

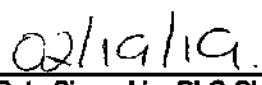


THE SCHOOL DISTRICT OF ESCAMBIA COUNTY CURRICULUM AND INSTRUCTION SCHOOL BOARD AGENDA EXECUTIVE SUMMARY		Item Number: V.b.1. B.2.	
TITLE District English Language Learners (ELL) Plan		SUBMITTED BY: Denny Wilson, Director, Continuous Improvement	
PERIOD OF GRANT/CONTRACT/REQUEST 2019-2021	FUNDING SOURCE N/A	PROJECT COORDINATOR AND DEPARTMENT Denny Wilson, Director, Continuous Improvement	
AMOUNT OF FUNDING REQUEST N/A	<i>Is amount more, less or same as last year?</i>	TOTAL PROJECT N/A	<i>Is the amount more, less or same as last year?</i>
PURPOSE The District English Language Learner (ELL) Plan is required by the Florida Department of Education and follows the components as outlined by the department. The plan is effective from 2019 to 2021.			
IMPLEMENTATION PLAN The ESOL program serves all eligible students. The procedures and documentation requirements are closely followed.			
PARTICIPATING SCHOOLS/AGENCIES All schools			
ACTION REQUIRED Board Approval			
STRATEGIC ALIGNMENT – <i>Include Pillar, Goal and Measurable Objective as outlined in the current Strategic Plan.</i> PILLAR: Quality GOAL: GOAL Q.1: To increase rigor at all levels MEASURABLE OBJECTIVE: Q.1.1. Increase the percentage of students making a learning gain on the statewide standardized assessments.			
DIRECTOR 		DATE 02/25/19	
ASSISTANT SUPERINTENDENT 		DATE 3/1/19	DATE OF BOARD APPROVAL

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:
Escambia County		Denny Wilson/Director	850-469-5327 Dwilson2@escambia.k12.fl.us
(4) MAILING ADDRESS: 30 East Texar Drive Pensacola, FL 32503		(5) PREPARED BY: (If different from contact person) First Name: Linda Last Name: Zeiler First Name: Ramona Last Name: Wright Mailing Address: 30 East Texar Drive Pensacola, FL 32503 Phone No: 850-439-2661	
(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, _____, 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		Date Signed	Date of Governing Board Approval
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)			
Name of Chairperson representing the District ELL PLC:			
Contact Information for District PLC Chairperson:			
Mailing address:			
E-mail Address:		Phone Number:	
Date final plan was discussed with PLC:			
Signature of the Chairperson of the District PLC		 Date Signed by PLC Chairperson	

District English Language Learners (ELL) Plan

**Contact Person: Denny Wilson
LEA: Escambia County
Email: DWilson2@Escambia.k12.fl.us
Phone: 850-469-5327**

**Rule 6A-6.0905
Form ESOL 100
(December 2018)**

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, Malcolm Thomas, 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.

Malcolm Thomas
Superintendent's Signature

2/25/19
Date Signed

Escambia 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). Responses should include the following:

Students entering the district for the first time begin the registration process on line. The Home Language Survey (HLS) is included in the online registration for all new students in the district. If any of the three questions are answered yes at a non-ESOL center, the district ESOL department is contacted. If the student registers at an ESOL center, the ESOL teacher is contacted.

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

All students are given the same online forms. Some forms are translated into other languages. The Home Language Survey is completed on the online registration.

- (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 IPT or WIDA screener.

Into what languages are the HLS translated?

Spanish
Vietnamese

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

ESOL parents are given assistance from the ESOL teachers if needed for registration. Where available, bilingual school personnel or a community language facilitator assists with translating or interpreting documents related to transportation and other pertinent school information.

How do you identify immigrant students?

At the time of registration, parents complete the Home Language Survey that includes questions regarding birthdate of student, country of birth and the date the student entered a U.S. school for the first time. If a student is entering Escambia County District schools from another district in Florida or state within the U.S., records are requested from the previous school. If all three criteria are met the student qualifies as an immigrant student.

The term immigrant children and youth means individuals who:

- are age 3 – 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 three (3) full academic years.

Note: The children of U.S. military personnel born overseas *are to be included* in any count of immigrant children or youth.

Based on this definition, the student's immigrant code is Y and data element number is 131785.

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

At the time of registration, parents complete the Home Language Survey that includes questions regarding birthdate of student, country of birth, and the date the student entered a U.S. school (any of the fifty (50) states and the District of Columbia, excluding U.S territories and possessions) for the first time. If a student is entering Escambia County District schools from another district in Florida or state within the U.S., records are requested from the previous school. This information is stored in FOCUS, the student information system. 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-data element 197237.

Please include a link to your HLS.

<https://ecsd-fl.schoolloop.com/focus/enrollment>

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) ESOL Teacher

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.

Escambia County schools use Oral/Aural IPT for identification and placement of ELL students. In the future, the schools may use the WIDA Screener to determine eligibility.

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

The data specialists at the ESOL center schools notify the ESOL teachers at the school or the district ESOL teachers when a student registers and "yes" is marked on any of the first three questions on the Home Language Survey. If the ESOL teachers are unable to administer the assessment within twenty (20) school days, the district office is contacted and district personnel will assist in the assessment process. At non-ESOL center schools, the data specialists contact the itinerant teachers or the ESOL office by phone or email. A follow-up report is run at least weekly in the district office to identify any students who have not been screened.

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.

IDEA IPT 2-Reading and Writing

The WIDA Screener may be used in the future.

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?

Students who are referred to the ELL Committee may be placed in the ESOL program based on at least two of the following criteria: (1) written recommendation and observations by current and/or previous instructional and support services staff; (2) grades or test results from current or previous years; (3) extent and nature of prior educational and social experiences and student interview; (4) parental recommendations; (5) IPT test results. A written explanation is given as to why the student was or was not placed in the ESOL program.

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.

Records from the previous school are requested when possible. Students who enter the district with records are placed according to their last school grade. Records that are in other languages are translated by district employees who speak/write in that language. If no records are available, the district uses every effort to locate information about

the prior academic experiences of the students. The parent/guardian and student are interviewed and the ELL committee will meet to help determine placement. Placement decisions will consider the age of the student, the level of academic skills, social experiences, parent/guardian preference and any other pertinent information that is available.

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." The ELL Committee of the school where the student enrolls, meets and develops a plan that is best suited for the student's academic needs according to the programmatic assessment, using screening tests and/or district checklists. An appropriate ELL plan is developed by the ESOL teacher to account for the student's individual needs.

Efforts are made to obtain the school records for new students. We use the fax, phone, email and written requests. When it is not possible to locate records, the school will do an in depth assessment to find the student's level of instruction, using district checklists or screening tests, teacher observation and/or parent input. Occasionally the student's age has to be a determining factor in the decision.

The procedures for high school are clearly written in the Student Progression Plan. This is located at [http://www.escambia.k12.fl.us/PDF/Student Progression Plan 1314.pdf](http://www.escambia.k12.fl.us/PDF/Student%20Progression%20Plan%201314.pdf) pp.50-52

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).

Students will receive credit for courses completed in another country where the course is similar in scope and sequence but may have a different course title. Spanish I in Cuba will count toward English I high school credit, not as the Foreign Language credit. However, a student completing English in Cuba will receive Foreign Language transfer credit when enrolling in a high school in Escambia County School District.

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

Foreign transcripts are examined at the school level by the guidance counselor and/or an administrator. Additional assistance may be provided by the middle school and high school education directors. Transcripts can be translated by district staff when possible. Agendas and sign-in sheets are used as documentation of training. Transcripts and student placement documentation is maintained in the yellow folder of the student cumulative file.

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 ELL's withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

If the registration form indicates that the student is entering Escambia County School District from another Florida county, and responses to the HLS indicate a "yes" to any of the first three questions, school personnel should make every attempt to get the paperwork from the previous county unless such paperwork is provided by parent/guardian. Paperwork must include: HLS, entry, DEUSS date, plan, and classification dates. The information must be updated in FOCUS in accordance with the documentation provided from the previous Florida school district. This information is crucial when reporting FTE for students who meet these criteria. The original DEUSS, HLS, classification, and entry dates remain the same. DEUSS date can never be after the classification and entry dates.

If they were previously in Escambia County School District and are returning from another state:

- If the student was out for less than 6 months, continue the original record, no need to re-assess.
- Re- assess if the student has been out for 6 months or more.
- Enter test information on the ELL tab in FOCUS.
- If the student meets criteria for placement, update the test information on the update form and complete a new student plan.
- If the student does not meet criteria to receive ESOL services, hold ELL Committee Meeting to discuss exit. Basis of exit "L"/"Z"

Students entering school in Florida for the first time will be handled as a new entry.

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 ESOL teacher at each ESOL center is responsible for developing the ELL Student 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 itinerant teachers are responsible for developing the ELL Student Plan for the ELL students at non-ESOL center schools. The plan is developed on a district approved form. The ESOL teacher at each ESOL center and the itinerant teachers are responsible for updating the ELL Student Plans each year. During the first ESOL meeting in August the ESOL teachers are reminded that each student plan must be updated at the beginning of the school year and when services change. Folders are reviewed during the year by the district ESOL staff members.

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 ELL 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 ELL Student Plan is located in the yellow ESOL folder of the cumulative file. The student's committee meeting forms, IPT test, programmatic assessment form, parent placement/continuation letter notification, HLS, referral and eligibility forms are included in the ESOL yellow folder of the cumulative file. The ESOL teacher is responsible for development of the ELL plan for each student and for making sure the ESOL folder is up to date.

Please include a link to the ELL Student Plan.

<http://escambiaschools.net/ESOL>

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.

Students receive Basic ESOL or language arts instruction as part of the ESOL program. At the elementary ESOL centers, the students receive instruction from ESOL endorsed teachers using the sheltered model. Strategies are also provided to other teachers to assure the most effective instruction is offered for the entire day. The amount of academic instruction is not to be less than the amount of instruction received by a monolingual English speaking student. This situation was chosen and developed by the ESOL staff to reduce the teacher-pupil ratio for the ELL students and to provide a "safe haven" for students who are learning the English language. Reducing the pupil-teacher ratio is a proven strategy to improve student achievement.

ELL middle and high school students attending ESOL centers are enrolled in ESOL classes using the sheltered model and any other classes that regular education students attend. High school students are challenged to meet academic requirements to participate in general education English courses. ELL students are guaranteed the same classes and access to the same teachers as regular education students. In regular education classes, ELL students receive instruction from ESOL trained subject area teachers. Comprehension instruction is delivered to ELL students in a manner that is comparable to that of regular education students. ELL students enrolled in the ESOL program receive basic ESOL instruction based on individual needs. In some cases, non-English-speaking middle school students are enrolled in a sheltered core/basic subject area program.

ELL elementary and secondary students attending non-ESOL centers are mainstreamed for all classes and programs. However, the itinerant teachers provide support, materials and intervention for ELL students and teachers on a scheduled basis to maximize impact.

All ESOL teachers must have the appropriate training requirements, document ESOL strategies and monitor ELLs language acquisition progress.

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

The ELL students attend core classes. Students receive help or tutoring in the subjects in which they have difficulty. Teachers meet to plan and discuss curriculum to ensure that the amount, sequence and scope is the same that is provided to non-

ELL students. The district team monitors student schedules, goes to sites to observe classrooms and checks folders. Regular meetings of the ESOL teachers are held to update training and procedures for the program.

ELLs must not be failed if appropriate instructional strategies, materials and assessments have not been provided to meet their needs.

Students cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and mathematics. School based administrators, guidance counselor 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?

ELL's academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff review instructional models success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELLs. 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.

General Guidelines for Grading of ELLs:

- Teachers will not arbitrarily assign lower weights to grades given in any course due to lack of English language abilities. (1990 *LULAC et al. v. State Board of Education*)
- ELL students will receive grades based on their English Language Proficiency level, their progress in acquiring English language skills, and progress towards completion of the district's student progression plan.
- ELL students must be consistently provided with all needed strategies, accommodations, and/or modifications to curriculum, instruction, and assessments in order to make instruction comprehensible to the student at his/her level of English language acquisition. (1990 *LULAC et al. v. State Board of Education*)
- ELL students may not be failed if curriculum, instructional strategies, materials, and assessments have not been accommodated and/or modified to meet their language needs and there is no documentation of the strategies, accommodations, and/or modifications. In other words, students cannot be failed based solely on his/her language proficiency. (1990 *LULAC et al. v. State Board of Education*)

Teachers must document the strategies and accommodations to the curriculum.

Grading in Reading and Language Arts:

English Language Learners should be graded according to the English Language Proficiency Standards for their English language levels in English Language Arts (ELA).

Teachers should use instructional strategies, materials and assessment instruments that will allow ELL students (classified LY) to be able to achieve parity of instruction according to their level of English proficiency.

Teachers must document the strategies, accommodations and/or modifications to the curriculum, instruction, materials and assessments. **(Instruction from an ESOL teacher is not considered an accommodation to the curriculum.** It is considered part of comprehensible instruction as required by F.S.233.058.)

Grading in the Content Areas:

Students in the ESOL program (classified LY) will be required to meet the same standards as any other student in the various subject areas, such as social studies, science, mathematics and computer literacy. The standards will be met by providing comprehensible instruction using content area ESOL strategies, accommodations and/or modifications.

Content area ESOL instruction means that **teachers should use instructional strategies, accommodations, modifications (if required), materials, and assessment instruments** that will allow ELL students (classified LY) to be able to academically achieve in the content area subjects according to their level of English proficiency and attain parity of instruction with their peers.

Teachers must document the strategies, accommodations and/or modifications to the curriculum, instruction, materials and assessments. **(Assistance from the ESOL teacher assistant is not considered an accommodation to the curriculum.** It is considered part of comprehensible instruction as required by F.S.233.058.)

Grading in the Electives:

Students in the ESOL program (classified LY) will be required to meet the same standards as any other student in the various subject areas. The standards will be met by providing comprehensible instruction using ESOL strategies, accommodations, and/or modifications.

Elective teachers should use strategies, accommodations, modifications (if required), materials and assessment instruments that will allow for ELL students (classified LY) to academically achieve in the elective subjects according to their level of English proficiency and attain parity of instruction with their peers.

Teachers must document the accommodations to the curriculum, instruction, materials and assessments. (Assistance from the ESOL teacher assistant is not considered an accommodation to the curriculum. It is considered part of comprehensible instruction as required by F.S.233.058.)

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

All schools use state adopted textbooks and most of the textbooks include ELL strategies. School based teachers participate in the RTI process so that ESOL students are eligible for additional services if they qualify. Students are enrolled in speech therapy when needed.

ESOL students are placed in the gifted program when entry requirements are met. Students are encouraged to apply for magnet schools or high school academies.

District and school level administrators, with the assistance of the ESOL director, are responsible for ensuring that all ELLs are provided with comprehensible instruction.

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 receive basic ESOL or language arts instruction as part of the ESOL program. At the elementary ESOL centers, the students receive instruction from ESOL endorsed teachers using the sheltered model. Strategies are also provided to other teachers to assure the most effective instruction is offered for the entire day. The amount of academic instruction is not to be less than the amount of instruction received by a monolingual English speaking student. This situation was chosen and developed by the ESOL staff to reduce the teacher-pupil ratio for the ELL students and to provide a "safe haven" for students who are learning the English language. Reducing the pupil-teacher ratio is a proven strategy to improve student achievement.

ELL middle and high school students attending ESOL centers are enrolled in ESOL classes using the sheltered model and any other classes that regular education students attend. ELL students are guaranteed the same classes and access to the same teachers as regular education students. In regular education classes, ELL students receive instruction from ESOL trained subject area teachers. Comprehension instruction is delivered to ELL students in a manner that is comparable to that of regular education students. ELL students enrolled in the ESOL program receive basic ESOL instruction based on individual needs. In some cases, non-English-speaking middle school students are enrolled in a sheltered core/basic subject area program.

The amount of academic instruction is not to be less than the amount of instruction received by a monolingual English speaking student. This situation was chosen and developed by the ESOL staff to reduce the teacher-pupil ratio for the ELL students and to provide a "safe haven" for students who are learning the English language. Reducing the pupil-teacher ratio is a proven strategy to improve student achievement.

ELL elementary and secondary students attending non-ESOL centers are mainstreamed for all classes and programs. However, the itinerant teachers provide support, materials, and intervention for ELL students and teachers on a scheduled basis to maximize impact.

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

Each classroom teacher is responsible for incorporating ESOL strategies and accommodations 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.

School administrators, counselors and ESOL teachers 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.
- 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 observations and teacher interviews will be conducted, as well as instructional material evaluations, for the purpose of monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL staff also conducts monitoring visits and provides modeling 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) i-Ready, Star360, DRA
- ☐ Other (Specify) _____

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.
[http://ecsd-](http://ecsd-fl.schoolloop.com/file/1311481016073/1486201688291/60081161093704693881517254636462.pdf)

[fl.schoolloop.com/file/1311481016073/1486201688291/60081161093704693881517254636462.pdf](http://ecsd-fl.schoolloop.com/file/1311481016073/1486201688291/60081161093704693881517254636462.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.

An ELL student may be exempt in grade 3 from mandatory retention for good cause if the student has received less than 2 years of instruction (based on DEUSS) in an ESOL program. 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 when feasible either orally or written.

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.

The ESOL Committee members examine student documentation presented by the ESOL teacher such as report card, progress monitoring intervention plan, IEP (if applicable), alternative standardized reading assessment scores and/or student portfolio. All district and state policies regarding the retention and promotion of students in accordance with the Florida Statute 1008.25 will be adhered to by the committee. The role of the ELL Committee is to insure that retention decisions for ELL students are not based on English language acquisition or lack thereof.

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 ESOL Director works with the Director of Evaluation Services, the principals, and ESOL teachers to ensure that all ELL students participate in the Statewide Assessment program and are provided appropriate testing accommodations. Each school has a testing coordinator who is trained by the Director of Evaluation Services each year. This team meets, plans and then implements the plan for ELLs to participate in the statewide assessment.

The ESOL teacher assures that the accommodations for state-wide assessment (FSA, EOC, ACCESS for ELLS) include flexible setting, flexible scheduling, flexible timing, assistance in the heritage language, and the use of the English-to-Heritage language glossaries and/or dictionaries as directed in the specified assessment manuals. Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment. The parents are notified of the different testing accommodations in a letter sent by the ESOL teachers. Parents may choose, according to the law, which accommodations will be used for their children. The school testing coordinator verifies that the accommodations are provided, and files the documentation in the yellow folder of the ELLs cumulative file.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The parents are notified of the different testing accommodations in a letter sent by the ESOL teachers. 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 ELLs 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 coordinator

ESOL school contacts

Teachers administering the assessments

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.

A testing calendar is provided by Evaluation Services and 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. 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 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 1 and 2 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. 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. The exit code is L.

Once the student meets exit criteria, the ESOL teacher notifies the data specialist of the exit date, basis of exit, and the student code is changed from LY to LF. The student is then monitored for two (2) years. Parents are notified of exit during a parent/teacher conference.

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) _____

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 entirely represent the student's ability, 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 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.

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. 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? ESOL teachers

Updating the student ELL plan? ESOL teachers, data specialists

Reclassification of ELL status in data reporting systems? ESOL teachers give the updated information to the data specialists

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify) ____Progress Reports

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.

Reviews shall 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;

at the end of the semester during the second year; and

at the end to the second year.

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

a. Student is referred to the ELL Committee.

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. Before considering reclassification, the committee must determine that the student's academic deficiencies are due to limited English proficiency and premature exit.

b. ELL Committee may determine that the student continues in the regular program.

c. 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 is responsible for initiating a new Student ELL Plan, providing the data specialist with the student data to enter into FOCUS and ensuring the appropriate placement after the student has been assessed. Original HLS, DEUSS and entry date 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.

The district ESOL Department has training with the center teachers as well as the itinerant teachers to discuss the district ESOL Procedural Manual. This handbook includes data information to ensure schools remain in compliance. ELL students have a yellow ESOL folder which is updated annually containing all of the ESOL documents and it is placed in the student's cumulative folder. Teacher training records are monitored for compliance with ESOL requirements by the district level personnel or certification specialist. 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?

Copies of the ELL plan are available at each school. The Parent Leadership Council has input into writing the District ELL Plan and has access to it as well. The council is composed of school-based bilingual paraprofessionals and parents of ELL students. The paraprofessionals act as a liaison to parents to inform them of important information. Copies of the District ELL Plan are made available at district-wide parent involvement nights as well as an electronic copy on the district ESOL website. Although the district ELL plan is in English, bilingual school staff will help translate components of the plan.

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

Copies of the District ELL Plan are distributed to and discussed with the principals of each school. Each school-based guidance counselor receives a copy of the District ELL Plan as well as professional development on how to utilize the contents of the plan. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during PLC meetings with translators available, and parent input and feedback are 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, the district is required to notify parents no later than thirty (30) days after the beginning of the school year of an ELL identified for participation in the program. For those students identified as ELLs during the school year, the district shall notify the parents during the first two (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.

<http://escambiaschools.net/ESOL>

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. Translation services, specifically in less commonly spoken languages, are also provided through bilingual staff, university personnel and community volunteers which help build relationships with our parents.

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 ESOL Department of Escambia District Schools hosts various events throughout the school year to involve the parents. In addition, the ELL Parent Leadership Council (PLC) meets to ensure that ELL parent needs and concerns are being addressed. The district ESOL Department works in cooperation with other community agencies to provide additional services. These agencies and services include English language classes provided by Pensacola State College, immunization and health service information provided by the Escambia County Health Department, immigration information provided by a local immigration program specialist through Catholic Charities of Northwest Florida and pre-school information provided by the Escambia District Voluntary Pre-K program. The ESOL center schools are encouraged to have an ESOL Open House at the beginning of the school year.

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.):

<http://escambiaschools.net/ESOL>

- ☒ 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; however, academic progress is communicated to parents through various methods such as parent/teacher conferences, phone calls and written communication.

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:

Escambia's PLC consists of a group of parents who are representatives of each ESOL Center and some non-center schools, curriculum coordinators, classroom teachers and itinerant teachers who are actively engaged in the education of their children. The PLC meets twice a year to share ideas and concerns affecting the ESOL or Migrant programs, ways to include their ideas in the ELL Plan in order for the ESOL program to better serve the education of ELLs, act as advocates for the program, recommend ideas and activities to promote parent involvement, and promote parent training and workshop opportunities. Members of the PLC are invited to represent the ESOL program on the School Advisory Council of each ESOL Center and are also invited to be a part of the Superintendent's Advisory Council meetings which meets twice a school year.

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. NA

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

At individual schools, ESOL parents are encouraged to participate in the School Advisory Council. ESOL parents are invited to participate in other organizations at the school that involve the parent, student and teacher. Parents of ESOL students are encouraged to take part in ESOL Committee meetings and/or parent conferences. ESOL parents are made aware of all English training that is offered locally. When needed, interpretation/translation services are provided for the parents at all meetings. The PLC makes recommendations for the development of the District ELL Plan. The officers also review and approve the District ELL Plan prior to it being submitted for School Board and State DOE approval.

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

The PLC reviews the district ELL plan after the plan has been created by the district ESOL department. During the PLC meeting, members of the PLC discuss various sections of the plan and offer any revisions that might need to be made and/or additions or deletions. Translators are available to provide language assistance and clarification. The chairperson of the PLC signs the document stating the PLC is in agreement with the district ELL plan. Then the plan is sent to the Escambia County School Board for approval.

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.

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. Prior ESOL training can be used and documentation is maintained in the teacher's personnel file. Staff members in the Office of Certification 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. Staff who have passed the ESOL K-12 subject area exam will assist individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification.

The Escambia County Office of Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. Notifications of ESOL training opportunities are posted on the district professional learning website and district administrators and classroom teachers are notified by email. The process is documented through FOCUS electronic files and maintained in the teacher's personnel file. A teacher on special assignment (TSA) will schedule, monitor and coordinate the inservice training. 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 Escambia County District Office of Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. Notifications of ESOL training opportunities are posted on the district professional learning website and district administrators and classroom teachers are notified by email. The process is documented through FOCUS electronic files and maintained in the teacher's personnel file. A teacher on special assignment coordinates, schedules and monitors all ESOL training presented on the district and school levels.

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 is notified of training requirements and opportunities by posting the ESOL training schedule on the district's Professional Learning website and by sending the ESOL training schedule to administrators and classroom teachers by email. The process is documented through FOCUS electronic files and maintained in the teacher's personnel file. A teacher on special assignment (TSA) will schedule, monitor and coordinate the inservice training.

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

The principal reports Category I teachers who are out of field to the Certification Office of the Human Resources Department who are then reported to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents in their 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 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 content area teachers of math, science, social studies and computer literacy, these teachers are not considered out of field and a notification letter or school board approval is not 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 LEA provides the 60-hour ESOL training requirements for school administrators by providing the appropriate training opportunities through blended learning training model once every two years and based on need as determined by the Principal's Pool Coordinator. A teacher on special assignment is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based administrators. Administrators, including principals, assistant principals and school-based curriculum coordinators have three years from school leadership assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through in-service electronic records and maintained in the personnel file.

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

The LEA provides the 60-hour ESOL training requirements for school counselors by providing the appropriate training opportunities through blended learning training model once every two years and based on need as determined by the Coordinator of Guidance Counselors. A teacher on special assignment is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based counselors who have three years from school assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through in-service electronic records and maintained in the personnel file.

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

ELL and content area teachers, as well as school administrators and teacher assistants, are informed of supplemental ESOL training through the Escambia County District Office of Professional Learning. Staff can sign up for courses or activities that are provided by the school district, DOE or WIDA facilitators. Although these courses cannot be used toward the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

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.

NA

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 teacher assistant 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, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests; becoming a member of the ELL Committee and actively participating in developing the student plan; assisting the ELL Committee chairperson and the ESOL itinerant 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.

Bilingual teacher assistants are provided with inservice on an ongoing basis during pre-planning, orientation, early release days, summer ESOL institute and the ESOL Department's quarterly 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 records 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.

Applicants for bilingual teacher assistant positions at school sites must pass an oral and written screening or show language fluency through an interview in one of the following languages: Spanish, Vietnamese, Tagalog, Arabic or Chinese. These languages are representative of the top languages spoken by English language learners in our district.

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

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 meeting must be convened annually to re-evaluate the student's progress toward English language proficiency, and then accordingly determine if extension of ESOL services is needed. The ELL Committee meeting must be held 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. This same procedure must be completed each year thereafter (year 4, 5 and 6).

Any student being considered for extension of services must be assessed on at least one department approved assessment. The assessment shall be administered no earlier than thirty (30) school days prior to the student's DEUSS anniversary date and covers all four 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 ESOL teacher is responsible for initiating a new Student ELL Plan, providing the data specialist with the student data to enter into FOCUS. 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
IPT
WIDA screener

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
IPT
WIDA Screener
FSA ELA