

**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION**

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Jerry A. Scarborough, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.


Superintendent's Signature


Date Signed

2016-2019

**District
English Language Learners (ELL) Plan**

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**Rule 6A-6.0905
Form ESOL 100
(February 2016)**

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

How do LEA procedures compare to those followed for non-ELLs?

The enrollment procedures for ELL and Non-ELL students is the same, with the exception of Bilingual personnel being available to help translate and complete the enrollment packet.

Into what languages are the HLS translated?

The Home Language Survey is translated into Spanish.

How does the LEA assist parents and students who do not speak English in the registration process?

The LEA has bilingual personnel at each school that are available to translate and help with the process. If parents have no means of transportation personnel is available to provide transportation to and from the school.

How do you identify immigrant students?

Upon registration immigrant students are identified by the registration form. Once identified, the school guidance counselors, administrators, and the ESOL Support Teacher meet with parents and explain the services available for the student.

How is Date Entered US School (DEUSS) obtained in the registration process?

DEUSS is asked in the Home Language Survey. If parents/legal guardian does not recall then DEUSS is acquired through previous school records. If students are in Kindergarten their DEUSS date is the first day they attend school.

Please include a link to your HLS.

[Title III\ESOL\DOE\DOE Monitoring\2015-2016 Self-Monitoring Work Papers Documentation\Home Lang Survey EN.pdf](#)

[Title III\ESOL\DOE\DOE Monitoring\2015-2016 Self-Monitoring Work Papers Documentation\Home Lang Survey SP.pdf](#)

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar
- ESOL Coordinator/Administrator
- Other (Specify)-School based trained bilingual paraprofessionals.

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

The listening and speaking assessment used for students in K the LEA uses the Pre-LAS assessment. For students in grades 1-12 the LEA uses the LAS-Links assessment.

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

The school's ESOL contact keeps a record of all students who are in need of the Listening and Speaking Assessment, they then contact the ESOL Support Teacher who administers the said assessment. At the beginning of each school the ESOL contacts at each school are reminded via email about the 20 school day deadline for students that need to be assessed.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

The school's ESOL Designee will contact parents to inform them that the student scored proficient on the Listening and Speaking assessment, the child is or may be eligible for ESOL services contingent upon their Reading and Writing Assessment data.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

The Reading and Writing assessments used by the LEA in grades 3-12 is the LAS-Links

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

If assessments are not completed within the 20 day window the window is extended to an additional 20 days as long as parents are notified in writing in their native language.

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

For students in grades K-12 with inconsistent test data, members of the ELL committee meet to determine if a student is eligible for ESOL services. Parents are invited to attend this meeting. The documentation used to support the decision is ELL Committee Report, along with student assessment data. These decisions are document in the students individual ELL Plan.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

To determine the prior academic experience of an ELL, we will review the students' school records, from their previous school. All incoming ELLs, that have not attended a school in Florida, will be assessed prior to placement in the ELL program, based on the results of these tests we determine the academic level and English language proficiency of the student. To obtain prior school records a Transcript Request Form is sent to the students' prior school. If records are not available the student is assessed according to their age using the districts Reading curriculum, an on grade level and below grade level assessment is given to determine appropriate grade level placement.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

A review of the students' educational records (grade level equivalency, transcripts, and grade placement) is completed. Then a determination is made on courses/credits that can be transferred to ensure that the student receives credit earned. Review the students' records in scheduling future courses.

Students without educational records, their birth certificate or other documents provided to show proof of age are reviewed to ensure an age appropriate grade level placement.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

Review and determine the Language Arts and foreign language courses taken and passed. After the review, credits will be transferred/awarded.

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

The ESOL Support Teacher is responsible for the evaluation of the foreign transcript, along with the school's ESOL Designee. They have prior experience, on the job training, and utilize district or state resources. The documentation is maintained in the students' cumulative folder.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Records of ELLs who withdraw from the district and re-enroll are re-evaluated to include student progress data from another district, state, or country. The original Home Language Survey date and all original test information will remain as a part of the student record. If a student is not making satisfactory progress or is failing courses, an ELL Committee will be convened to determine if a new English language proficiency assessment should be administered. A new English language assessment will be administered when the time between the ELL student withdrawal and re-enrollment exceeds one year.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

The Student ELL Plan is initially developed following the entry testing. The designated school guidance counselor schedules the ELL Committee meeting. Upon review of the ESOL entry test results, a Student ELL Plan is written. The student schedule is attached as part of the Student ELL Plan. Current ELLs have their ELL Plans updated annually. The designated school guidance counselor is responsible for annually updating Student ELL Plans. "The ELL Student Plan is updated for students as schedule changes are made during the school year or at the end of the semester." To ensure the updates, the district wide ESOL support teacher's 360 Accountability Model includes a September entry. Additionally, the ESOL support teacher's Action Plan includes an entry to notify the school ESOL contacts to verify the updates have been completed with dates entered on Focus.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

Elements of the plan include:

1. ESOL Entry Date

2. Re-Evaluation date
3. Student Schedule / Classes
4. Instructional Strategies
5. Support Services (ESE, GED, Migrant, remedial classes, etc.)
6. Testing Data (ACCESS for ELLs 2.0 ,FSA ELA, Pre LAS and LAS)

The element that includes ELL placement, promotion, and extension will be incorporated in the Student Progression Plan as of May 2016.

Please include a link to the ELL Student Plan.

Title III\ESOL\ESOL Forms\ESOL Forms\Forms for PDF file\ELL Plan form Revised June 2016.docx

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach (es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) Database Manuals. (*Check all that apply*)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

All ELLs are served in Mainstream/Inclusion instructional models. This model is used by teachers who have had ESOL endorsement and/or the state's required ESOL training. Teachers differentiate instruction for ELL students. In addition, teachers include ESOL strategies in their lesson plans to meet the needs of ELLs. Bilingual paraprofessionals assist at each school. School administrators monitor instructional lesson plans and observe instructional models through Classroom Walkthroughs (CWTs). The reading coaches at each school provide additional instructional resources and training to support teachers of ELLs. In grades K-5 the district MYSOL model is used (a blended program comprised of Migrant and ESOL students), approximately, 1/2 of the students will be comprised of ELL/Migrant students, which will make it feasible for the District to provide regular, quality professional development and support for the teachers of Migrant and ELL students.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

ELLs are served in classes with non-ELLs at the elementary, middle, and secondary levels. At the elementary level (K-5) ELLs and non-ELLs have the same number of instructional minutes in their daily schedules. ELLs and non-ELLs participate in the same courses, following the school schedule and the curriculum focus calendars/maps to ensure instruction in the Florida Standards. In addition, ELLs who are identified as needing additional support may receive tutoring in reading and/or math.

At the middle grade level (6-8) ELLs and non-ELLs have the same number of instructional minutes in their daily schedules. ELLs and non-ELLs participate in appropriate language arts courses and basic subject area courses taught by teachers who have met the ESOL training requirements.

How does the LEA determine if the instructional models are positively affecting student performance?

The LEA determines if the instructional models are positively affecting student performance by reviewing and evaluating student achievement data.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

The ELLs are assured equal access to all programs through the GEPA Section 427.

GEPA SECTION 427 REQUIRED STATEMENT

The Suwannee County School System and its federally funded programs have determined that the gender, race, national origin, disability or age of an individual does not prevent students, teachers, parents or any other interested party from access to programs or schools.

The District has taken the following steps to ensure access to or participation in federally funded programs:

1. Adoption of School Board Policy.
2. District Staff is involved in planning, implementation and monitoring of all federally funded programs.
3. Each of Suwannee County's Schools has a Parent Advisory Council that is involved in the planning of all federally funded programs.
4. Each program's plan (Dropout Prevention, ESOL, Exceptional Student Education, Title I and Title V) is approved by the Suwannee County School Board and/or the State of Florida. Each plan ensures equal access of all stakeholders regardless of gender, race, national origin, color, disability or age.
5. The LEP Plan ensures equal access to all students of eligible areas. This includes Limited English Proficiency students, migrant students, economically disadvantaged students and students with disabilities.

6. Monitoring of all programs for equal access is accomplished by annual district monitoring, State of Florida Program Compliance Monitoring and FTE Audit (Auditor General's Office).

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored. How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

Instructional personnel throughout the district document the use of ESOL instructional strategies in their lesson plans. There is a district form that is placed in the teacher's plan book to list the ESOL strategies used with ELLs. The district form is the documentation for the utilization of ESOL strategies to verify the delivery of comprehensible instruction. In addition, school administrators have copies of ESOL classroom walkthrough checklists to use as they observe classes with ELLs.

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

School ESOL Contacts, school based administrators and district level personnel are responsible for monitoring classroom instruction, student schedules in order to verify that ELL students are receiving equal access to programs and comprehensible instruction. To ensure that ELLs are appropriately placed in grade and class level, including but not limited to Honors, College Prep, AP courses, virtual courses, and Career and Technical Education. School administrators monitor instructional lesson plans and observe instructional models through Classroom Walkthroughs (CWTs), and formal observations.

District Administrator(s)

School Level Administrator(s)

Other (Specify): Classroom teachers, ESOL Support Teacher

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? (Check all that apply)

Student Portfolios

Other Criterion Referenced Test (Specify) FSA ELA and Math, FCAT Science, ACCESS for ELLs 2.0.

Native Language Assessment (Specify) _____

LEA/school-wide assessments (Specify) Benchmark assessment Test, EOCs, Write Score.

Other (Specify) iReady Reading and Math.

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

Yes. Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

No (Specify) _____

Title III\ESOL\2016-2019 District ELL Plan\Elementary Student Progression 2015-2016 (FINAL 10.27.2015) (1).pdf

Title III\ESOL\2016-2019 District ELL Plan\Secondary Student Progression 2015-2016 (FINAL 10.27.2015) 2.pdf

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

If students have a DEUSS less than two years, they are exempt from third grade retention but must still attend the third grade summer reading camp or an equivalent program. Implementation of the Good Cause Policy include access third grade summer reading camp, and the score in the 45th percentile in the SAT-10 assessment or completion of student portfolio. Parents are notified via an ELL Committee Meeting.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

If students are being recommended for retention the ELL committee meets to discuss the students' academic data as well as the students DEUSS and ELL entry date, in order to recommend promotion or retention. It is a district policy to leave the final decision for the parent.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following, Statewide content area assessments, ACCESS for ELLs assessment programs:

Students are labeled on the LEAs data entry system (FOCUS). All students that are enrolled in the district participate in statewide assessments. ELL students are also assessed in the ACCESS for ELLs 2.0 assessment, the students tested are the students that are labeled ELL

(LY) on FOCUS. School Test Coordinators attend State Trainings (Train the Trainer). The trainer then trains the test administrators yearly at each school. The training consists of rules and procedures required to successfully administer the assessment.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

School Testing Coordinator is responsible for ensuring and documenting that the ELLs are provided appropriate testing accommodations.

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

Parents are notified via an informational letter prior to the start of testing. The LEA ensures that parents understand statewide assessment policies, mandates and student outcomes via the ELL Committee Meeting and or parent conferences.

[Title III/ACCESS for ELLs/What is ACCESS 2.0 Vietnamese.pdf](#)

[Title III/ACCESS for ELLs/What is ACCESS 2.0 Spanish.pdf](#)

[Title III/ACCESS for ELLs/What is ACCESS 2.0 English.pdf](#)

[Title III/ACCESS for ELLs/What is ACCESS 2.0 Chinese.pdf](#)

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

In order for students in grades K-2 the students must score an overall score of 5.0 or higher, and at least a 4.0 on each domain of the ACCESS for ELLs 2.0 assessment, as well as a ELL committee meeting is used to determine exit eligibility. It is a committee decision whether that student (K-2) will exit the program.

For students in grade 3-12 they must also score a 5.0 or higher overall and at least a 4.0 on each domain of the ACCESS for ELLs 2.0 assessment, as well as a 3.0 or higher on the grade level FSA, in which a committee meeting is used to determine exit eligibility. It is a committee decision whether that student (3-12) will exit the program.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

School/LEA based testing administrator

ESOL Teacher/Coordinator

Other (Specify) School based trained Bilingual Paraprofessional

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

Exit decisions are solely based on the ELL Committee. The criteria used by the Committee to determine language and academic proficiency is the statewide English language proficiency assessment ACCESS for ELLs 2.0 or the district assessment LAS-Links and the FSA ELA assessment.

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

Although no formal Board-approved policy exists for students who meet exit qualifications in the middle of a student grading period, the practice is that the ELL Committee convenes to discuss the student's ELL Plan and decide if the student continues with the same school schedule for remainder of the grading period.

The ELL Committee uses report card grades, classroom progress, progress monitoring, and state assessments during the school year to help determine if the ELL student is indeed ready to exit the program.

The ESOL School Guidance Contact and the School Registrar are responsible for updating the student's exit data. The ESOL School Guidance Contact completes the required ESOL exit forms to be filed in the student's ESOL Cum folder. The ESOL School Guidance Counselor or the School Registrar enters the data into Focus.

In order to determine proficiency in Reading and Writing, the ELL student's ACCESS for ELLs 2.0 and FSA ELA scores are reviewed. The student must receive a score of 5.0 overall and at least a 4.0 in each language domain to be determined proficient in those areas and must score at a level 3 in Reading on FSA ELA to be determined proficient. Additionally, the district administers the LAS-Links test and the student must test at a level 4 or 5 in Reading or Writing to be determined proficient.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs
Updating the student ELL plan?
Reclassification of ELL status in data reporting systems?

The school ESOL counselor is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. Student progress monitoring is completed at the First Report Card after exiting, 6 months after exiting (First Semiannual Review), at the end of the First School Year after Exiting (Second Semiannual Review), and the final monitoring at the end of the Second School Year after Exiting. The

school level ESOL counselor works closely with the school data entry person to ensure data is reported accurately and in a timely manner.

What documentation is used to monitor the student's progress? (Check all that apply)

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) Promotion/retention status, progress toward mastery of State Standards

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

If the performance of former ELLs is not on grade level, the ELL Committee must be convened. The ELL Committee reviews the student data with the parent, teacher(s), reading coach (if applicable), ESOL coordinator, and other appropriate instructional staff to make recommendations to assist the ELL student for academic achievement. If the data indicates that the former ELL continues to need the services of the ESOL program, the ELL Committee may recommend that the student be placed back in the ESOL program. The student will be placed in classes to receive instruction with ESOL strategies. A new Student ELL Plan will be written and the student will be reclassified.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

The Director of Federal Programs along with the ESOL Support Teacher meet weekly to discuss ESOL program compliance, student academic performance, DOE updates and budget. Bi-weekly the Department of Federal Programs along with other district personnel meet to review and discuss program compliances.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

At school sites the plan will be available in the administrative offices. Parents and stakeholders have access to the approved District ELL Plan through the district website, at the students' school, and the office of Federal Programs.

How does the LEA ensure that schools are implementing the District ELL Plan?

To ensure the schools are implementing the District ELL Plan, each year the District ESOL Director sends an email to all principals, ESOL coordinators, and ESOL counselors with the Annual ESOL Procedures and Safeguards to serve as booster training. The document has a hyperlink to the District's ELL Plan. Additionally, the District's Strategic Plan and the

Principals' 360 Accountability Model are aligned to document the schools' compliance with the District's ELL Plan.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

Bilingual (English & Spanish) personnel (paraprofessionals and other staff) at each school provide assistance to most parents/guardians of ELLs in their home language. Parent notices of events and important documents are sent home to ELL families in English and Spanish, unless clearly not feasible. Notices of ELL Committee meetings are sent home in English and Spanish (the most predominant second language in the district). An interpreter is present for parent conferences and ELL Committee meetings unless it is not possible to schedule due to availability or unless it is not feasible to find an interpreter for the particular language.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

Parent outreach activities include extensive parent involvement opportunities, including but not limited to the following services, which are free to ESOL parents:

English lessons (small group and computer-assisted)

GED Pre

GED Testing

Civics Lessons

Employability Classes (counseling, resume and online employment applications assistance)

Parent Workshops (How to Help Your Child with Academic Achievement, How to Check your Child's Progress online, etc.)

These activities are made possible with close collaborations with the local Episcopal Church, RiverOak Technical College (Adult Ed), and other state and federal programs, particularly the Adult Ed Literacy for ESOL / Civics competitive grant. Other community- and faith-based collaborations, including the local Catholic Church, will be continually explored to offer additional outlets for our programs and services.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)

- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs

- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change

- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards*-Teachers translate report card comments. (Spanish)
- Other (Specify)-Bilingual personnel is available to answer parent questions regarding students' academic performance, as well as general questions.

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- LEA Level
- School Level

Please address the functions and composition of the PLC:

The functions of the Parent Leadership Council include approving the District Plan for Services to ELLs, making recommendations for the Title III Part A and Title I Part C federal

applications annually(Feb), planning topics for weekly parent workshops and/or English classes, advising staff on the utilization of funds for students, participating in at least four advisory council meetings annually during the school year, reviewing the results of parent surveys (February) for future program plans, and reviewing student performance results from prior year's program (June).

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

How does the LEA involve the PLC in other LEA committees?

The district PLC advisory meetings include information and encouragement. Parents are informed about and encouraged to participate in school SAC and APT committees at appropriate grade levels. Parent activities, student events and calendars are sent home in English and Spanish, unless it is clearly not feasible, to ensure parents are informed about opportunities. Sharing information also promotes parent attendance at district and school committee meetings. Schools are encouraged to seek assistance through interpreters and use of the interpretive equipment to provide understandable communication for parents and students at school and district committee meetings and parent involvement events."

How is the LEA PLC involved in the development of the District ELL Plan?

The district ESOL Director and the district wide ESOL Specialist reviewed the Consent Decree and ELL Plan with parents and staff at the September PLC meeting. All parents' questions and concerns were addressed with assistance of an interpreter; changes were made to the District ELL Plan based upon PLC recommendations.

Does the LEA PLC approve of the District ELL Plan? Yes No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

All newly employed teachers in the district must sign an agreement upon employment to obtain the ESOL Endorsement or to meet the ESOL training requirement for their teaching position. All teachers who need the ESOL Endorsement and/or other ESOL training requirements must meet this requirement prior to being recommended back. Every new teacher must work toward obtaining the ESOL training according to the state's timeline. The employee ESOL agreement includes a copy of the timelines for completion of the ESOL training requirements. Each school principal is responsible for notifying teachers about ESOL training requirements. The district Director of Human Resources sends out notifications to all schools via the district e-mail system notifying teachers of the availability and scheduling of ESOL training opportunities offered in the district and elsewhere. The staff records for ESOL trainings are maintained in the office of the Director of Human Resources.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

All newly employed teachers in the district must sign an agreement upon employment to obtain the ESOL Endorsement or to meet the ESOL training requirement for their teaching position. All teachers who need the ESOL Endorsement and/or other ESOL training requirements must meet this requirement prior to being recommended back. Every new teacher must work toward obtaining the ESOL training according to the state's timeline. The employee ESOL agreement includes a copy of the timelines for completion of the ESOL training requirements. Each school principal is responsible for notifying teachers about ESOL training requirements. The district Director of Human Resources sends out notifications to all schools via the district e-mail system notifying teachers of the availability and scheduling of ESOL training opportunities offered in the district and elsewhere. The staff records for ESOL trainings are maintained in the office of the Director of Human Resources.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

All newly employed instructional personnel in the district must sign an agreement upon employment to obtain the ESOL Endorsement or to meet the ESOL training requirement for their teaching position. All teachers who need the ESOL Endorsement and/or other ESOL

training requirements must meet this requirement prior to being recommended back. Every new instructional staff must work toward obtaining the ESOL training according to the state's timeline. The employee ESOL agreement includes a copy of the timelines for completion of the ESOL training requirements. Each school principal is responsible for notifying teachers about ESOL training requirements. The district Director of Human Resources sends out notifications to all schools via the district e-mail system notifying teachers of the availability and scheduling of ESOL training opportunities offered in the district and elsewhere. The staff records for ESOL trainings are maintained in the office of the Director of Human Resources.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

In February and October, a Student Information System report is run to identify and list all LY students and their courses/teachers. This report is cross-referenced with Human Resource database to verify teachers' eligibility for ESOL requirements and FTE entitlement. If it is determined that a teacher is out of field, but is in compliance with ESOL requirements for earning the 300 hours, the School Board approves for that teacher to teach out of field and a letter is sent to the students' parents. Additionally, the FTE is NOT claimed for teachers who are out of field.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

The district uses professional development funds for school-based and district-based administrators to take the NEFEC on-line ESOL for Administrators course. Upon course completion, administrators provide a copy of their certificate of completion to the Director of Human Resources. The district's ESOL roster of trainings for teachers and administrators is updated and maintained in the database.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

The district uses professional development funds for Guidance Counselors to take the NEFEC on-line ESOL for Guidance Counselors course. Additionally, the District offers an in-house Moodle training for the 60-hour for Guidance Counselors. Upon course completion, guidance counselors provide a copy of their certificate of completion to the Director of Human Resources. The district's ESOL roster of trainings for teachers, counselors, and administrators is updated and maintained in the database.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

The LEA will ensure that instructional staff is informed of the English Language Development standards and best practices during monthly PD sessions.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals, and describe in detail the job description and primary assignment.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

The district employs bilingual paraprofessionals at each school. Additionally, a district wide ESOL Specialist assists teachers. All paraprofessionals (1) Shall be duly qualified as a high school graduate and have an AA; AS; AAS degree or a minimum of 60 college credit hours or a passing score on the Praxis exam.

The ESOL Specialist has the ESOL Endorsement and has a M.Ed. in ESOL/Bilingual Education. The ESOL Specialist provides all the ESOL entry/exit testing for students in the district. In addition, the ESOL Specialist assists in recommending appropriate supplemental instructional materials for elementary and secondary ELLs in the district, provides support to classroom teachers of ELLs, and provides assistance to ELLs at the primary grades.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

The district's Strategic Plan and the principals 360 Accountability Models are aligned to ensure that teachers are employing ELL strategies. The strategies are included as an addendum to The Annual ESOL Procedures and Safeguards document, which reminds school personnel that the strategies can be accessed on the district's ESOL website. All bilingual paraprofessionals are assigned to work in the classroom with teachers. They are formally taught how to use the ESOL strategies by the Reading Coaches and Teacher Support Colleagues (TSCs). Evidence of this training is on file in the office of Human Resources. The Annual ESOL Procedures and Safeguards provide a hyperlink to the bilingual paraprofessionals' duties and responsibilities.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

To determine the bilingual paraprofessional's proficiency in the target language, the job posting states "only bilingual applicants will be interviewed". The district ESOL Specialist and /or the district ESOL Director serve on the principals' interview team to ensure the interviews are conducted in part in Spanish.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

When a student is being considered for extension of services, the LAS Links assessment is administered. The assessment is administered no earlier than thirty (30) school days prior to the student’s anniversary date. The anniversary date is 3 years from the DEUSS (Date Entered US School). The ELL Committee must convene and must meet annually starting at the end of the third year. If the student’s anniversary date falls between the administration of the Assessing Comprehension and Communication in English State-to-State (ACCESS for ELLs 2.0) a given school year and October 1 of the following school year, the student’s ACCESS for ELLs 2.0 and applicable Florida Standards Assessment (FSA) scores suffices, and a more recent assessment is not required. If ACCESS for ELLs 2.0 and FSA scores are not available after October 1, the District uses LAS-Links. LAS Links is an FLDOE-approved assessment that covers all four domains of listening, speaking, reading, and writing. After the assessment, the ELL Committee meets to discuss and determine extension of services eligibility. If the parent does not attend the meeting, the committee’s decision is sent home to the parent in the home language, unless it is clearly not feasible.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

LAS Links is the assessments used in the district to determine if a student is English proficient for Extension of Services.

Name of Listening and Speaking Assessment(s): CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE

	Grade Level	Raw Score (1)	Scale Score (2)	National Percentile (3)	
LAS Links	1-6		1	491	
			2	497	
			3	O-505; RW-504/529	
			4	O-516; RW-541/539	
			5	O-516; RW-541/539	
			6	O-519; RW-563/549	
Pre-LAS	Kdg	81			