Proficiency Assessment.

- If the student's IEP meeting is held October 1<sup>st</sup> or later, then the ESE teacher will administer the following Language Proficiency Assessment.
  - ELL SWD in K-12<sup>th</sup> on standard curriculum shall be administered the **CELLA Online**.
  - ELL SWD in K-12<sup>th</sup> on modified curriculum will be administered a test from the ***Continuum of ESOL Placement Tests for Exceptional Students***.
- It is the responsibility of the school to verify that the DEUSS date is correct in PF19 or verify the information via the ELlevation platform.
- A Notification of Meeting (NOM) in ESE-EMS must be completed to schedule the consideration to Exit/Extension of Services for ESOL meeting.
- Under "The Purpose of this Meeting is to" select "Other" and type in: Consider Exit/Extension of Services for ESOL.
  - Auditors will verify that the purpose of meeting was documented in the NOM.
- If the student earns a score of Proficient on the ACCESS for ELLs Assessment, CELLA Online or Continuum of ESOL Placement Tests for Exceptional Students, then the IEP Team may consider exiting the student from the ESOL program during the IEP Meeting to consider Exiting based on a review of the criteria referenced in #1 below.
- The IEP Team recommendations must include a clearly noted rationale to exit or extend.
  1. To "exit the ESOL program" based on review of all available data:
    - The student's academic record will be reviewed holistically and the team shall consider the results from the Spring ACCESS for ELLs, CELLA online or Test from the Continuum assessments along with **a review of the following supporting criteria** to determine whether the student is English language proficient. The IEP Team must document the records reviewed in the student's IEP.
      - Prior educational and academic experience (e.g., report card grades or other assessment data from other school districts or private schools) social experience, and a student interview; (e.g., documented observation of student socializing with peers in English, documented basic interview with student in English) by a current or previous teacher.
      - Written recommendation and observation by a current or previous teacher.
      - Level of mastery of basic competencies or skills in English (ACCESS for ELLs assessments) according to state or national criterion-referenced standards (or other language assessments from other states, if applicable);
      - Test results from other assessments (e.g., FSA, FSAA, iReady Data, etc.)
    - Following a review of all pertinent records, if the IEP team determines that the student is English language proficient, the student shall be exited from the ESOL program following the appropriate exit procedures for ELL SWD.
    - If the IEP team determines that the student is not English language proficient, the student must remain enrolled in the ESOL program. The determination must be documented in the conference notes of the student's IEP. The IEP team must consider the impact of the student's disability in its determination and the parents' preference may be considered.
  2. To request "Extension of Services" if the student did not meet exit criteria and will remain in the ESOL program.
    - If the IEP team determines that the student is not English language proficient, the student will remain enrolled in the ESOL program.
    - The determination must be documented in the conference notes of the student's IEP stating that the team is recommending Extension of Services because the student did not meet exit criteria at this time.

### Six Years or More in the ESOL Program:

For ELL SWD **with six years or more in the ESOL program**, the IEP Team must meet to consider exiting the student from the ESOL program based on their performance on the state assessments and other pertinent data.

In all cases, when the IEP Team decides to exit a student from the ESOL program, an IEP meeting must be convened.

- **The ESOL exit date on DSIS J-Screen must be the same as the IEP meeting date.**
- The conference notes on the IEP must include a statement indicating that *the student was exited based on a review of the performance on the state assessment, other pertinent data and the consideration of the impact of the student's disability in the decision to exit the student.*

ESE teachers must consider Inconsistent Test Data and Extension of Services, if applicable, when conducting an Interim/Annual IEP Meeting for to update ESOL Assessment (ESOL Level Update) on the IEP. An Interim/Annual IEP must be convened in order for the IEP to reflect the same ESOL Assessment level update as the J-screen. The ESOL Assessment Level update on the IEP can take place within the first semester of the school year.

### DSIS J-Screen Data Update for ESOL Exiting (Level 5):

ELL SWD who are exited from the ESOL program by the IEP Team require exit data to be *manually* entered in the DSIS J-Screen by the school, simultaneously after locking the IEP. ESOL Level -5

- Exit date (**date of the IEP and NOT the date of the assessment**)
- Basis of exit: "L" - EL Committee (IEP team)
- AURAL/ORAL SCORE: 20
- RAW SCORE: RDG: "N/A" LANG: "N/A"
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**NOTE:** If the manual update is not completed simultaneously, the future event in ESE-EMS will populate the previous ESOL Level the student had before exiting.

- Schools can update ESOL levels or exit students regardless of years in the ESOL program with the appropriate Quad AAAA access. Schools no longer need to submit requests for J-Screen corrections to the Bilingual/ESOL ESE Office.
  - When exiting students from ESOL, the ESAP Code (elementary) and the schedule change to remove ESOL course(s) (secondary) must be processed.
- If unable to update an ESOL level, complete the Request for Correction on J-Screen for Bilingual ESOL/ESE Student form (#7675) and fax to 305-666-1250 or, for assistance, contact Annette Frieder, Administrative Assistant at [afrieder@dadeschools.net](mailto:afrieder@dadeschools.net) or 305-274-8889.

### **Post Exit Monitoring in ESE-EMS**

The Post Program Review (PPR) Section on the hard copy of the finalized IEP must be documented during each of the PPR dates. During the corresponding PPR dates, the student's Language Arts/ESE teacher provides the recommendation to be entered on the hardcopy kept in the cum. The Language Arts/ESE Teacher must update the "Change in Status" and "Refer to IEP Team" section on the hardcopy of the PPR of the IEP.

- The Language Arts/ESE teacher's name, employee number, date and signature must be documented on the printout.
- Scan the printout and save in the following format:
  - ID #\_ELL\_PPR#\_DATE (e.g., 123456\_ELL\_PPR1\_11\_01\_2018)
- In ESE-EMS select attachments, select Upload, then upload the corresponding PPR saved under the format specified.
- Follow these steps for each of the four PPR dates.

## Free Appropriate Public Education

The entering or exiting of a SWD from the ESOL program constitutes a change in the provision of Free Appropriate Public Education (FAPE) since there will be changes to the student's PEN(s), goal(s), and modifications and/or accommodations.

- The **Prior Written Notice of Proposal of Refusal (PWNPR)** form must be completed in ESE-EMS when an ELL SWD is entered or exited from the ESOL program at an IEP meeting.

### State Board Rule 6A-6.0902 3.d, F.A.C. to Opt-Out of ESOL Services

If a parent refuses placement or is adamant about opting out of ESOL services, then the school must have an IEP meeting to remove ESOL instructional courses and services however, **the student will continue to be classified as ELL until he/she meets exit criteria**. The following rule must be explained to the parent and the following note **must be documented** in the conference notes area of the IEP:

#### IEP Conference Notes of IEP:

In accordance with State Board Rule 6A-6.0902 3.d, F.A.C., "Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available." The Parent has requested to have \_\_\_\_\_ removed from the ESOL program but understands that their child will still be classified as ELL until they have met exit rule requirements. Parent also understands that their child will no longer be eligible for any Title III services (have parent initial next to conference note).

- Following the meeting, enter The LEP Services: "LN" in the DSIS J-Screen

If the student is secondary, they must be scheduled into English ELA and an Intensive Reading course however, both the ELA and Reading teachers **must still be ESOL endorsed** because rule states that the district cannot forgo responsibility for properly trained teacher to provide instruction.

If the student is in elementary, the ESAP Code must be changed to remove the ESOL course but the teacher **must still be ESOL endorsed**.

- The student will continue to take the Kindergarten ACCESS for ELLS, ACCESS for ELL 2.0/Alternate ACCESS for ELLS assessment on a yearly basis and may be exited once they meet the appropriate exit criteria.

### Procedures to Request a Language Proficiency Dominance Screening

A Language Proficiency Dominance Screening (LPDS) is conducted by a Bilingual Assessor for ELL students having significant academic and/or behavior difficulties within the general education program to determine if language is a factor in their academic progress.

#### Referral for Assessment:

An ELL Committee must be convened and documented in **ELlevation** with no exception to review ELL performance and to note that a request for a Language Proficiency Dominance Screening has been requested along with a reason for referral. The following information will also be verified upon receipt of a referral:

#### ESOL levels 1 and 2 students with less than 2 years in ESOL:

- Student is exhibiting severe academic difficulties in the Home Language Arts (HLA) class as evidenced by failing grades (D's and F's) and/or

- Student is exhibiting severe behavior issues as documented by FBA and BIP. Information is documented on Student Case Management Information (PF-14). Conduct grades in PF-1 should reflect the behavioral issues being exhibited.
- Students who have been in the ESOL program for less than 2 years with no documented evidence of severe academic and/or behavior difficulties will require further review before a LPDS is conducted.

ESOL levels 1- 4 students with more than 2 years in the ESOL program:

- Student is exhibiting severe academic difficulties in the ESOL Language Arts/Reading and Home Language Arts (HLA) class as evidenced by failing grades (D's and F's) and/or
- Student is exhibiting severe behavior issues as documented by FBA and BIP. Information is documented on Student Case Management Information (PF-14). Conduct grades in PF-1 should reflect the behavioral issues being exhibited.
- Student is receiving interventions (Wonder Works)

ESOL level 5 students during Post Program Review Monitoring Period:

- Student is exhibiting severe academic difficulties in Language Arts/Reading as evidenced by failing/regressing grades (D's and F's)
- The Basis of exiting ESOL exit on the DSIS J-Screen was **L** (ELL Committee)

Reevaluation:

- A school psychologist may request an LPDS as part of a reevaluation for a student who is already participating in a program for students with disabilities.

Once the ELL Committee has been convened, student performance has been reviewed, and the ELL Committee has made the determination to request a LPDS, then the school **MUST** fax the appropriate forms (#4961 - #6279) to the Bilingual/ESOL ESE office at 305-666-1250, to initiate the review of the LPDS referral request. **DO NOT EMAIL CONSENT FOR SCREENINGS** directly to the assessors assigned to your school.

Results of Screening:

After a LPDS, the ELL Committee must be convened, and further action must be recommended and documented in the student's ELL plan in ELLevation based on the results reviewed.

LPDS Reports Validity Period:

The results of the LPDS are valid for one to two years and will be determined by the Bilingual Assessor following a review of the student information and documentation.

**Additional Information**

ACCESS for ELLs 2.0/Alternate ACCESS for ELLs 2.0 Student Level Report:

Students' Spring ACCESS for ELLs 2.0/Alternate ACCESS for ELLs 2.0 ESOL Levels are available in Control-D Web Report Viewer #T05304701 "ESOL Level Update Based on Spring ACCESS/Alternate ACCESS for ELLs 2.0 and FSA Scores" via Intranet Web Application.

Retention of ELL SWD:

Retention of an ELL SWD DOES NOT require the review and recommendations of the IEP Committee. Refer to Student Progression Plan, section H Promotion/Retention Policies for specific information. This is an administrative school-site decision.