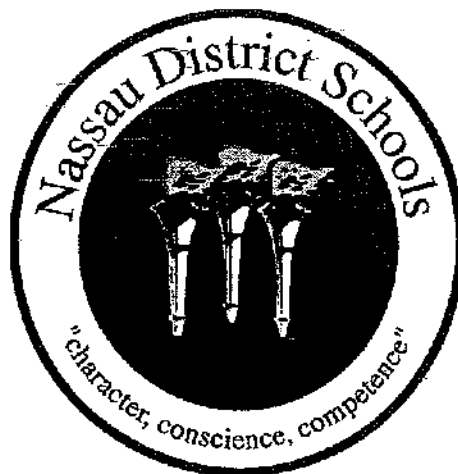


District English Language Learners (ELL) Plan 2022-2025

Contact Person: Kayla Bermudez
LEA: Nassau County
Email: bermudezka@nassau.k12.fl.us
Phone: (904) 491-7936 (ext. 2272)





FLORIDA DEPARTMENT OF
EDUCATION
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DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.

August 20, 2022 2022

Kayla Bermudez
LEA
Nassau District Schools

Dear Ms. Bermudez,

The 2022-2023 District English Language Learner (ELL) Plan for Nassau District Schools has been approved for implementation. This approval applies from July 1, 2022, through June 30, 2025. The approved plan must be implemented as approved. The plan may be revised through an amendment; however, such a revision may not be implemented until the amendment has been approved by the Florida Department of Education. Amendment requests may be emailed to SALA@fldoe.org.

Please share this approval letter with your district's leadership team and other interested personnel. Thank you for your continued commitment to student achievement through language acquisition. If you have any questions, please feel free to contact me.

Sincerely,

Dr. Arlene Costello

Arlene Costello, Ed.D.
Bureau Chief, Student Achievement – Language Acquisition
Florida Department of Education
325 West Gaines Street Suite 1324
Tallahassee, FL 32399
850-245-0628 Office

Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, Florida 32399-0400

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(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Nassau	Kayla Bermudez	904-491-7941 bermudezka@nassau.k12.fl.us
(4) MAILING ADDRESS: 1112 Jasmine Street Fernandina Beach, FL 32034	(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:	
(6) CERTIFICATION BY SCHOOL DISTRICT		
<p>The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.</p> <p>I, <u>Kathy J. Ginn</u>, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p> <p>Signature of Superintendent or Authorized Agency Head <u>1/26/2022</u> Date Signed <u>4/26/22</u> Date of Governing Board Approval</p>		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
<p>Name of Chairperson representing the District ELL PLC: Paola Ruiz Hernandez</p> <p>Contact Information for District PLC Chairperson: Mailing address: 1112 Jasmine Street Fernandina Beach, FL 32034</p> <p>E-mail Address: hernandezpa1@nassau.k12.fl.us Phone Number: 904-491-7941</p> <p>Date final plan was discussed with PLC:</p> <p><u>[Signature]</u> Signature of the Chairperson of the District PLC <u>4-7-2022</u> Date Signed by PLC Chairperson</p>		

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, as amended by the Every Student Succeeds Act of 2015;
- 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, Dr. Kathy Burns, 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

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:

Registration procedures are the same for all students and are conducted at each school site. Registration materials are available in English and Spanish. Registration and enrollment procedures include the gathering of information required by the Florida Student Record system and the Florida Statutes for school entry. Home language assistance is provided, when needed, by the bilingual personnel, bilingual counselors, and/or bilingual teachers at schools who have this available. Upon completion of the Student Enrollment/Registration form, the school Data Processor enters on the district mainframe all student demographic information, including native language, country of birth, immigrant student status, and date of entry into US school, which is provided by parent/guardian during the registration process.

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

At the time of registration all parents/guardians complete and student Enrollment/Registration form at their child's school which contains the Home Language Survey:

- (a) Is a language other than English used in the home?
- (b) Did the student have a first language other than English?
- (c) Does the student most frequently speak a language other than English?

If any of the three questions are answered "yes", the school's ESOL contact is notified by the registrar and the student is assessed for ELL services with the IPT in grades K-12 and the IRW in grade 3-12.

Into what languages are the HLS translated?

Spanish

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

ELL families are given assistance from bilingual school staff, if needed, for registration. A bilingual para-professional is available at our district schools where the ELL population is the largest and is available to assist parents, as needed, with registration, free and reduced lunch forms, and other general information. We also have identified our bilingual teachers and Guidance Counselors at each school who would be available to assist with translations, if needed. If a translation for a language other than English is needed, and a translator is not available at the school, the school may call the district ELL Coach for assistance in locating a translator, unless clearly not feasible.

How do you identify immigrant students?

Immigrant student information, along with the DUESS is also captured on the Student Enrollment/Registration form. The term immigrant children and youth mean individuals who:

- (a) Are ages 3 through 21; and
- (b) Were not born in any state, the District of Columbia, or Puerto Rico; and
- (c) Have not been attending one or more schools in any one or more states for more than 3 full academic years.

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

At the time of registration, parents complete the Home Language Survey, as well as questions regarding birthdate of student, country of birth, and the DEUSS date (the month, day, and year the student entered school in the United States which include any of the fifty states and the District of Columbia, excluding U.S. territories and possessions.) If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school and the original DEUSS date is entered into our student information system.

Please include a link to your HLS.

Home Language Survey

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)

2. Listening and Speaking Proficiency Assessment

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

K-12 IPT
3-12 IRW

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

If the student answers "yes" on the Home Language Survey, the registrar places the HLS data in the Guidance Counselor's mailbox. The Guidance Counselor or ESOL contact will schedule the date and time for the assessment. The Guidance Counselor, ESOL contact, ESOL Coach, or bilingual para will administer the assessment within the first twenty days of enrollment. The completed test results will be recorded on the Data Element Sheet to be recorded in our district data base. All students who are not proficient on the Listening and Speaking, IPT assessment, qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English-speaking range, at or above the 33rd percent of the IPT assessment are determined as non-ELL (ZZ). Students in grades 3-12 will be given the IRW for reading and writing proficiency which must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment. If the student enrolls at another time during the school year, parents must be notified of ESOL placement within two weeks of being placed in ESOL services.

Reading and Writing Proficiency Assessment

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

IRW

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?

Upon request of a parent/guardian or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents'/guardians' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision. The ELL Committee may determine a student to be an English Language Learner according to consideration of at least two of the following criteria in addition to the entry assessment results:

- (a) Extent and nature of prior educational or academic experience, social experience, and a student interview.
- (b) Written recommendation and observation by current and previous instructional and supportive services staff.
- (c) Level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards.
- (d) Grades from the current or previous years, or
- (e) Test results other than the entry assessments.

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.

When a student's previous records are unattainable, parents are asked to provide contact information regarding prior educational experience. Students may be assessed for skills and school-readiness competencies in addition to English language assessments. The Guidance Department makes a records request, and attempts are made to contact the student's previous schools in order to get as much information as possible regarding educational and testing history. ELLs are then placed accordingly, and academic success is monitored to ensure that accurate placement decisions were made. These procedures are documented on the programmatic assessment form and are maintained in the student's ELL folder.

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.

Per 6A.6.0902 section 3 part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age-appropriate placement shall be followed as are followed for students born in the United States." Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

Students must have documentation of completed courses in order to receive high school credit. Documentation can be created using the Programmatic Assessment form in the event the student/parents cannot provide transcripts or documentation or prior educational experiences. School Guidance Counselors and Administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name, whenever possible. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be taken into consideration as well. Parent/guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, Guidance Counselor, teacher(s), parents/guardians, ESOL teacher and/or ESOL Coach may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language instruction and academic achievement at the appropriate grade 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).

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded 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. Each student is evaluated with their transcript and given credit on an individual basis as to what is best for the ELL.

What is the title of person(s) responsible for evaluating foreign transcripts?

School Guidance Counselors

How are they trained? How is documentation maintained?

The Guidance Counselors use the Guide for the Placement and Transcript Evaluation of Foreign-Born Students for the evaluation of credits. When school staff have questions or need clarification, they may contact the ESOL office and/or the district-based Guidance Departments, K-12, for assistance.

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. 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.

If the time frame for re-entering the LEA from another school district in Florida, state, or country has been longer than one year, a current English Language Proficiency Assessment will be administered to ELLs who have an affirmative response on the HLS at the time of re-entry/registration. This information will help determine placement and current services, but the original HLS, entry, classification, and DEUSS date remains the same.

For LYs transferring from one school district to another, within the state of Florida, within a calendar school year, no new assessment is necessary and ESOL services continue as indicated by previous school records. All original reporting data stays the same.

For out of state LYs new to Florida, DEUSS date stays the same, but HLS, entry, classification date is changed to reflect Florida services. For students new to the country DEUSS date is the date of enrollment, and the appropriate HLS, classification, and entry date must be reported accordingly. DEUSS date can never be after the classification and entry dates.

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.

An ELL Student Plan is developed with input from the Guidance Counselor, classroom teacher(s), and Administrator (or designee) and other interested participants. The Guidance Counselor or designated ELL contact, along with the classroom teacher(s), are responsible for completing the Student ELL Plan.

The plan will reflect the student's instructional program or schedule designated by the Program 130 code which will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as classroom assessments, lesson presentation, physical arrangement of the classroom, and other special considerations. Additional information such as initial IPT/IRW scores and current state assessment data is included on the ELL plan.

The plan will be updated annually at the beginning of the school year and when services change and must reflect the most current ELL plan and service. It will be updated annually and maintained in the student information system and/or cumulative record folder.

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?

The elements of the student plan will include the student's name, date of entry, and current ACCESS for ELLs scores and state assessment data. The plan will reflect the student's instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the IPT and/or IRW. The student's academic progress may be reviewed, and records from previous schools examined, if available. Student Plan

information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan.

ELL Student Plan

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 can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(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.

Services to ELLs will be provided by the assigned teachers to address the language proficiencies with comprehensible instructional strategies that include, but are not limited to:

- (a) Differentiated instruction
- (b) Cooperative learning
- (c) Utilization of computers and computer programs designed to enhance reading skills such as Imagine Learning, Rosetta Stone, and Duolingo
- (d) Integration of language and content material
- (e) A variety of audio-visuals and illustrations/visuals for ELLs
- (f) A variety of websites specifically generated toward the acquisition of the ELL at each grade level in elementary and secondary such as, but not limited to, Imagine Learning, Duolingo, Starfall, Learning Chocolate, PBS, and BrainPop
- (g) Instructional strategies appropriate for each ELL at their English ability level
- (h) Before, during, and after school tutoring when available

Instructional strategies shall be documented in the teacher's lesson plans and approved by the school administrator. A variety of instructional materials and resources are used to meet the needs of a multicultural population. Training in the use of materials and resources are provided by the District ESOL Coach by way of regular classroom visits, after school meetings, professional development, WIDA conferences in the content area, and dissemination of materials via email and district mail.

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

To ensure equal access to instruction, ELLs in grade K-12, have class schedules which are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal, and comparable in amount, sequence, quality, and scope as their non-ELL peers. Equal access evidence will be observed by school site Administrators through classroom visits, lesson plans, and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, Mathematics, Science, Social Studies, and Computer Literacy. ELLs should not be retained if appropriate instructional strategies, materials, and assessments have not been provided to meet their needs. Furthermore, ELLs cannot be retained solely on their language proficiency. This determination must be based (in part) on proficiency in reading, writing, and math. A review of annual progress using state assessments, district assessments, and the annual ACCESS for ELLs assessment. Teachers can use alternative assessments, portfolios, and native language assessments to determine if content standards have been met. School based Administrators, Guidance Counselor(s), and district staff are responsible for monitoring and ensuring comprehensible instruction is occurring throughout the year for each ELL and assuring that the material being taught is on a level of understanding for each ELL's English ability level.

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

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models' success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELLs. Teacher input is also requested. Lesson plans are reviewed by school site Administrators throughout the school year to ensure that EOSL accommodations are being implemented and the grade level standards are being addressed. The District ESOL Coach checks grades throughout the year on ELLs and concerns are addressed with the ELL teachers through classroom visits, phone calls, and/or emails.

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

The school-based Administrator(s) and Guidance Counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services, and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The District ESOL Coach, Guidance Counselors, and bilingual paraprofessionals serve as an advocate for ELLs and their families to ensure equal access and are responsible for providing information and training to school-based personnel, regarding equal access to all programs and services for ELLs, as needed.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

Teachers' lesson plans document instructional strategies for ELL students and are monitored by school site Administrators. Teachers are encouraged to receive additional training in the areas of differentiated Instruction and ESOL strategies, through professional development and WIDA conferences for content teachers throughout the state each year. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified by ACCESS for ELLs, IPT/RW, FSA, EOC, and SAT 10. Instructional strategies are further monitored through detailed notes on classroom observations, teacher interviews, and individualized student support and data from Imagine Learning, Lexia, iReady, and STAE reading and math. Student needs are addressed as indicated and when needed, by the District ESOL Coach.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans which are checked by school site Administrators during ongoing classroom walk-throughs, formal, and informal teacher evaluations. Teachers are evaluated by school Administrators using the Marzano Focused Teacher Evaluation Model. Specifically, using that model, strategies should be addressed under the Planning Standards Based Lessons/Units, Planning Evidence, and when appropriate, plans should illustrate how ESOL strategies are addressed in the classroom. Example Implementation Evidence: Planned and completed student assignments/work demonstrate how ESOL strategies have been addressed in the lesson/unit. Planning to Close the Achievement Gap Using Data: Teachers provide data showing that each student (including ELLs), make progress towards closing the achievement gap. Planning Evidence includes taking into consideration how to communicate with families with diverse needs. Plans identify targeted supports for students who are EL, have disabilities, or read well below the grade-level text band with extensive opportunities to work with and meet grade-level standards.

The District ESOL Coach checks grades periodically on each ELL throughout the year and concerns are addressed with the ELL teachers through classroom visits, phone calls, and/or emails. The District ESOL Coach makes regular classroom visits with ESOL teachers, bilingual paraprofessionals who work with our ELLs, and school Guidance Counselors and Administrators at each school site. Questions and/or concerns are addressed during these visits and additional support/strategies are offered to better meet the needs of each ELL. Additional instructional strategies for content area teachers are inclusive of the following to insure comprehensible instruction:

- (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 slower speech rate, clear enunciation, and emphasis of key words and phrases through gestures, facial expressions, and intonation
- (d) Provision of a warm, encouraging environment in which help is readily available both in English and the ELLs native language, where feasible
- (e) Establishment of consistent patterns and routines in the classroom
- (f) Preparation of students for lessons and reading assignments
- (g) Allowing students enough wait time to volunteer answers for questions
- (h) Summarizing and reviewing frequently
- (i) Questioning for comprehension and clarification
- (j) Working together with peers to solve problems and to complete assigned tasks
- (k) Being as informed as possible about various cultures
- (l) District administrators, school level administrators, and the District ESOL Coach are all responsible for ensuring comprehensible instruction is being presented in our school district
- (m) School Administrators, Guidance Counselors, the District ESOL Coach, and school ESOL teachers will meet with the teachers of the ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:
 - a. Reviewing of the student's grades in all subjects
 - b. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools
 - c. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests
 - d. Classroom observations

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 Administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom observation and teacher interviews will be conducted, as well as instructional material evaluation for the purpose of monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL Coach also conducts monitoring visits and provides modeling, feedback, and curriculum development support.

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) _____
- ☐ Native Language Assessment (Specify) _____
- ☒ LEA/school-wide assessments (Specify) Lexia, iReady, STAR Reading/Math, EOCs
- ☒ Other (Specify) FSA, ACCESS for ELLs

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.

Elementary Student Progression Plan
Middle School Student Progression Plan
High School Student Progression Plan

- ☐ No (Specify) _____

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.

ELLs who are in the third grade whose DEUSS is less than two years are candidates for third grade promotion based on the Good Cause Policy. Decisions must be made by an ELL Committee recommendation, including input from parents, teachers, and support staff. Good Cause Exemptions for ELLs are communicated to the parents in their native language, when feasible. No ELL will be retained based solely on their limited English proficiency. The committee will decide what is in the best interest of the student and the appropriate placement for the ELL.

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.

An ELL Committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELLs, information and documentation may include, but not be limited to: classroom performance, benchmark testing results, statewide assessment

data, progress towards English Language acquisition, progress monitoring tools, and parent/student interview. The committee makes a recommendation to the principal.

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:

The Program Manager of Assessment and Accountability, along with the MIS director generate and disseminate digital rosters of all ELLs who will be assessed at the school sites, as well as guidelines and materials that school based testing supervisors use to cross reference and ensure that all ELLs are appropriately assessed. Train the trainer workshops are provided for testing supervisors who, in turn train all school-based personnel who will administer assessments to ELLs with a specific emphasis on testing accommodations. A designated school assessment coordinator is the testing supervisor at the elementary and secondary level. The Office of Assessment and Accountability provides recording documents for schools to maintain and document ELL accommodations, as well as procedural policies and accountability data. ELL students who are receiving services in an ESOL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered the accommodations. However, the exact combination of accommodations to be offered to a particular student shall be individually determined, considering the needs of the student and recommendations of the student's team. Accommodations for ELLs in the administration of FSA, EOCs, and ACCESS for ELLs, must follow guidelines as specified in the respective assessment manuals.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The District ESOL Coach works with the Program Manager of Assessment and Accountability, school-based assessment coordinators, and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations. The Program Manager of Assessment and Accountability, District ESOL Coach, and the classroom teacher assures that the accommodations for statewide assessment, which are indicated in the TAM and include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries are followed. Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessments. The parents are notified of the different testing accommodations in a letter sent by the school. Parents may choose if flexible setting is the best option for their child.

ACCESS for ELLs assessment programs:

Students coded "LY" by the first day of the ACCESS for ELLs test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for grade K-12. Students are administered the Speaking section of the test one-on-one with a teacher, the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for kindergarten where students are administered all sections of the test one-on-one with a teacher. Alternate ACCESS for ELLs is a paper-based assessment for students in grades K-12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

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 Guidance Counselor(s)
School based testing administrators
District ESOL Coach
Bilingual paraprofessionals
ESOL Teachers
Classroom teachers

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.

[ACCESS parent letter English](#)
[ACCESS parent letter Spanish](#)
[FSA parent letter English](#)
[FSA parent letter Spanish](#)

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose flexible setting during testing. Parents are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results.

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.

Exit criteria is based on assessment scores per 6A-6.0903. For students in grades K-2 taking any administration of the Kindergarten ACCESS for ELLs, or the ACCESS for ELLS, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is "H".

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading, and an achievement level of at least 3 on the FSA ELA assessment. The exit code is "I".

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading, and a score on the FSA ELA of 3 or higher, or a passing concordant score on the SAT or ACT. The exit code is "J".

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP Committee.

Once the student meets exit criteria, the ESOL specialist notifies the data specialist of the exit data, and the student code is changed from "LY" to "LF" and is monitored for four years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

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) District ESOL Coach

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

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers, and support staff is discussed, and placement decisions made. An ELL Committee may recommend that

the student be exited from the program with consideration of other data than statewide assessment such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is enough evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of the reason for exit, an ELL Committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

- (a) Extent and nature of prior educational or academic experience, social experience, and a student interview,
- (b) Written recommendation and observation by current and previous instructional and supportive services staff,
- (c) Level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion referenced standards,
- (d) Grades from the current or previous years, or
- (e) Test results other than the entry assessments

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

Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and FSA ELA data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL Committee decision based on a current data analysis and student evaluations. A current listening, speaking, reading, and writing English proficiency assessment will be given, as well as a review of report card grades, benchmark test scores and portfolio data. Stakeholder input from parents, teachers, and support staff will also be requested. The exit code will be "L", and the student code will change from "LY" to "LF".

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?

Any of the following may check grades, however, it is usually the District ESOL Coach who checks grades and follows up with teachers if the need arises due to the ELL struggling, once dismissed:

Guidance Counselor(s)

Teachers

District ESOL Coach

Updating the student ELL plan?

Guidance Counselor(s) and/or
ESOL Teacher
District ESOL Coach

Reclassification of ELL status in data reporting systems?

School and/or district MIS staff

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☐ Other (Specify) _____

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

The performance of former ELLs (LF) will be reviewed to ensure academic progress. Per the Consent Decree guidelines, reviews will occur as specified below:

- 1st report card after exiting the ESOL program
- At the end of the 1st semester
- At the end of the 1st year
- At the end of the 2nd year

The procedures followed when the academic performance of former ELLs is not on grade level is:

- (a) Student is referred to the ELL Committee
- (b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL program, and language acquisition proficiency.
- (c) ELL Committee may determine that the student continues in the regular program
- (d) ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY and re-entered into the program or be referred for further evaluation.

The ESOL teacher and/or Guidance Counselor(s) is responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the

mainframe, and ensuring the appropriate placement. Original student data stays the same. The student may be reported in the ELL program for an additional year or extended annually for a period not to exceed a total of six years based on annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

Compliance of ELL Plan and Student Performance

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

Student progress is monitored in the ESOL folder and is based on the targeted skills identified during initial testing, ACCESS for ELLs, and academic assessment. Assessment results and targeted skills are kept in the student's folder and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ELL classroom teacher, ESOL teacher, or school Guidance Counselor(s).

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel in the Office of Professional and Staff Development.

Student ELL plans and schedules are updated annually and monitored by the Guidance Counselor at each school to ensure that ELLs are being provided the appropriate program 130. The school data operators are responsible for updating information in the district database.

Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans.

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

A copy of the District ELL Plan is available at each school's location in the Guidance Office, the Administrator's office, and is available to all ELL parents, upon request. A copy is also kept in the Office of Elementary, and the Office of Secondary at the district office, and in the Superintendent's office. It is also posted on our district website under ESOL Department.

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

The District ESOL Coach is in communication regularly with Guidance Counselors at each school site, and/or Administrator(s) to ensure that the ELL Plan is being implemented. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. The district plan is discussed at the counselor's meetings with parents. Feedback

and input from parents are encouraged so that there is successful implementation of the plan at each school.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders, and monitored by Title I. All letters, as well as all home-school communication must be provided to parents in a language that they can understand, unless clearly not feasible.

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents'/guardians' home language. If at any time a translation is needed for a parent and the school cannot locate a translator, the District ESOL Coach is contacted and will, whenever feasible, locate a translator to answer any questions a parent/guardian might have.

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.

The district realizes the importance of family involvement and the need to include ELL parents in our schools. ELL parents participate in our Parent Leadership Council meetings twice a year, and more if requested by our ELL parents. We offer bilingual support during registration, Open House, and Teacher Meet and Greet functions to help our parents who need the translations. Memos and newsletters are sent home translated, when feasible. We have an Adult ESOL program two nights a week to teach English to adults. During these classes we address any concerns with our adult students who have children in our school system. Bilingual paraprofessionals provide support to all schools when working with students and during parent conferences and ELL placement. The District ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies to provide additional services that can include English Language classes, assistance with immunization, and school physical locations. The District ESOL Coach works closely with our FIT program (Families in Transition) to assure our homeless families get assistance, as needed, with clothing, school supplies, Christmas gifts, and locating information that will help our ELL families. The District ESOL Coach is readily available to all parents to assist in finding translations, and answer questions, whenever needed.

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.):

- ☒ 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*
- ☐ Other (Specify) _____

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

Because of our limited number of ELLs, our report cards are only available in English, but our bilingual staff will assist teachers in interpreting grades and student expectations. We do have the comment section of the elementary and secondary report card translated in Spanish and it is explained at the fall PLC meeting each year. We conduct parent meetings at some of our schools throughout the year to go over report card information and a translator is available to answer any questions.

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 goals of the PLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites, provide parents of ELLs with an

opportunity to take an active role in the decisions that affect the education of their children and to consult with school personnel and give input on goals related to the program. The District PLC is composed of a majority of parents of current and former ELLs, as well as classroom teachers, bilingual paraprofessionals, the District ESOL Coach, and ESOL resource teachers. Community leaders and ELL advocates are also invited to participate as members. The primary function of the PLC is to make recommendations for the District ELL Plan and to answer questions and address the needs of our ELL parents/families.

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.

The PLC meets this condition and is composed of our ELL parents and bilingual paraprofessionals.

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

Parents of ELL students have the opportunity to serve as members of the school advisory council, volunteer organizations, and parent/teacher organizations. Methods notification concerning meetings and educational services and programs may include but are not limited to the following:

1. home visitation by school staff members
2. parent conferences at school
3. newsletters and flyers sent home
4. parent-teacher organization meetings
5. dissemination of materials during registration and open house
6. phone calls to parents of ELLs

Provisions shall be implemented to communicate oral and written information in the home language of the parents, unless clearly not feasible.

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

The LEA PLC provides input during the development of the ELL Plan and reviews the final District ELL Plan at a scheduled PLC meeting. Translators are available to provide language assistance and clarification. PLC members may request and emailed version of the plan if they cannot attend the meeting. Parental feedback is encouraged and will be addressed in subsequent meetings, if necessary. Upon completion of the review by the members of the PLC, the Chairperson signs and approves the District ELL Plan.

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.

Teachers assigned ELL students are identified via the ELL students' class schedules. Teachers identified are compared to the district's ESOL training records to determine their status of meeting the applicable training requirement. Teachers assigned to ELL students who have not met their requirement are notified of the requirement, the time frame, the course(s), and the schedule to begin the program by the Office of Professional Development.

Personnel who will be the primary providers of English or Language Arts and reading courses to an ELL must be appropriately certified for the ESOL teaching assignment. Teachers can be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300-hour program that includes: a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation. Teachers can also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training can be used and documentation is maintained in the teacher's personnel file. Staff members in the Office of Personnel Services will assist personnel who have completed the requirements for the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification.

The Office of Personnel Services will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning in-service training, advertising, and scheduling of classes. The Office of Professional Development will schedule, coordinate, deliver, and monitor the ESOL endorsement training program. Weighted FTE 130 may be claimed for these teachers.

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.

The Office of Professional Development will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information

concerning ESOL, and the advertisement, and scheduling of classes. The Office of Professional Development will schedule, coordinate, deliver, and monitor the ESOL training. Weighted FTE 130 may be claimed for these teachers.

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 other instructional staff members are notified of training requirements and opportunities by the Office of Professional Development. The Office of Professional Development will schedule, coordinate, deliver, and monitor the ESOL training. The process is documented through the district's professional development platform and is maintained in the teacher's personnel file and professional development records.

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

Effective in 2012, for 130 weighted funding purposes, FTE Auditors will refer to State Board Rule 6A-1.0503 for Category 1 teacher's out of field status. Nassau County can claim weighted FTE for Category 1 teachers provided:

1. Teachers are in training compliance guidelines
2. Out of field letter is sent to parents
3. Teachers are using and documenting ESOL strategies

Once assigned an ELL, Category 1 teachers must complete:

1. 60 hours of ESOL training within two years
2. At least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment.
3. ESOL endorsement within 6 years of initial assignment of an ELL

Weighted FTE may be claimed for Category II teachers.

The Principal reports Category I teachers who are out of field to the Office of Personnel Services. Those teachers are then reported to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents in native language, unless clearly not feasible. Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned and ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate.

All teachers must document that ESOL strategies specified in the students' LEP plans are being used to ensure comprehensible instruction.

Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTW 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies, and Computer Literacy, teachers are not considered out of field and no certification letter or school board approval is necessary.

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.

School-based administrators who do not already have 60 hours of training will complete the following Beacon Educators course, *ESOL for Administrators*, for a total of 60 hours. In this course, administrators investigate instructional leadership skills necessary to help teachers meet the needs of English language learners, gain an understanding of the background and legal requirements for ELL programming, learn how culture affects communication, and develop the knowledge to evaluate teachers who are using appropriate ESOL/ESL instructional strategies.

The Office of Professional Development will schedule, coordinate, deliver, and monitor the ESOL training for school-based administrators. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 60hours, but prior ESOL coursework can be used. The process is document through the district's professional development platform and is maintained in the teacher's personnel file and professional development records.

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

Guidance Counselors who do not already have 60hours of training will complete the 60-hour Beacon Educator course, *ESOL for Guidance Counselors*. Through this course, Guidance Counselors will gain an understanding of the background and legal requirements for ESOL. They will learn how to promote development and achievement of English Language Learners (ELLs) and enhance their ability as a Guidance Counselor to provide post-secondary and career development guidance.

The Office of Professional Development will schedule, coordinate, deliver, and monitor the ESOL training for school-based counselors who have three years from assignment to complete the 60hour. Prior ESOL coursework can be used. The process is documents through the district's professional development platform and is maintained in the teacher's personnel file and professional development records.

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

English Language Arts and core content area teachers, as well as school administrators, counselors, and bilingual paraprofessionals are informed of supplemental ESOL training opportunities through the Office of Professional Development. Staff may register for courses or activities that are provided by the school district, DOW, or WIDA facilitators. Although these courses cannot be sued towards the required ESOL training mandates, teachers can receive professional development points when coursework is completed.

Recent supplemental opportunities that have been provided include:

1. WIDA workshops such as *Engaging Multilingual Learners in Science*
2. Supplemental online courses from BeaconEducator.com and
3. ICMEE eWorkshop: *Considerations when Educating Multilingual Learners with Identified Learning Disabilities*

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.

Our instructional model is Inclusion and instruction is only offered in English at this time.

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.

Qualifications: 1. A high school diploma or its equivalent and two (2) years at an accredited postsecondary institution; or an Associate degree or higher; or passed a rigorous examination demonstrating knowledge of and the ability to assist in instructing reading, writing, and mathematics. 2. Type at prescribed rate of speed. 3. Computer proficiency. 4. Fluent in Spanish and English.

Performance Responsibilities: 1. Assist the teacher in preparing instructional materials and equipment. 2. Assist the teacher in implementing classroom activities. 3. Provide instructional assistance as planned or coordinated by the teacher or administrator. 4. Provide student supervision as required by the teacher or administrator. 5. Participate in training programs and in-service. 6. Plan and organize appropriate instruction using guidelines established by the teacher or administrator. 7. Utilize classroom management techniques conducive to an effective classroom environment. 8. Maintain a clean and orderly environment for students. 9. Operate instructional equipment effectively. 10. Establish and maintain records and files pertinent to the assigned program. 11. Assist in maintaining positive relationships between the school and parents. 12. Contact parents at the direction of teacher or administration. 13. Maintain confidentiality regarding student information. 14. Use effective, positive interpersonal

skills. 15. Translation as needed. 16. Perform other incidental tasks consistent with the goals and objectives of this position.

Bilingual paraprofessional applicants must have an AA/AS degree or pass the Highly Qualified Paraprofessional exam. They must be fluent in English and appropriate native language as determined by an interview, district screening, and/or an oral and written exam. The job description will include but is not limited to: participation in in-service activities involving program procedures, curricular and assessment modifications, and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; becoming a member of the ELL Committee and actively participate in developing the student plan; assisting the ELL Committee chairperson and the ESOL Resource Teacher with native language support; working with small groups of students, under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

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

The District ESOL Coach, principal(s), and assistant principal(s) work with the bilingual paraprofessional to help with strategies and lesson accommodations for each ELL at their level of English ability. The District ESOL Coach supplies any supplemental materials and training that are deemed beneficial when the paraprofessional is working with an ELL. Bilingual paraprofessionals are offered supplemental opportunities for online training modules through BeaconEducator.com or other resources.

The process is document through the district's professional development platform and is maintained in the paraprofessional's professional development records.

If questions or situations need to be addressed the District ESOL Coach, principal(s), and/or assistant principal(s) and the bilingual paraprofessional will meet to answer questions and provide instruction as to the best ways to help ELLs. The District ESOL Coach and bilingual paraprofessional are in constant contact with the progress of the ELLs.

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

One of the qualifications for the job is that the applicant be fluent in Spanish and English. This is observed during the interview and the best applicant is chosen based on listening, speaking, reading, and writing skills. Bilingual personnel are also included in the interview to ask questions in Spanish as well as having the applicants take a written test to evaluate their English proficiency before they are hired.

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.

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States (DEUSS), and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL Committee may convene no later than October 1st. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on the at least one (1) department approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may any department approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The procedures followed when determining Extension of Services are:

- a) Student is referred to the ELL Committee
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program, and language acquisition proficiency.
- c) ELL Committee may determine that the student continues in the regular program.
- d) ELL Committee may determine that the student be referred for further evaluation.
- e) ELL Committee may determine that the student needs extension of services.

The School Guidance Counselor(s), District ESOL Coach, and/or ESOL teachers are responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the mainframe and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry data stay the same.

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.

IPT

ACCESS for ELLs

Reading and Writing Proficiency Assessment

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

IRW

ACCESS for ELLs