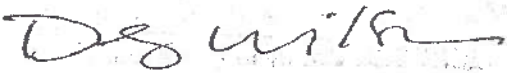



THE SCHOOL DISTRICT OF ESCAMBA COUNTY CURRICULUM AND INSTRUCTION SCHOOL BOARD AGENDA EXECUTIVE SUMMARY		Item Number: V.b.1. B.2.	
TITLE District English Language Learners (ELL) Plan 2016-2019		SUBMITTED BY: Denny Wilson, Director, Continuous Improvement	
PERIOD OF GRANT/CONTRACT/REQUEST N/A	FUNDING SOURCE N/A	PROJECT COORDINATOR AND DEPARTMENT Denny Wilson, Director, Continuous Improvement	
AMOUNT OF FUNDING REQUEST - <i>Is amount more, less or same as last year? (Explain differences at end of Purpose section if additional space is required.)</i> N/A		TOTAL PROJECT - <i>Is the amount more, less or same as last year?</i> N/A	
PURPOSE: The purpose of the District English Language Learners (ELL) Plan is to provide a description of the process and procedures which will be followed for all applicable statutes, rules, regulations, and procedures for program and fiscal control to ensure proper accountability.			
IMPLEMENTATION PLAN The District ELL Plan will be distributed to administrators, teachers, guidance counselors, and parents throughout the district. The process and procedures that are described in the District ELL Plan will be followed in all schools in the district. The ESOL department will update and train school personnel in the process and procedures of the District ELL Plan and will assure compliance through monitoring and oversight.			
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.1.2. Increase the percentage of students scoring proficient on statewide standardized assessments.			
DIRECTOR 		DATE 3/22/17	
ASSISTANT SUPERINTENDENT 		DATE 4/6/17	DATE OF BOARD APPROVAL

Revised: June 2016

Retention: 5 years

2016-2019

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
(February 2016)

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE NO. EMAIL ADDRESS
Escambia	Denny Wilson, ESOL Director		850-469-5327 dwilson2@escambia.k12.fl.us
(4) MAILING ADDRESS: 30 E. Texar Dr. Pensacola, FL 32503	(5) PREPARED BY: (if different from contact person) First Name: Ramona Last Name: Wright Linda Zeiler, Arlene Costello Mailing Address: 30 E. Texar Dr. 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, Malcolm Thomas, 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: Lidia Avelar			
Contact Information for District PLC Chairperson: Mailing address: 8460 Varce Ave. Pensacola, FL 32534 Phone Number: (850) 454-5486			
Date final plan was discussed with PLC: Feb. 14, 2017			
Signature of the Chairperson of the District PLC	Date Signed by PLC Chairperson	02-16-17	

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION

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

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

By signature below, I, 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.

Superintendent's Signature

Date Signed

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

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

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs).

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? The HLS is available in English, Arabic, Chinese, Spanish, and Vietnamese.

All students are given the same online forms. Some forms are translated into other languages.

Into what languages are the HLS translated?

The HLS is translated into Arabic, Chinese, Spanish, and 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?

Immigrant Students

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 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.

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 first 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.

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 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.

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
- ESOL Teacher & ESOL/Migrant Guidance Counselor
- Other (Specify)

2. Listening and Speaking Proficiency Assessment

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

Escambia County schools use IDEA 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 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 bi-weekly in the district office to identify any students who have not been screened.

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

If a student in Grades 3-12 scores English proficient on the Listening and Speaking assessment, the student is given a reading and writing test. If a K-2 student scores proficient on the IPT oral, he/she is considered fluent English speaking and does not qualify for ESOL services.

Reading and Writing Proficiency Assessment

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

IDEA IPT 2-Reading and Writing
The WIDA Screener may be used in the future.

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

A committee meeting is called to explain to the parents why the student was not tested within the 20-day period.

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?

Students who are referred to the ELL Committee may be placed in the ESOL program based on: (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; and (5) IPT test results. A written explanation is given as to why the student was or was not placed in the ESOL program.

<http://ecsdf.schoolloop.com/file/1316353026682/1346921369325/696467231309460837.pdf>

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, read, and 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.

<http://ecsd-fl.schoolloop.com/esol/teacher>

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.

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 determine 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 earn credit for courses completed in another country where the course is similar in scope and sequence but may have a different course title. For example, 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 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. Guidance counselors attend monthly district meetings. The district ESOL office has a copy of "Cultural Portraits Guide" that is used to help understand the different educational and grading systems from other countries. 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 after having been either in another LEA, state, or country. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Moving from one Florida LEA to another:

If the ELL student has been withdrawn from Escambia County longer than one year and/or the student is due to be re-evaluated based on the date he/she entered a U.S. school, then an IDEA IPT test will be administered to the ELL who has an affirmative response on the HLS and who was enrolled in the ESOL program in another Florida LEA at the time of re-entry/registration into a school in Escambia County. All identification and placement procedures will be followed. A student re-entering Escambia County within one year would not need to be re-assessed. However, an ELL committee would meet to identify, place, and update/complete information and test date for the yellow ESOL folder. 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. Time in the program (based on Date Entered U S School - DEUSS date) and weighted FTE funding (based on time in a FL school) would continue to be calculated consecutively for re-evaluation, extension of services, and funding.

Moving from another state to Florida LEA:

Previous Escambia County School District Student

If the student was out for less than 6 months, continue the original record. The student will not need to be re-assessed. An ELL committee meeting would be held to identify, place, and update/complete Student ELL Plan based on all prior test data and documentation. Time in the program based on the DEUSS would continue to be used for re-evaluation purposes and extension of services. Enrollment in the ESOL program in Florida would be calculated to determine weighted FTE.

If the student is re-entering the district and it has been over 6 months:

A student will be re-assessed using the IPT IDEA Proficiency Tests. The test information will be entered on the ELL tab. If the student meets criteria for placement, an ELL Committee will meet and update information in the ESOL yellow folder in order to create a new student plan. The original classification and entry date should be used. If the student does not meet criteria to receive ESOL services, an ELL Committee will convene to discuss student's exit from the program. The basis of exit will be entered in FOCUS as "L"/"Z". A committee form and update form will be completed. The student will be coded as "LF" in FOCUS.

Moving from another country to Florida LEA:

A student who re-enters an Escambia County District School within one year would not need to be re-assessed for ESOL. An ELL Committee meeting would be held to identify, place, and update/complete the Student ELL Plan based on all prior test data and documentation. However, if the student had been an ESOL student and moved to another country and returned over a year later, then a new IPT oral test would be administered. In both situations student information will be updated in FOCUS. Time in the ESOL program will be calculated for purposes of re-evaluation, time in the program and extension of services. The calculations are based on the DEUSS date and the enrollment records.

If the student is entering an Escambia County District School for the first time from another country, the parents/guardians and school would follow the procedures outlined for all new students who answer "yes" to any of the three questions on the Home Language Survey. Students born outside the U.S., District of Columbia, or Puerto Rico will also be coded as immigrant students.

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 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 each year. 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 ELL Student Plan is located in the yellow ESOL folder. The student's current schedule, committee meeting forms, IPT test, ACCESS 2.0 and FSA information, programmatic assessment form, parent placement/continuation letter notification, HLS, referral and eligibility forms are included in the ESOL yellow folder. The 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://ecsd-fl.schoolloop.com/file/1316353026682/1346921369325/59333945862996929.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 appear in the current Florida Department of Education (FDOE) Database Manuals. (Check all that apply.)

X Sheltered - English Language Arts

X 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.

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 approach 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.

ELL elementary and secondary students attending non-ESOL centers are in a mainstream/inclusion program for all classes and programs. However, the itinerant teachers provide support, materials, and strategies for ELL students and teachers on a scheduled basis to

maximize impact. The students receive basic ESOL instruction with the goal of assisting the ELL student in the acquisition of English listening, speaking, reading, and writing. Additionally, the student will receive instruction using ESOL strategies aligned to the Florida State Standards, English Language Development Standards, and grade level curriculum for all other subject areas. The instructional period will be equal in time, scope, and sequence to non-ELL students. Teachers will document instructional strategies and ELD Standards in their lesson plans.

The principal at each school is responsible for the ESOL program at that school. The principal and/or the designee is responsible for ensuring these instructional models are implemented with fidelity.

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 current student schedule is part of the individual student ELL plan. The student schedule indicates the amount of Language Arts, reading, and core subject course instruction equal in quality, scope, and sequence to that instruction received by non-ELL students. ELL students will have the same opportunities as non ELL students to enroll in all courses offered by Escambia County School District. The principal of each school will monitor classrooms and teachers to ensure instruction is comprehensible and meaningful to the ELL student and that lessons are aligned to the Florida State Standards and the English Language Development Standards. Each principal is responsible for the ESOL program located in their individual school. Administrators and guidance counselors will ensure that ELL students are properly placed and monitored in order to achieve academic success. The district ESOL staff conducts regular meetings with the ESOL teachers to update training and procedures for the program.

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

State and local assessment data are used to determine the effectiveness of the instructional models used in Escambia County. District and school staff analyze English language proficiency assessment results as well as progress monitoring and state assessment scores to ensure students are making progress toward becoming English language proficient and achieving academic success.

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

ELL students have the same rights and equal access to all programs and facilities as non-ELL students. The district ESOL staff and ESOL teachers serve as advocates for ELL students and their families in order to ensure equal access to all programs.

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.

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 approach 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.

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

How do the LEA and school(s) verify the delivery of comprehensible instruction to ELLs? What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

Teachers are offered ESOL training opportunities throughout the year to increase their knowledge and skills. School based administrators and/or the designee are responsible for classroom observation and reviewing lesson plans. The school based administrator and guidance counselor are responsible for placement of ELL students to ensure they have equal access to all academic programs as well as extracurricular activities as the non-ELL students. Students are placed with ESOL endorsed teachers or teachers working toward the ESOL endorsement. The school based administrator is responsible for monitoring the classroom teacher and documenting that the delivery of instruction is comprehensible to the ELL student. It is the responsibility of the school based administrator to review and monitor lesson plans for the inclusion of ESOL instructional strategies and English Language Development Standards.

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) FSA, ACCESS for ELLs 2.0, EOC exams

Other (Specify) Progress monitoring tools may include, but are not limited to; MAP (Measures of Academic Progress), DAR, Imagine Learning English, Achieve3000, Istation

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://escambiaschools.net/file/1377670194342/1289140583901/7415127484495526435.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.

The ESOL teacher collaborates with administrators, general education teachers, guidance counselors, paraprofessionals and parents to determine if a student is eligible for the Good Cause Exemption. If a student meets the qualifications for the exemption the paraprofessional will translate the information 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 ELL Committee members would 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 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:

Statewide content area assessments:

All ELL students will participate in the statewide content assessments unless stated differently and documented on an ELL Committee Meeting Form that is placed in the yellow ESOL folder. The ESOL Director works with the Director of Evaluation Services, the principals, and all 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 annually. 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 statewide assessment 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 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.

ACCESS for ELLs assessment programs:

All active ELL students (coded LY) will participate in the annual assessment of ACCESS 2.0.

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)?

The guidance counselor(s) and/or ESOL contact/teacher at each school is responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements).

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. Parents are notified of testing prior to the assessment dates. Student score reports indicating the performance level of the student as well as interpretive guides explaining the score reports are distributed to parents. These guides are available in multiple languages. Parent/teacher conferences may be convened 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 for ELL Students in KG to 2nd Grade

For students taking the ACCESS for ELLs 2.0 assessments, the English language proficiency level shall be 5.0 composite score or greater and at least 4.0 in all domains: listening, speaking, reading, and writing. For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater.

The ESOL teacher gives the data specialist the exit date, basis of exit, and the change of the ELL code to LF.

Exit Criteria for ELL Students in 3rd to 12th Grade

For students taking the ACCESS for ELLs 2.0 assessments, the English language proficiency level shall be 5.0 composite score or greater and at least 4.0 in all domains: listening, speaking, reading, and writing. For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater AND must score Level 3 or above on the FSA ELA test, FCAT 2.0 reading or FSAA. The ESOL teacher gives the data specialist the exit date, basis of exit, and the change of the ELL code to LF.

Alternative Exit Criteria for ELL Students in 10th to 12th Grade

The ELL student must score at the Proficient Level on all domains of ACCESS 2.0, AND must have a passing Developmental Scale Score of 245 or above on the FSA ELA or a score on the ACT or SAT that is concordant with the passing scores on the FSA ELA.

The ESOL teacher gives the data specialist the exit date, basis of exit, and the change of the ELL code to LF.

ELL Committee as Basis of Exit

ELL Committee minutes must be written and filed in the student's ELL Student Plan and copies must be provided to the parents in their native language, if feasible.

An ELL Committee may recommend that the student be exited from the program with consideration of scores from ACCESS 2.0, FSA ELA (grades 3-12), IDEA/IPT LISTENING and SPEAKING and/or IPT READING & WRITING (grades 3-12) AND at least two of the following criteria:

- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards
- Grades from the current year or previous years
- Test results other than the aural-oral and reading/writing tests
- Extent and nature of prior educational and social experiences and student interview
- Written recommendation and observation by current and previous instructional and supportive services staff

Exit Criteria for ELL/ESE Students

- ELL/ESE students who do not meet the exit criteria may be referred to the ELL Committee for further review and will exit the program only if the ELL Committee determines the student no longer needs ESOL services.
- The details of the ELL Committee decision will be documented on the ELL Committee Minutes form.

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

X School/LEA based testing administrator

X ESOL Teacher/Coordinator

X Other (Specify) Guidance counselors

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

ELL student assessment data is analyzed before exit decisions are made for students. A student would be referred to the ELL committee for exit from the ESOL program if he/she is proficient in the area of listening, speaking, reading, and writing on ACCESS for ELLs 2.0 and/or ELA section of FSA. A student would be considered proficient on ACCESS for ELLs 2.0 if they had an overall minimum proficiency level of 5.0 and a minimum proficiency of 4.0 in each one of the four language domains (listening, speaking, reading, and writing) or an overall proficient score of P1 on the Alternate ACCESS for ELLs. In addition to these scores, a student in grades 3-9 must also have a passing score on FCAT reading, FSA in ELA or FSAA (Florida State Alternative Assessment). Students in grades 10-12 must also have a passing score on FCAT Reading, FSA in ELA, or FSAA sufficient to meet applicable graduation requirements, or an equivalent concordant score consistent to 1008.22, FS.

An ELL committee can 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. The ELL committee would review the student's academic and English language proficiency record and must select 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/or heritage language according to the state or national criterion-reference standards, if any.
- d. Grades from the current or previous years; and,

- e. Test results from the tests other than the statewide assessments (FSA, ACCESS for ELLs 2.0, FCAT 2.0, EOC, etc.)

If a majority of the ELL committee determines that the ELL student is proficient, then the student is exited from the ESOL program.

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

ELLs can be referred for exit from the ESOL program at any time during the school year; however, since ACCESS for ELLs 2.0 and FCAT 2.0/FSA ELA data are normally used as the instruments to make the exit decisions, this data is typically received during the summer. Exit decisions would be made after all assessment data has been analyzed and classroom academic status is reviewed.

The Pupil Progression Plan in School Board policy makes provisions for students (including ELLs) who are considered for mid-year promotion based on academic status and assessment data analysis.

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 Teacher
- Updating the student ELL plan? ESOL Teacher
- Reclassification of ELL status in data reporting systems? ESOL Teacher gives the updated information to the data specialist.

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
- X 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 ELL committee is convened when an LF student is not making adequate academic progress. Before considering reclassification, the committee must determine that the student's academic deficiencies are due to limited English proficiency and premature exit. If not, other alternative programs need to be considered. The committee reviews the student's classroom performance, norm-referenced test scores, and English language proficiency to determine if reclassification into the ESOL program is necessary. If it is determined that the student needs to be reclassified, a new ELL student plan is created and the data specialist enters the student information into FOCUS.

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 contains all of the ESOL documents and it is placed in the student's cumulative folder. District ESOL staff attend monthly data specialist meetings to provide guidance and answer questions.

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

A copy of the ELL plan will be available at each school for parents and stakeholders to access at any time. Copies of the District ELL Plan will be available at district-wide parent involvement nights and an electronic copy will be posted on the district ESOL website.

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

Copies of the District ELL Plan are distributed to the principals of each school. A link to the District ELL Plan is also on the Escambia District Schools' ESOL website. 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. Each administrator and guidance counselor signs an agreement stating they have received it and will implement the plan at their respective schools.

Section 8: Parent, Guardian, Student Notification and Rights

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

When a parent needs assistance in their home language, a school representative will contact the district ESOL office to request an interpreter. When possible, an interpreter is provided to assist the parents in their home language at the time of registration, ELL Committee meetings, Parent/Teacher conferences, and any other meetings that involve the parents. Many documents, school notices, and forms are translated into Spanish, Vietnamese, Chinese, and Arabic which are the most common languages spoken by ELLs in Escambia County Schools. Also, many parents of ELLs obtain their own interpreter when needed. The only time an interpreter is not provided is when it is clearly not possible.

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, such as ESOL Open House, ESOL Family Night, and holiday lunch. In addition, the ESOL Parent Leadership Council 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 Florida Department of Health in Escambia County, immigration information provided by a local immigration program specialist through Catholic Charities of Northwest Florida, and pre-school information provided by the migrant program and 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. Title I offers parent activities during the year to inform and educate parents on skills required to master state assessments. Translation/Interpretation services are provided when feasible.

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

- Delay in language proficiency testing
- Results of language proficiency assessment [Escambia District ESOL Website](#)
- Program placement [Escambia District ESOL Website](#)
- Program delivery model option(s) [Escambia District ESOL Website](#)
- Extension of ESOL instruction [Escambia District ESOL Website](#)
- Exit from ESOL program [Escambia District ESOL Website](#)
- Post-reclassification of former ELLs monitoring

- Reclassification of former ELLs
- X State and/or LEA testing Escambia District Evaluation Services
- X Accommodations for testing (flexible setting) Escambia District Evaluation Services
- X Annual testing for language development Escambia District Evaluation Services
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)
- X Exemption from FSA in ELA for ELLs with DEUSS less than one year
- X Retention/Remediation/Good Cause Escambia District School Board Policy
- Transition to regular classes or course change
- 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 Escambia District School Choice
- X Registration forms and requirements Escambia District School Registration
- X Disciplinary forms Code of Conduct
- 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) Placement/Continuation letter

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

The ESOL district staff is working with the district FOCUS team to create report cards in other languages. Currently, 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:

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?

Each ESOL Center PLC representative is invited to represent the ESOL Program on the School Advisory Council. The Chair of the District PLC is also invited to the Superintendent's School Advisory Council meetings. In addition, parents are invited to participate in school committees.

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

The LEA PLC provides input during the development of the ELL Plan. The LEA PLC reviews the District ELL Plan at a PLC meeting. Upon completion of the review by the members of the PLC, the chairperson signs and approves the District ELL Plan.

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

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

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

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

Category I teachers are notified of training requirements and opportunities by posting the ESOL training schedule on the District's Professional Learning Department website, and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email. A teacher on special assignment is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels. The process is documented through electronic files and traditional means, such as hard copies of ESOL Training Schedules and documents mentioned above.

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.

Content area teachers of math, science, social studies and computer literacy are notified of training requirements and opportunities by posting the ESOL training schedule on the District's Professional Learning Department website and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email. A teacher on special assignment is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the district and school levels. The process is documented through electronic files and traditional means, such as hard copies of ESOL Training Schedules and documents mentioned above.

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 are notified of training requirements and opportunities by posting the ESOL training schedule on the District's Professional Learning Department website and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email. A teacher on special assignment is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels. The process is documented through electronic files and traditional means, such as hard copies of ESOL Training Schedules and documents mentioned above.

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

1. The principal reports Category I teachers who are out of field to the Certification Office of the Human Resources Department.
2. Category I out of field teachers are reported to the School Board for approval and a notification letter is sent to ELL parents in native language, unless clearly not feasible.
3. Upon approval by the School Board, approved ESOL core courses are assigned to English Learners, thus claiming FTE 130 for core courses.

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 a 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. The process is documented through electronic files and traditional means, such as hard copies of ESOL Training Schedules and documents mentioned above.

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 Guidance Counselors by providing the appropriate training opportunities through a blended learning training model once every two years and based on need as determined by the Coordinator for Guidance Counselors. A teacher on special assignment is responsible for coordinating, issuing, monitoring, and tracking the notifications of all training requirements for Guidance Counselors. The tracking system is conducted electronically through the Professional Learning management system, Skyward, and FOCUS as well as by traditional means such as hard copies of training attendance.

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 supplementary professional development offered by the LEA to ensure that instructional staff members are informed of English Language Development (ELD) Standards and best practices include: 1) district and school-based training on ELD Standards, scaffolding and differentiated instructional strategies, assessment, ACCESS 2.0, and grading policies according to the Escambia School District Student Progression Plan, 2) a Multicultural Conference for teachers of English Learners where best practices are the focus, 3) providing and supporting opportunities for professional learning communities, and 3) providing information and supporting opportunities to attend local

and state TESOL and other TESOL related conferences. When appropriate, a district ESOL staff member attends the International TESOL Conference to stay abreast of current standards and best practices teaching English to Speakers of Other Languages.

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.

All bilingual paraprofessionals are required to meet the requirements as outlined in the Every Student Succeeds Act (ESSA) of 2015. In addition, bilingual professionals may be required to take a language test. The bilingual paraprofessional's job description is listed on the Educational Support Professional page of the School District of Escambia County website as Teacher Assistant Bilingual.

http://www.escambia.k12.fl.us/Employment/PDF/ESP_JDESC/TEACHER_ASSISTANT_-_BILINGUAL.PDF

The primary assignment of the bilingual paraprofessional is to provide supplementary support to ESOL teachers and teachers of ELs by working with ELs in small group instruction in order to improve English Learners' English language proficiency and academic achievement.

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

Bilingual paraprofessionals are invited to participate in all district training and ESOL in-service and conferences, such as the summer ESOL Institute held annually at the beginning of the school year and the ESOL Department's Quarterly Professional Learning Community meeting. Documentation of training is maintained through the Professional Learning management system and through traditional means, such as hard copies of training components and attendance.

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

- 1) The bilingual paraprofessional responds to interview questions in English. Members of the interview panel rate the bilingual paraprofessional's proficiency in English.
- 2) The bilingual paraprofessional translates a parent letter into the target language. An ESOL staff member proficient in that target language rates the translated letter.

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

The assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements is included as an Appendix to this ELL Plan.

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.

All ELL students who have been enrolled in an ESOL program for three years (based on date student entered a United States school -DEUSS), will be reevaluated annually to assess the student's progress towards English language proficiency. An ELL committee must be held to review the student's progress and assessment data is documented on the ELL Committee Meeting form. This meeting must be held on or no earlier than 30 days prior to the third anniversary of the student's DEUSS date (Date Entered a U.S. school). This same procedure must be completed each year thereafter (year 4, 5, and 6).

ELL students who are being considered for extension of services after their third year in ESOL must be assessed by WIDA ACCESS 2.0 as well as the FSA ELA. If the student's DEUSS date is before October 1, then the WIDA ACCESS 2.0 scores will be sufficient. However, if the student's DEUSS date is after October 1, then the IDEA IPT would be required for re-evaluation.

If the majority of the ELL committee determines the ELL student is not proficient after reviewing the assessment data, the student will continue to receive ESOL services. The committee recommendation will be documented on the ELL Committee Meeting form. The form will be placed in the yellow ESOL folder.

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.

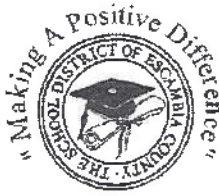
Name of Listening and Speaking Assessment(s):	CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IDEA Oral Language Proficiency, Test IPT I	K-Initial	26		
IDEA Oral Proficiency, Test	K-2	43		
IDEA Oral Language Proficiency	3-6	61		
IDEA Oral Language Proficiency, Test IPT II	7-12	71		

1. (A raw score represents the number of points a student received for correctly answering questions on a test.
2. A scale score is a raw score that has been converted to a scale. The conversion table provided by the test publisher should be used to report the scale score if the test results are not provided in terms of a scale score.
3. A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

Reading and Writing Proficiency Assessment

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

IDEA IPT 2 Reading and Writing
 IDEA IPT 3 Reading and Writing
 WIDA ACCESS 2.0
 FCAT 2.0/FSA ELA



SCHOOL DISTRICT OF ESCAMBIA COUNTY

75 NORTH PACE BOULEVARD, PENSACOLA, FL 32505
PHONE 850/432-6121. FAX 850/469-6379
www.escambia.k12.fl.us
MALCOLM THOMAS, SUPERINTENDENT

February 6, 2017

To: The Student Achievement through Language Acquisition Bureau
Florida Department of Education
Tallahassee, Florida

Letter of Assurance

I, Malcolm Thomas, do hereby certify that the School District of Escambia County is in compliance with all ESOL training requirements.

Malcolm Thomas

02/06/17

Date Signed