



## W.R. TOLAR K-8 SCHOOL

14745 NW CR 12, Bristol, FL 32321  
Phone: 850-643-2426 Fax: 850-643-4168

Steve Benton - Principal  
Jason White - Asst. Principal

Fecha: \_\_\_\_\_

Queridos Padres,

Nos gustaria tener una reunion para discutir las metas de su estudiante \_\_\_\_\_ por este ano \_\_\_\_\_. Como un estudiante de ingles de Segundo idioma, es neccessario tener un plan para aydudar y desarrollar el idioma y que el/ella tenga exito en las escuela. Nos gustaria hacer una cita el \_\_\_\_\_ de \_\_\_\_\_ as las \_\_\_\_\_.

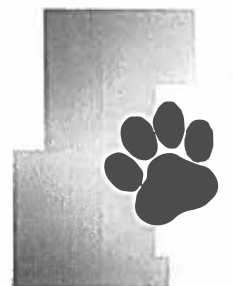
Sinceramente,

Consejera, W.R. Tolar

\_\_\_\_\_ Asisitire vendre en la fecha indicado.

\_\_\_\_\_ No puedo asistir pero doy permiso par el personal de la escuela para reunirse sin mi'.

\_\_\_\_\_  
Firma del Padre/Guardian



## EDUCATIONAL MODIFICATIONS CHECKLIST

Classroom Organization	Classroom Management	Presentation	Practice	Assessment
<p><u>Varying Group Arrangements</u></p> <ul style="list-style-type: none"> <li>Large group</li> <li>Small group</li> <li>Individual instruction</li> <li>Peer Tutoring</li> <li>Independent Self-instructed activities</li> <li>Learning centers</li> </ul> <hr/> <p><u>Vary Methods of Instruction</u></p> <ul style="list-style-type: none"> <li>Teacher directed</li> <li>Student directed</li> <li>Total physical response</li> <li>Aural/Oral</li> </ul> <hr/>	<p><u>Vary Grading System</u></p> <ul style="list-style-type: none"> <li>Homework</li> <li>Tests</li> <li>Class Discussion</li> <li>Special Projects</li> </ul> <hr/> <p><u>Vary Reinforcement System</u></p> <ul style="list-style-type: none"> <li>Praise</li> <li>Notes sent home</li> <li>Grades</li> <li>Free Time</li> <li>Special Activity</li> <li>Tangible Rewards</li> <li>Progress Charts</li> </ul> <hr/>	<p><u>Vary Content</u></p> <ul style="list-style-type: none"> <li>Quantity</li> <li>Time to learn new information</li> <li>Conceptual Level</li> </ul> <hr/> <p><u>Vary General Structure</u></p> <ul style="list-style-type: none"> <li>Advanced organizer</li> <li>Previewing questions, cues, mnemonic devices</li> <li>immediate feedback</li> <li>involve students actively</li> </ul> <hr/> <p><u>Vary Type</u></p> <ul style="list-style-type: none"> <li>Verbal Lecture</li> <li>Written/worksheets</li> <li>Demonstrations</li> <li>Audio-visual</li> </ul> <hr/>	<p><u>Vary General Structures</u></p> <ul style="list-style-type: none"> <li>Amount of practice</li> <li>Time for practice</li> <li>Group/individual</li> <li>Teacher directed</li> <li>Independent</li> <li>Items ranging easy to difficult</li> </ul> <hr/> <p><u>Vary Level of Responses</u></p> <ul style="list-style-type: none"> <li>Copying</li> <li>Recognition</li> <li>Recall w/ Cues</li> <li>Recall w/o Cues</li> </ul> <hr/> <p><u>Vary Materials</u></p> <ul style="list-style-type: none"> <li>Worksheet</li> <li>Text</li> <li>Audio-visual</li> <li>Computer</li> </ul> <hr/>	<p><u>Vary Type</u></p> <ul style="list-style-type: none"> <li>Verbal</li> <li>Written</li> <li>Demonstration</li> </ul> <hr/> <p><u>Vary General Structure</u></p> <ul style="list-style-type: none"> <li>Group/Individual</li> <li>Amount to be tested</li> <li>Time for completion</li> </ul> <hr/> <p><u>Vary Level of Responses</u></p> <ul style="list-style-type: none"> <li>Recognition</li> <li>Recall with cues</li> <li>Recall without cues</li> </ul> <hr/>

ELL Student Plan for \_\_\_\_\_

Date \_\_\_\_\_

**Annual Goals**

<b>Listening</b>	
<b>Speaking</b>	
<b>Reading</b>	
<b>Writing</b>	

# ELL Eligibility and Placement

Student \_\_\_\_\_ Grade \_\_\_\_ Student ID \_\_\_\_\_

Teacher \_\_\_\_\_

Results of Home Survey Questions available \_\_\_\_ Yes \_\_\_\_ No

## Eligibility/Placement

**Woodcock-Munoz Language Test**

Date \_\_\_\_\_

Broad English \_\_\_\_\_ Oral Lang Proficiency \_\_\_\_\_ Rd/Writing Proficiency \_\_\_\_\_

Test Administered by \_\_\_\_\_

**Reading/Writing Achievement Test**

Date \_\_\_\_\_

Results \_\_\_\_\_

Test Administered by \_\_\_\_\_

**RECOMMENDATIONS:** Placement in ESOL \_\_\_\_ Yes \_\_\_\_ No

**Committee Notes** \_\_\_\_\_

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\_\_\_\_\_  
\_\_\_\_\_

## Members present:

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

\_\_\_\_\_  
Signature/Title

# PLACEMENT NOTIFICATION: ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)

**Initial Placement**      **Date:** \_\_\_\_\_

Student Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Dear Parent/Legal Guardian,

Based on the responses to the Home Language Survey, your child has been assessed and qualifies for English for Speakers of Other Languages (ESOL) services.<sup>1</sup> **Your child qualifies for the ESOL program using the following criteria:**<sup>2</sup>

## INITIAL PLACEMENT:

Name of Test/Score/Level on Listening/Speaking

\_\_\_\_\_

Name of Test/Score/Level on Reading/Writing

\_\_\_\_\_

ELL Committee/Assessment Criteria \_\_\_\_\_

The goal of the ESOL program is to help your child learn English in order to meet appropriate academic standards for grade promotion and graduation. As an English language Learner (ELL), your child will receive language and academic support until meeting exit criteria outlined in State Board Rule (SBR) 6A.6.0903.<sup>3</sup>

Once exited from the ESOL program, your child will be monitored for two years to ensure academic success during this transition period.<sup>4</sup> Although your child's projected graduation year is \_\_\_\_\_, the school's ELL Committee is available to meet with you anytime throughout your child's educational experience to review academic needs and placement recommendations.<sup>4</sup> Appropriate ESOL services will also be included in the guidelines and recommendations in a student's Individualized Education Plan (IEP) if necessary.<sup>5</sup>

ESOL programs adjust instruction to the child's strengths and needs by providing effective teaching strategies, as well as supplemental instructional materials or bilingual support.<sup>6</sup> As a parent, you are encouraged to participate in developing your child's Student ELL Plan, as well as choose the appropriate instructional model for your child which includes:<sup>7</sup>

- \_\_\_\_\_ Mainstream/Inclusion English Language Arts (instruction with both ELLs and non-ELLs)
- \_\_\_\_\_ Mainstream/Inclusion Basic Subject Areas (math, science, social studies, computer)
- \_\_\_\_\_ Sheltered English Language Arts (students receive instruction with ELLs only)
- \_\_\_\_\_ Sheltered Basic Subject Areas (math, science, social studies, computer literacy)
- \_\_\_\_\_ One-way Developmental Bilingual Education (instruction in native language and English)
- \_\_\_\_\_ Dual Language (instruction in target language and English)