

District English Language Learners (ELL) Plan 2022-2025

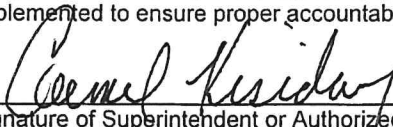
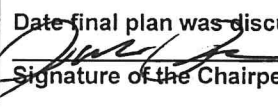
**Contact Person: Carmel Kisiday
LEA: Charlotte County Public Schools
Email: carmel.kisiday@yourcharlotteschools.net
Phone: 941-255-0808**

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Charlotte County Public Schools	Carmel Kisiday/Director of Elementary Learning	941-255-0808 Carmel.kisiday@yourcharlotteschools.net
(4) MAILING ADDRESS: Division of Learning Murdock Center 1445 Education Way Port Charlotte, FL 33948	(5) PREPARED BY: (If different from contact person) First Name: Ellen Last Name: Harvey Mailing Address: 1445 Education Way Port Charlotte, FL 33948 Phone No: 941-255-0808	
(6) CERTIFICATION BY SCHOOL DISTRICT		
<p>The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.</p> <p>I, Steve Dionisio, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Signature of Superintendent or Authorized Agency Head </div> <div style="text-align: center;"> 5/18/22 Date Signed </div> <div style="text-align: center;"> 1/13/22 Date of Governing Board Approval </div> </div>		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
<p>Name of Chairperson representing the District ELL PLC:</p> <p>Contact Information for District PLC Chairperson: Mailing address:</p> <p>E-mail Address: Phone Number:</p> <p>Date final plan was discussed with PLC:</p> <div style="display: flex; justify-content: space-between; align-items: flex-end;"> <div style="text-align: center;">  Signature of the Chairperson of the District PLC </div> <div style="text-align: center;"> 5/18/22 Date Signed by PLC Chairperson </div> </div>		

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, Stephen Davis do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



Superintendent's Signature



Date Signed

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

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

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

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

All students enrolling in Charlotte County Public Schools are required to fill out a registration packet. The school Data Processor enters on the District mainframe all student demographic information, including native language, country of birth, immigrant student and date of entry into US school, provided by parent/guardian during the registration process. Upon completing the form, all students whose parents or guardians answer "Yes" to one or more of the three questions from the Home Language Survey,

(a) Is a language other than English used in the home?

(b) Did the student have a first language other than English?

(c) Does the student most frequently speak a language other than English?

are referred to the ELL contact for assessment and possible placement in the ELL program. At this time, parents must be provided with information explaining the program.

Into what languages are the HLS translated?

The Home Language Survey is currently in English and Spanish but can be translated into any language using ULG translation.

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

ELL families are given assistance from bilingual school staff if needed for registration.

The registrar also has the ability to translate a document or connect with an interpreter via ULG Translation Services. The district website is available in any language.

How do you identify immigrant students?

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

(A) are ages 3 through 21; and

(B) were not born in any State, the District of Columbia or Puerto Rico; and

(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

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?

Upon registration, the parents/caregivers complete the HLS which contains the question related to when their child first entered a US school in grades K-12. This date provided by the parents becomes the student's DEUSS date. 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://www.yourcharlotteschools.net/cms/lib/FL02211872/Centricity/domain/4030/forms/4.pdf>

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

1. English Language Proficiency (ELP) Assessment

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

☐ Registrar

☐ ESOL Coordinator/Administrator

X ☒ Other (Specify) School Counselor, School ELL contact, ELL paraprofessional, or ELL 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.

Charlotte County Public Schools uses the WIDA online Screener and WIDA Kindergarten Screener for assessment. The WIDA Screener automatically calculates the student's score in Listening and a Local ELL person rates the Speaking section. Upon completion of the screener assessment, students that score a 4 in reading and a 4 overall are exempt from the ELL program.

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

If the student answers yes on the HLS, the registrar gives the HLS data to the ELL contact. The ELL contact will review forms daily, schedule the assessment, record test results and then email both the teacher and registrar of completed testing to ensure that the listening and speaking test is conducted within 20 days of enrollment. All students who are not proficient on the Listening and Speaking (L/S) assessment qualify for ELL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assessment are determined as non-ELL (ZZ). Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment. If the

student enrolls at another time during the school year, parents must be notified within two weeks of ESOL placement.

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.

Charlotte County Public Schools uses the WIDA online Screener for assessment. The WIDA Screener automatically calculates the student's score in Listening and Reading, and a Local ELL person scores the Speaking and Writing sections. Upon completion of the screener assessment, students that score a 4 in reading and a 4 overall are exempt from the ELL program.

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?

An ELL committee is operational at every school in the district. This committee advocates for the best educational placement for all ELL students. The ELL committee members are identified yearly and consist of an administrator, guidance counselor, ELL staff, classroom teachers, other school staff as needed and the parent/guardian of the student. It is the responsibility of the ELL committee to make all decisions based on concrete data and what is in the best interest of the student. A decision cannot be made unless the majority of the members are in agreement with the decision. Each time the ELL committee convenes, the recommendations of the committee are recorded on the ELL committee/conference report form and logged into our student information system on-line. This form is signed and dated by all participants and filed in the student's ELL folder.

Documentation used to support the ELL committee's decisions include:

- Prior educational and social experiences
- Student interview
- Written recommendations and observations by current and previous instructional staff
- Level of mastery of basic competencies in English or home language
- Grades from the current or previous year
- Age Appropriateness

The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,

- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results other than the entry assessments

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.

ELL teachers and/or district ELL staff, together with guidance staff will review the education background of an ELL students to determine an appropriate grade level or subject area placement for the student. The background review includes some or all of the following:

- A review of prior academic/educational records from the foreign country.
- Interviews with parents or guardians and/or students regarding former schooling, achievement etc.
- Subject area testing
- Age/Grade appropriateness
- Social or emotional history and records
- Test records from other schools
- Other criteria deemed appropriate by local school personnel

Students with no prior education experience in grades K-8 are placed based upon age/grade appropriateness.

A transcript can be recreated and credit will be awarded for any 9-12 grade students based upon interviews with parents or guardians and/or students regarding former schooling, achievement etc. Students may also be awarded credits after completing an end of course assessment with a passing grade. CCPS takes the following steps for students whose records are incomplete or unobtainable:

- Before testing, school guidance counselor will contact previous school to determine if student was in an ELL program.
- Review report cards, information on prior programs and other records parents may bring to registration.
- If no records are found, the HLS indicates necessary screening and decisions are made according to results and age appropriateness.

Grade Level and Course Placement Procedures – Grades 9-12

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

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

Students must have documentation of completed courses in order to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken may be transferred as waivers following the guidelines outlined in the Student Progression Plan approved by the School Board.

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

Guidance Counselors and district ELL staff are responsible for evaluating foreign transcripts. They are ELL certified and trained. Documentation is collected and maintained in the green folders, the cum folders, and FOCUS, our data management system.

Re-evaluation of ELLs that Previously Withdrew from the LEA

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

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

For LYs transferring from one school district to another within six months, no new assessment is necessary and ESOL services continue as indicated by previous school records. All original reporting data stays the same. For out of state LYs new to FL, DEUSS date stays the same, but HLS, entry, classification date are change to reflect Florida services. For students new to the country DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry must be reported. DEUSS date can never be after the classification and entry dates.

ELL Student Plan Development

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

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?

Please include a link to the ELL Student Plan.

The ELL teacher and/or ELL Contact at each site are responsible for creating the student ELL plan. The plan is located on our FOCUS Management System and is updated at the beginning of every year or created as the student enters school. The progress monitoring data is listed, as is achievement test data, and the students' most recent schedule, goals and accommodations. The ELL teacher, the ELL contact at each school site, as well as the Principal is responsible for ensuring the ELL Plans

are updated. For Exceptional Student Education (ESE) students an IEP and ELL Committee meeting is held to develop an IEP and ELL plan that meets all of the needs of each individual student. Parent notification is embedded in the process to notify parents/guardians of the placement of the ELL in the ELL program as well as all other aspects of the child's education. CCPS contracts with ULG to provide translation in several languages. In addition, the ability to use Google Translate exists to provide notification in several languages.

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

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 ELL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the screener. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

ELL plans are student specific and confidential. They cannot be shared.

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.

Charlotte County Public schools' ELL program addresses the individual academic, linguistic and cultural needs of the students. The primary objective of the program is to develop the students' English skills in listening, speaking, reading, writing, and content area comprehension.

Charlotte County has three ELL high school sites and one middle and elementary school that use the Sheltered English Language Arts model of instruction. The schools each have one ELL teacher. Whenever possible, bilingual paraprofessionals are scheduled to assist in ELL classroom. All of the other core academic classes instruct students within the mainstream with teachers who have or will receive the appropriate training in compliance with the Consent Decree.

Most elementary and middle schools in the district serve students in a Mainstream/Inclusion English Language Arts Model and Mainstream/Inclusion Core/Basic subject areas. The students are placed with a teacher who is endorsed or certified in ELL or who is appropriately trained in compliance with the Consent Decree.

Charlotte County Public Schools enforces highly qualified certification to work with striving students in any area. CCPS ensures the fidelity of all programs for ELL students both internally and within the classroom, and externally through administrative evaluations.

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

- ELL students receive instruction that is equal in amount, scope, sequence and quality as their language counterparts to all core subject areas. Although the standards/benchmarks (BEST ELA K-12 standards & NGSSS Social Studies & Science K-12) are the same, the method of delivery is commensurate with the students' level of English Language Proficiency.

- Limited English Proficient students at the middle and high schools are able to take appropriate grade level course work that provides them with the same opportunities to accumulate credits towards graduation. Credit is given towards fulfilling graduation requirement in Language Arts for each Language Arts through ESOL course completed satisfactorily.

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 math. 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?

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELLs. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model may be considered.

All teachers are responsible to include the Florida's BEST Standards and English Language Development Standards that are addressed in each lesson. Through the state progress monitoring assessments that are in place at the elementary, middle schools and high schools, teachers, school administration and district personnel are able to see student growth and trend lines of our ELL population. Coupling that progress monitoring data with our summative assessment data and the English Language assessment data (ACCESS for ELLs) – CCPS is able to ascertain the effectiveness of the instructional models in place. **ELL strategies must be documented in lesson plans to ensure that teachers are differentiating instruction by utilizing ELL evidence based strategies.**

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

Students in sheltered classrooms are offered the same opportunities for academic learning as their grade-level peers. Although some of the texts may differ, the content remains similar in order to meet the standards as District content area curriculum maps are used to guide instruction. The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The district ELL instructional specialist serves as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paras regarding equal access to all programs and services for ELLs.

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

To ensure the delivery of comprehensible instruction, teachers of ELL students must include the Florida's BEST Standards and English Language Development Standards that are addressed in each lesson. Teachers also include ELL strategies to ensure differentiation. In addition, LEP plans are available online through the FOCUS system.

How does 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.

Equal access to appropriate programming includes both access to intensive English language instruction and instruction in the basic subject areas of math, science, social studies and computer literacy which is:

- Equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.
- Documented in the form of an ELL plan with recommendations for the student's program of study.
- Comprehensible to the ELL given his/her level of English language proficiency.

To ensure the delivery of comprehensible instruction, teachers of ELL students must include the Florida's BEST Standards and English Language Development Standards that are addressed in each lesson. **Teachers also include ELL strategies to ensure differentiation.** In addition, LEP plans are available online through the FOCUS system. Ensuring this happens for each ELL student is the responsibility of the principal with input from the ELL Committee.

Ensuring that this happens for each ELL student is the responsibility of the principal with input from the ELL Committee (ELL teachers, teachers, guidance counselor, parents, student and other stakeholders).

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) iReady for Reading and Math K-8, USA Test Prep ELA, Science, Social Studies 7-12, State progress monitoring, district adopted materials assessment

☐ 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.
<https://www.yourcharlotteschools.net/Page/18019>

☐ 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.

As indicated in the district's Student Progression Plan, the Superintendent may exempt students in grade 3 from mandatory retention for good cause if ELLs have 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 in their native language.

ELL students in third grade at-risk for retention, who have been in the US for less than two years, are eligible for good cause promotion to fourth grade. The school administration along with the ELL Contact look at the student's portfolio and assessment data to determine which course of action would most benefit the student. An ELL Committee is held and parents are informed of the decision recommended by the school administration. The letter of invitation to the meeting as well as the meeting documentation form are sent home to the parents/caregivers. A copy of the forms is maintained as part of the district documentation.

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 convenes to discuss the decision to recommend the retention or promotion of any ELL students in these circumstances. The student portfolio and assessment scores, along with teacher input, are used to support the decisions made by the school administration, then forwarded to the Superintendent.

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

Statewide Assessment

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

All students, including ELLs, participate in statewide assessment(s). The District Testing Coordinator receives required training and is responsible for, and ensures that ALL ELLs participate in statewide assessment(s). The FOCUS portal and specifically LEP plan provides school administrators with a listing of the accommodations. The District office provides appropriate word to word glossaries, and procedural training necessary to follow district/state testing guidelines. The ELL Contact documents which ELL students will have flexible setting options and ensures that implementation occurs. For the ACCESS for ELLs assessment, all staff administering the assessment undergo training at the District and take the appropriate Testing Administrator Quizzes on the

WIDA (World-class Instructional Design and Assessment) ACCESS for ELLs training website. Accommodations for ELLs in the administration of Florida State Assessment, EOC and ACCESS for ELLs must follow the guideline as specified in the respective assessment manuals.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ESOL Coordinator works with the District Assessment Coordinator, School-based Assessment Coordinators and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

The ESOL contact assures that the accommodations for statewide assessment which are indicated in the state testing assessment manuals and 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 if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs: Students coded LY by the first day of the ACCESS for ELL test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS for ELLs is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

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

The testing coordinator (assistant principal) at each school site is responsible for ensuring and documenting that ELL students are provided the appropriate accommodations for the assessment. The school site testing coordinator works in conjunction with the ELL contact, guidance counselor, ELL teacher, and the LY para-professional to make sure that students receive the correct accommodations. The parents are notified of the different testing accommodations in a letter sent by the ELL teachers. Parents may choose flexible setting as the best testing option for their child.

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

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting during testing. Parent 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. Parent communication can be translated from our district website into any language.

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, 1, 2 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 Florida State Assessment 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 Florida State Assessment ELA of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

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

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

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) ELL Contact

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

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

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

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

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

The school's ELL Contact or School Counselor is responsible for monitoring the LFs. After exit, the student is monitored for a two-year period. A follow up report is generated at the District office for use in monitoring the progress of former ELL students (LFs) by reviewing grades and overall performance. The ELL Contact/School Counselor reviews information and enters the information on FOCUS.

Conducting the follow-up performance of former ELLs?

The ELL Contact/School Counselor, Classroom teachers, and ESOL teachers review information and enters the information in FOCUS.

Updating the student ELL plan?

The ELL Contact/School Counselor reviews information and enters the information in FOCUS.

Reclassification of ELL status in data reporting systems?

The ELL Contact/School Counselor and district MIS staff enters information in FOCUS.

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) Attendance

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 time 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 is:

- a) Student is referred to the ELL Committee.
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida's BEST Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and

language acquisition proficiency.

- c) ELL Committee may determine that the student continues in the regular program.
- d) ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY and re-entered into the program or be referred for further evaluation..

The ESOL Resource Teacher or school counselor is responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the mainframe and ensuring the appropriate placement after the student has been assessed. Original student data stays the same. The student may be reported in the ELL program for an additional year, or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

Compliance of ELL Plan and Student Performance

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

ESOL Teacher/Coordinator monitors student progress. Targeted skills identified during initial testing, ACCESS for ELLs and formative assessment results are kept in the ESOL folder and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ELL Coordinator, ELL teacher or school counselor.

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist.

Student ELL plans and schedules are updated annually and monitored by the ESOL administrator to ensure that ELLs are being provided the appropriate program.

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?

ELL plans are available on the district's information portal. All schools provide the link to parents in the welcome back to school letter, as well as on the district's webpage. Parents can request copies of the plan at any time. Although the District ELL plan is in English, the plan can be translated on our website into any language through Google.

How does the LEA ensure that schools are implementing the District ELL Plan?
District ESOL administrators responsible for implementation of the District ELL Plan

meet with school- based administrators at each school to make certain that appropriate instructional practices and procedures are in place. 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 is encouraged so that there is successful implementation.

Section 8: Parent, Guardian, Student Notification and Rights

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

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

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

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents/guardians home language, ULG translation services, google, and various websites. Translation services, specifically in less commonly spoken languages are provided through ULG translation services, bilingual staff, university personnel, and community volunteers which help builds 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.

Training is provided for parents to help their children read at home. At the Title I schools, there are Family Book Centers where families can come in weekly and receive books to help build their at home libraries. Additionally, a variety of parent trainings are offered to help students excel. The district provides SAC trainings to parents who are serving on school SAC committees. This training helps parents to see what their role is as a SAC member. Adult ELL classes are available for free to ELL parents wanting to become English speakers through our Adult and Community Education classes.

The ELL Department hosts various events throughout the school year to involve parents, including ELL parent meetings. The ELL Parent Leadership Council meets quarterly to ensure that ELL parent needs and concerns are being addressed. The district ELL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies to provide additional services that can include English Language classes, assistance with immunization, and immigration information. Activities are usually scheduled at school sites or the public library near the schools with significant ELL populations so that it is easier for parents to participate. Babysitting services are often available, as well as interpreters.

Our Head Start program provides classes for parents whose students are enrolled in PK through their Even Start program to help them with their English and to help them earn their GED.

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

- ☐ Results of language proficiency assessment
- X☐ Program placement
- ☐ Program delivery model option(s)
- X☐ Extension of ESOL instruction
- X☐ Exit from ESOL program
- X☐ Post-reclassification of former ELLs monitoring
- X☐ Reclassification of former ELLs

- X☐ State and/or LEA testing
- X☐ Accommodations for testing (flexible setting)
- X☐ Annual testing for language development
- X☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
- X☐ Retention/Remediation/Good Cause
- X☐ Transition to regular classes or course change
- X☐ Invitation to participate in an ELL Committee Meeting
- X☐ Invitation to participate in the Parent Leadership Council (PLC)
- X☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- X☐ Free/reduced price lunch
- ☐ Parental choice options, school improvement status, and teacher out-of-field notices
- X☐ Registration forms and requirements
- ☐ Disciplinary forms
- X☐ Information about the Florida Standards and the English Language Development (ELD) Standards
- X☐ Information about community services available to parents
- X☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- X☐ 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.

Report cards are published in our ICS system called FOCUS. They are translatable into most languages and can be printed upon request.

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.)

- X☐ LEA Level
- ☐ School Level

Please address the functions and composition of the PLC:

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

opportunity to take an active role in the decisions that affect the education of their children and to consult with school personnel giving input on goals related to the program. The District PLC is composed of the majority of parents of current and former ELLs, as well as classroom teachers, curriculum specialists and ESOL resource teachers. Community leaders and ELL advocates are also invited to participate as members. The primary function of the PLC is to make recommendations for the District ELL plan, and review policies which are instrumental in the approval process.

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

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

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

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

The District Leadership Council is a vehicle for assisting parents of ELL students to become active members of the school community as they network and provide support to one another. Topics for the meetings may include but not be limited to:

- Helping your child at home academically
- School activities and programs
- Language barriers in school
- Attending SAC meetings and other school functions
- Florida's educational system & assessments
- Community Resource Guide

The meetings are an opportunity to discover different cultures and to share some traditions and beliefs. Ultimately the hope is to empower the parents of ELL students to have a voice in the school system to help us to better serve their children. All parents of ELL students are included in the Parent Leadership Council activities. Teachers and principals are encouraged to hold meetings at their schools or attend district meetings. The ELL Plan is reviewed by the District Parent Leadership Council with the PLC chair when changes are made to the ELL plan. Any changes are discussed and reviewed with the chair. A copy of the final plan is given to the chair.

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.

The school principal or designee in each school monitors which teachers need ELL training at the school site. Those teachers are notified by their school administrator for the need for ELL training and hours required. The Professional Development Department lists all of the training and courses on the professional development website, called True North Logic. This program tracks teacher's in-service hours and courses taken towards the 18, 60 and 300 hours needed as required by the state. True North Logic tracks and monitors completion.

Throughout the year, the Professional Development Department generates an in-service report that is given to principals. This report reviews which teachers have received ELL in-service and monitors compliance requirements. True North Logic documents all of the professional development teachers have taken in the district.

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

The Office of Educator Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. The Office of Professional Development will schedule, monitor, coordinate, and deliver the inservice training.

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 Performance website and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email who, in turn notify teachers. The district ESOL certification specialist is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels. The process is documented through FOCUS electronic files and maintained in the teacher's personnel file.

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 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 teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teacher 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 models once every two years and based on need as determined by the Principal's Pool Coordinator. The office of Professional Development is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based administrators. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 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 Office of Professional Development is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based counselors who have three years from assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented our online MYPLC system and implemented through Beacon Educator.

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 bilingual paras are informed of supplemental ESOL training through the Office of Professional Development. 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 towards 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 paraprofessional applicants must have an AA/AS degree or pass the ParaPro test. They must be fluent in English and appropriate native language as determined by interview, district screening and/or an oral and written exam. The job description will include but is not limited to: translations for committee meetings and parent contact, participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; becoming a member of the ELL Committee and actively participate in developing the student plan; assisting the ELL Committee chairperson and the ESOL Resource Teacher with native language support; working with small groups of students, under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

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

Bilingual Education Paraprofessionals are provided with inservice on an ongoing basis during pre-planning, orientation, early release days, Professional Study Day, summer institutes, and small group area meetings that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and accommodation, and strategies for working with ELLs. This is all documented in MYPLC, our Professional Development documentation system.

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

Applicants for Bilingual Education Paraprofessional positions at school sites must pass an oral and written screening or show language fluency through an interview.

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

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

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency, and then accordingly determine if extension of ESOL services are needed. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than

October 1. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one (1) Department-approved language proficiency assessment instrument. 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 is:

- a) Student is referred to the ELL Committee.
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida's BEST 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 Resource Teacher and ELL Contact are responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the mainframe and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry 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
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
IREADY

APM
Benchmark
WIDA Screener
Florida State Assessment ELA