



State Board of Education

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August 7, 2019

Mr. Ted Roush, Superintendent
Suwannee County Public Schools
1729 Walker avenue, SW Suite 200
Live Oak, Florida 32064

Dear Superintendent Roush:

The Florida Department of Education's (FDOE) goal of *Highest Student Achievement* is one of the top priorities for K-12 schools. In order to reach this goal, the department's review of the District English Language Learners (ELL) Plan for Suwannee County focused on student outcomes and compliance with state and federal laws.

We are pleased to inform you that the District ELL Plan for Suwannee County Public Schools has been reviewed and approved for implementation. This approval applies to July 1, 2019 through June 30, 2022. It is expected that the Suwannee County ELL Plan will 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 FDOE.

Please accept our congratulations on your efforts. As always, the Bureau of Student Achievement through Language Acquisition is available to assist your district or schools in their services to ELLs. If you have any questions or comments, please contact Ginger Alberto at ginger.alberto@fldoe.org or 850-245-0894.

Sincerely,

Chane Eplin, Chief
Bureau of Student Achievement through Language Acquisition

Suwannee County School District English Language Learners (ELL) Plan

Contact Person: Debra Land, Director of Student Services

LEA: Suwannee County School District

Email: debra.land@suwannee.k12.fl.us

Phone: (386) 647-4638

**Rule 6A-6.0905
Form ESOL 100
(June 2019)**

SUWANNEE COUNTY SCHOOL DISTRICT



1729 Walker Avenue, SW, Suite 200 • Live Oak, Florida 32064
Telephone: (386) 647-4600 • Fax: (386) 364-2635
www.suwannee.k12.fl.us

TED L. ROUSH
Superintendent of Schools

"Suwannee County School District will be a system of excellence ensuring all students are prepared for personal success."

JERRY TAYLOR
DISTRICT 1

CATHERINE CASON
DISTRICT 2

TIM ALCORN
DISTRICT 3

ED DA SILVA
DISTRICT 4

RONALD WHITE
DISTRICT 5

LEONARD J. DIETZEN, III
BOARD ATTORNEY

July 29, 2019

Ms. Ginger Alberto, Program Director
Student Achievement through
Language Acquisition (SALA) Office
Florida Department of Education
325 W. Gaines Street, Suite 445
Tallahassee, FL 32399

Dear Ms. Alberto:

Please accept this letter as confirmation that the teachers in the Suwannee County School District are in compliance of applicable ESOL training requirements or are working towards them within the mandated timeframe.

If additional information is needed, please do not hesitate to contact us.

Sincerely,

Ted L. Roush
Superintendent of Schools

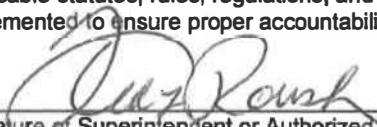

TLR/DL/kl

xc: Janene Fitzpatrick, Assistant Superintendent of Instruction
Debbie Land, Director of Student Services

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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Suwannee County School District	Debra Land, Director of Student Services	(386) 647-4638, debra.land@suwannee.k12.fl.us
(4) MAILING ADDRESS: 1729 Walker Avenue, SW, Suite 200, Live Oak, FL 32064		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
(6) CERTIFICATION BY SCHOOL DISTRICT		
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.		
I, Ted Roush, 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.		
 Signature of Superintendent or Authorized Agency Head	25 July 2019 Date Signed	7.23.19 Date of Governing Board Approval
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
Name of Chairperson representing the District ELL PLC: Katrina Bius		
Contact Information for District PLC Chairperson: Mailing address: 305 Pinewood Drive, Live Oak, FL 32064		
E-mail Address: katrina.walker-bius@suwannee.k12.fl.us Phone Number: (386) 647-4648		
Date final plan was discussed with PLC: 5/28/2019  Signature of the Chairperson of the District PLC		7/25/2019 Date Signed by PLC Chairperson

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, Ted Roush, 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.

Ted Roush/BS
Superintendent's Signature

7/25/19
Date Sign

Suwannee County School District

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).

Upon completion of the Student Enrollment/Registration packet, the school Data Clerk enters all student demographic information into FOCUS, including native language, country of birth, immigrant student, 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?

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. Spanish speaking parents may receive these forms in Spanish.

At the time of registration all parents/guardians complete Home Language Survey which includes:

- (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 given the WIDA Screener, LLK.

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

Registration procedures are the same for all students. All parents must complete the Student Enrollment/Registration form and the Home Language Survey, as well as other pertinent student data and information. Spanish speaking parents receive these forms in Spanish, and an interpreter is available, if needed.

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?

The LEA has bilingual personnel at each school who 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. For less commonly spoken languages in our district, we contact volunteers for assistance.

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 Coordinator of Student and Family Support meet with parents and explain the services available for the student. The term immigrant children and youth means individuals who: are ages 3 through 21; and were not born in any State, the District of Columbia or Puerto Rico; and have not been attending one or more schools in any one or more States for more than 3 full academic years. The student's immigrant code is Y, and the data element number is 131785.

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

DEUSS is asked in the Home Language Survey. If parent/legal guardian does not recall the DEUSS, it is acquired through previous school records. There are questions regarding birthdate of student, country of birth, and the DEUSS date. If students are in Kindergarten, their DEUSS date is the first day they attend school. The DEUSS date is the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding US territories and possessions). The DEUSS date is entered in for our student information system with data element 1978237.

Link to Home Language Survey-www.Suwannee.k12.fl.us/index.cfm?p=enrollment-packet

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 of Student Support
- Other (Specify) bilingual para

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.

LLK, Las Links, Pre Las, WIDA Screener.

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 HLS, the registrar contacts the Coordinator of Student and Family Support. The forms are reviewed daily, and the assessment is scheduled. The results are recorded, and emails are sent to the teachers and registrar of completed testing to ensure that the listening and speaking test is conducted within 20 days of enrollment. All students who are not proficient on the Listening and Speaking

assessment qualify for ESOL services and are coded as LY. Students enrolling in kindergarten through second grade who score within the fluent English speaking range of the assessment are determined as non-ELL. Students in grades 3-12 who score proficient on L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty days after enrollment. If the student enrolls at another time during the school year, parents must be notified of ESOL placement within two weeks.

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

If assessments are not completed within the timeline, parents are notified of the delay in writing in their native language.

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.

WIDA Screener, LLK

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 or teacher, a student who is determined not to be an ELL or any student determined to be an ELL based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' 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 ELL or not to be an ELL, according to consideration of at least two (2) 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.

Documentation used to support the decision is the ELL Committee report and student assessment data which is described in the 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.

When 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 and 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. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. School 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. 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, parents, ELL Resource Teacher and/or district administrator may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition 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 in foreign languages. The classes the student may have taken may be transferred with waivers following the guidelines outlined in the Student Progression Plan approved by the School Board.

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

Transcript evaluations are completed through school counselors. Counselors receive ongoing training on the evaluation process documented on sign-in sheets and are cognizant of evaluation resources. When school staff and counselors have questions or need clarification, they will contact the Coordinator of Student Support who will clarify unresolved questions with FLDOE.

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 withdrawal and re-entering the LEA from another school district in Florida, state, or country has been longer than six months, 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. 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.

For LYs transferring from one school district to another 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

FL, the DEUSS date stays the same, but HLS, entry, classification date are changed to reflect Florida services. For students new to the country, the DEUSS date is the date of enrollment, and the appropriate HLS, classification, and entry date must be reported accordingly. The 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.

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 in coordination with the classroom teacher and administrator and other interested participants. The student schedule is attached as part of the Student ELL Plan. The plan will reflect the student's instructional program or schedule designated by the Program 130 code and will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. 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." 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?

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, LLK)

The element that includes ELL placement, promotion, and extension will be made.

The teacher is notified of the eligibility assessment and competencies which are addressed. The ELL Plan will include previous and current input through interviews and participation in the ELL Committee meeting to include socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan. (Or send scanned sample via email)

<https://digitalbell-bucket.s3.amazonaws.com/4759F198-5056-907D-8DE5-3517791A8037.pdf>

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
- X Mainstream-Inclusion English Language Arts
- X 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. The reading/academic coaches and/or the ESOL school contact at each school provide additional instructional resources and training to support teachers of ELLs.

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 grades K-12, class schedules are maintained on the student record system and on teacher schedules. 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. 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 based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios, and native language assessments to determine if content standards have been met. School based administrators, guidance counselors, and district staff are responsible for monitoring and ensuring comprehensible instruction.

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.

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 ELL. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model may be considered.

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 District 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) Involvement by District staff in planning, implementation, and monitoring of all federally funded programs; (3) Involving a District Parent Advisory Council and one at each school in planning of all federally funded programs; (4) Approval of each program's plan (ELL, Exceptional Student Education, Title I and Title V) 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; and (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).

The District Coordinator of Student and Family Services is as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paras regarding equal access to all programs and services for ELLs.

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 administrators. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified by the ACCESS for ELL 2.0, FLKRS, FSA, EOC, ACT, SAT, and SAT10. Instructional strategies are further monitored through notes on classroom observations and teacher interviews.

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. Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the Copeland Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners.

School administrators, the Coordinator of Student and Family Support, and counselors will meet with the teacher(s) of 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 subject areas;
- 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; and/or
- 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 based administrators and district level personnel are responsible for monitoring classroom instruction and 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, and formal observations.

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, EOCs, ACCESS 2.0 for ELLs.

Native Language Assessment (Specify) _____

LEA/school-wide assessments (Specify) Performance Matters PMAs, 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.

<https://digitalbell-bucket.s3.amazonaws.com/892C8E13-5056-907D-8D6D-D839573F3E20.pdf>

<https://digitalbell-bucket.s3.amazonaws.com/8931A61E-5056-907D-8DEC-E52971634EF4.pdf>

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.

If students have a DEUSS less than two years, they may be 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 includes access to third grade summer reading camp, and a score in the 45th percentile in the SAT-10 assessment or completion of student portfolio. Parents receive communication in their native language at 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.

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 ELL's, 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 i-Ready and parent/student interview. The committee, including the parent, teachers and support staff, makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

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 District Assessment Coordinator, along with the Coordinator of Student Support Director, generates and disseminates 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. Information is generated from FOCUS reports. Assistant Principals are the testing supervisors at the secondary level and the elementary level. The Office of Assessment 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 ELL 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 any 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, EOC, and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals. All personnel administering the ACCESS for ELLS must participate in WIDA's online training program and provide a copy of their current certification to the Coordinator of Student and Family Support.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The Coordinator of Student and Family Support works with the District Assessment Director, school based assessment coordinators, and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations. The Coordinator of Student Support assures that the accommodations for statewide assessment, which are indicated in the TAM, are delivered. These may include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the

use of the English-to-Heritage language dictionaries. Additionally, these accommodations are used in the regular classroom assessment. The parents are notified of the different testing accommodations in a letter sent by the school contacts. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the ACCESS for ELL test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: 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 1–12 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 counselors
School based testing administrators
ESOL school contacts
Teachers administering assessments
Coordinator of Student and Family Support

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?

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 the 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.

Please provide links to communications in parents' languages.

<https://digitalbell-bucket.s3.amazonaws.com/476B4543-5056-907D-8DE6-4B735B6DC512.pdf>

<https://digitalbell-bucket.s3.amazonaws.com/B8033D0E-5056-907D-8DBD-A10736951E98.pdf>

<https://digitalbell-bucket.s3.amazonaws.com/47790910-5056-907D-8DFD-625CE7952E2F.pdf>

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903)

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 taking any administration of the Kindergarten 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 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 school contact notifies the data specialist of exit data, and the student code is changed from LY to LF and monitored for two 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
- X Coordinator of Student Support
- X Other (Specify) School Guidance Counselor

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 sufficient 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 Individualized Education Plan (IEP) or other student plan. Regardless of 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 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 the 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. 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 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? Classroom teachers, ESOL Contact Person, School Counselors

Updating the student ELL plan? Guidance Counselors

Reclassification of ELL status in data reporting systems? School/District MIS staff, 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.

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

X Report Cards

X Test Scores

X Classroom Performance

X 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?

If the performance of former ELLs is not on grade level, the ELL Committee may be convened. The ELL Committee reviews the student data with the parent, teacher(s), reading coach (if applicable), school administrator, 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.

The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Per 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 first year; and

at the end to the second 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 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 school contact and/or school counselor is responsible for initiating a new Student ELL Plan, providing the Data Clerk with the student data to enter into FOCUS, and ensuring the appropriate placement after the student has been assessed. 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 an 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 ELL, and academic assessment.

Assessment results and targeted skills are kept in the ESOL 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 Coordinator of Student and Family Support, ELL teacher, or school counselor.

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist. Student ELL plans and schedules are updated annually and monitored by the ESOL administrator to ensure that ELLs are being provided the appropriate program 130. Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans. Weekly Instructional Meetings are held with the Assistant Superintendent of Curriculum, Director of Student Services, and District Wide Coordinators. ESOL information is discussed and administrative decisions are made.

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 Student Support.

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 Coordinator of Student and Family Support sends an email to all principals and 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, ELL Plans are available on the District's website. All schools provide the link to parents in the welcome back to school letter, as well as during PLC meetings. Parents can request copies of the Plan at any time. Although the District ELL Plan is in English, bilingual school staff will help translate components of the Plan. Classroom walk-throughs, observations, and documentation of compliance items are also reviewed to ensure that schools are implementing the District ELL Plan. Also, the District ELL Plan is discussed during PLC meetings with translators available, and parent input and feedback is encouraged so that there is successful implementation.

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 two 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.

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 and How to Check your Child's Progress online, etc.). These activities are made possible with close collaborations with the local Episcopal Church, River Oak Technical College (Adult Ed), and other state and federal programs. 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.):

X Results of language proficiency assessment

X Program placement

Program delivery model option(s)

Extension of ESOL instruction

X Exit from ESOL program

Post-reclassification of former ELLs monitoring

Reclassification of former ELLs

X State and/or LEA testing

X Accommodations for testing (flexible setting)

Annual testing for language development

X Growth in language proficiency (Listening, Speaking, Reading, and Writing)

Exemption from FSA in ELA for ELLs with DEUSS less than one year

X Retention/Remediation/Good Cause

Transition to regular classes or course change

X Invitation to participate in an ELL Committee Meeting

X 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

X Parental choice options, school improvement status, and teacher out-of-field notices

X Registration forms and requirement

Disciplinary forms

Information about the Florida Standards and the English Language Development (ELD) Standards

Information about community services available to parent

Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)

X Report Cards*

X Other (Specify) Bilingual personnel are available to answer parent questions regarding students' academic performance, as well as general 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.)

- LEA Level
 School Level

Please address the functions and composition of the PLC:

The goals 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 (February), 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.

Due to the small number of ELLs in our district, there are very few ELL parents in the PLC, but other district staff serve as advocates for our ELLs.

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 Director of Student Services and the Coordinator of Student Support review the Consent Decree and ELL Plan with parents and staff at the September PLC meeting. Translators are available to provide language assistance and clarification. All parents' questions and concerns are addressed. The Plan is reviewed by members of the PLC, and the Chairperson signs and approves the District ELL plan.

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

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.

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 in-service of: 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. 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 time lines for completion of the ESOL training requirements. Each school principal is responsible for notifying teachers about ESOL training requirements. The district Assistant Superintendent 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 Certification Specialist.

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 member must work toward obtaining the ESOL training according to the state's timeline. The employee ESOL agreement includes a copy of the time lines 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. Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an 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. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 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 notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

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. 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. Additionally, the District offers an in-house Canvas course that is overseen through the Coordinator of Professional Development.

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.

We do not offer instruction in a language other than English. We offer assistance from bilingual paraprofessionals in classrooms.

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.

Bilingual paraprofessional applicants must have an AA/AS degree or pass the ParaPro test. They must be fluent in English and appropriate native language, as determined by interview, district screening, and/or an oral and written exam. The job description will include, but is not limited to: participation in inservice activities involving program procedures, tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; assisting the ELL Committee chairperson and the teacher with native language support; working with small groups of students, under the direction of the classroom teacher; and 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.

Bilingual Education Paraprofessionals are provided with inservice on an ongoing basis during pre-planning, orientation, early release days, Professional Study Day, summer institutes, and small group area meetings, that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum

development and accommodation, and strategies for working with ELLs. The process is documented through in-service electronic files and maintained in the personnel file.

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 Director of Student Services and the Coordinator of Student Support 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.

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 1. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on 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 be 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 procedure followed when determining extension of services 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 be referred for further evaluation;
- e) ELL Committee may determine that the student needs extension of services.

The Guidance Counselor at each school site and the Coordinator of Student and Family Support are responsible for initiating a new Student ELL Plan, providing the Data Clerk with the student data to enter into FOCUS and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date 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

ACCESS for ELLs, LLK, Las Links and Pre Las

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.

ACCESS for ELLs, LLK, Las Links and Pre Las