



DISTRICT SCHOOL BOARD OF PASCO COUNTY
ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)
NOTIFICATION OF ELIGIBILITY DETERMINATION

To the Parent/Guardian of _____ Student I.D. # _____

School _____ Grade _____ Notification Date _____

When you registered your child for school, you filled out the Home Language Survey and indicated that a language other than English is spoken in the home. All available assessment data have been received to determine your student's eligibility for English for Speakers of Other Languages (ESOL) services. **Based on the criteria checked below, we recommend ESOL services for your student.**

- 1. Score on Aural/Oral Language Proficiency Test
 - Beginning Score _____ Low Intermediate Score _____
 - High Intermediate Score _____ Proficient
- 2. Norm-referenced test scores in reading and writing (Grades 3-12)
 - Beginning Score _____ Low Intermediate Score _____
 - High Intermediate Score _____ Proficient
- 3. Recommendation of the ELL Committee based on other criteria such as: prior educational and social experiences; written recommendations and observations by current and previous instructional and supportive service staff; level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national tests; and/or grades from current or previous years. Initial Placement Reclassification
- 4. Pre-kindergarten student – Home Language Survey
(Note: The student will be tested before or upon entering kindergarten.)

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) INSTRUCTION

The goal of ESOL services is to help students learn to speak, read, and write well in English as quickly as possible. Instructional delivery models are equal in quality, amount, scope, and sequence to the instruction provided to non-ELLs in the same grade and are delivered by an appropriately certified teacher. **Your child will be served in the ESOL instructional model checked below.**

- Sheltered English (Instructional Model E – Grades 6-12)**
Students who are learning English are grouped together and scheduled to receive one or two periods of developmental ESOL English language instruction and/or reading from an ESOL teacher. Only English Language Learners (ELLs) are in the class(es).
- Mainstream/Inclusion English (Instructional Model I – Grades K-12)**
Students who are learning English are mixed with students who are fluent in English. The teacher adapts lessons for the English Language Learners (ELLs) using specific ESOL strategies, modifications, and accommodations to assure comprehensible instruction.

Your child will participate in the delivery model appropriate for his/her educational strengths and needs. ESOL services will provide instruction that will assist your child in acquiring listening, speaking, reading, and writing skills in English.

ACADEMIC CONTENT AREA INSTRUCTION (CORE/BASIC SUBJECT AREAS)

Your child will also receive specific instruction that will help him/her meet grade-appropriate academic standards for promotion and graduation. The goal is to develop students' knowledge and understanding in specific content such as mathematics, science, social studies, and computer literacy, while they are learning English. **Your child will be served in the ESOL instructional model checked below.**

- Mainstream/Inclusion Core/Basic Subject Areas Using ESOL Strategies (Instructional Model C – Grades K-12)**
Students who are learning English are mixed with students who are fluent in English to study subjects such as mathematics, science, social studies, and computer literacy. The teacher adapts lessons for the English Language Learners (ELLs) using specific ESOL strategies, modifications, and accommodations to ensure comprehensible instruction.
- Home Language Assistance (Grades K-12)**
Provides tutorial assistance in content areas in the student's home language by a teacher or instructional assistant who is fluent in the student's first language. (Only available at schools where 15 or more ELL students have the same language. 1003.56 F.S.; 6A-6.0904 F.A.C.).

EXPECTED TIME FOR ESOL SERVICES AND EXIT REQUIREMENTS

Students exit from ESOL services when they demonstrate English proficiency based on scores from the Comprehensive English Language Learning Assessment (CELLA) and/or scores from the Florida Comprehensive Achievement Test (FCAT) Reading assessment.

The expected graduation rate for ELLs who start receiving services in ninth grade is 50% as compared to 60% for non-ELL students.

EXCEPTIONAL STUDENT EDUCATION (ESE) PROGRAM PARTICIPATION

ELLs have equal access to Exceptional Student Education (ESE) services. Students with disabilities have an Individual Educational Plan (IEP). Receipt of ESOL services for ESE students is addressed in the IEP. ELLs have equal access to programs for gifted and talented students (Gifted Plan B).

PARENTAL RIGHTS

The right to comprehensible instruction is not waivable, however, you may select a model among the programs available at your child's school. If you have questions and/or concerns about the various instructional models available to your child, please contact the individual listed below. We welcome your participation in planning for your student's educational needs and sharing information about educational opportunities offered in our schools.

_____ ESOL Resource Teacher ELL Chairperson

_____ Phone Number

_____ Principal (or designee)