

District English Language Learners (ELL) Plan 2025-2028

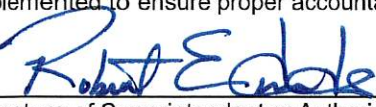
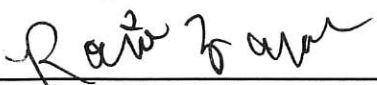
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Date Received by FDOE

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:
Lafayette County School District	Janene Fitzpatrick, Director of Teaching and Learning Services	386-294-4137 jfitzpatrick@lcsbmail.net
(4) MAILING ADDRESS: 363 NE Crawford Street Mayo, Florida 32066		(5) PREPARED BY: (If different from contact person) First Name: Jennifer Last Name: Higginbotham Mailing Address: 363 NE Crawford Street Phone No: 386.294.1351
(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, Robert Edwards, 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 <u>16 Apr 2025</u> <u>May 27, 2025</u> 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: Rocio Zarate		
Contact Information for District PLC Chairperson: Rocio Zarate Mailing address: 385 SE Hart Avenue Mayo, Fl. 32066		
E-mail Address: N/A Phone Number: 386.688.2524		
Date final plan was discussed with PLC: 04/02/2025		
 Signature of the Chairperson of the District PLC		<u>4/10/25</u> Date Signed by PLC Chairperson

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN ASSURANCES AND CERTIFICATION

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Robert Edwards, 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

11c April 2025

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:

Upon completion of the Student Enrollment/Registration packet, the school Data Entry Clerk enters in the District data system all student demographic information, including native language, country of birth, immigrant student and date of entry into US school, which is provided by parent/guardian during the registration process.

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

The same procedure is followed for each student that enrolls in the district. A Home Language Survey (HLS) is included in each registration packet at each school. At the time of registration all parents/guardians complete a Student Enrollment/Registration packet at their child's school which contains the Home Language Survey:

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

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

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

Language Facilitators at each school assist with the enrollment process when necessary.

All completed Home Language Surveys are sent to the ELL Liaison for determining eligibility and/or continuation in the ELL program.

Into what languages are the HLS translated?

English and Spanish

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

ELL families are given assistance from language facilitators for registration if needed. These language facilitators also assist with translating or interpreting registration documents, as well as transportation and other pertinent school information. For less commonly spoken languages in our district, we research for assistance; whether it be online technical help or a translator in that language.

How do you identify immigrant students?

Immigrant student information, along with the DEUSS is also captured in the Student Enrollment/Registration packet. 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?

At the time of registration, parents complete the Home Language Survey, as well as questions regarding birthdate of student, country of birth, and the DEUSS date—the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system – data element 197237.

Please include a link to your HLS.

English:

[ELL HLS Form-ENG-rev 05-16.pdf \(lafayette.k12.fl.us\)](#)

Spanish:

[ELL HLS Form-SP-rev 05-16.pdf \(lafayette.k12.fl.us\)](#)

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

1. English Language Proficiency (ELP) Assessment

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

- ☐ Registrar
☐ ESOL Coordinator/Administrator
☒ Other (Specify) District ELL Liaison

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.

IPT Aural/Oral Test and/or WIDA Aural/Oral Screening Test

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

When a registering student answers "yes" to any question on the Home Language Survey the student is given the IPT Aural/Oral Test and/or WIDA Aural/Oral Screening test within 20 days. The ELL Liaison is responsible for administering this test and recording the information. If the results of the aural/oral test show the student is LES, LEP, NES or NEP, the student must be placed in the ELL program. The student is shown as an "LY" and receives services as outlined in the Comprehensive Program Requirements and Student Instruction of this sections document. An Ell committee may convene to provide further guidance, if necessary. If the Listening/Speaking assessment is not given within 20 school days, the parent is notified of this delay. Any such notification shall be in the home language of the parent or guardian and shall include the reason for the delay as well as a timetable for completion of the test.

Reading and Writing Proficiency Assessment

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

IPT Reading and Writing Test and/or WIDA R/W Screening Test

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

Upon the request of a parent or teacher, a student who is determined not to be an English Language Learner, or any student determined to be an English Language Learner based solely on one reading or writing assessment, such as the IPT R/W and/or the WIDA R/W Screening assessment or the IPT Aural/Oral test and/or the WIDA Aural/Oral screening assessment, may be referred to the ELL Committee for ESOL Program placement consideration when test scores conflict with the student's observed level of English proficiency. On a case-by-case basis, the ELL Committee may determine a student to be an English Language Learner or not be an English Language Learner. Thus, a student who does not meet the eligibility criteria through ESOL program assessment may be classified as an English Language Learner by the ELL Committee. The Committee will review the student's academic record holistically and a student may be determined to be or not to be an English Language Learner according to consideration of at least two of the following criteria:

- a) Extent and nature of prior educational and social experiences, and student interview.
- b) Written measurable and academic reasons by current and previous instructional and supportive services staff;
- c) Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards;
- d) Grades from the current or previous years;

- e) Test results other than those identified for listening and speaking proficiency and/or reading and writing proficiency.

Any determination by the ELL Committee will be contained in a written evaluation on the student's ELL plan portfolio. Such evaluation will further set forth a plan that will be implemented to address the student's language needs. The basis and nature of the ELL Committee's recommendations are documented and maintained in the student's file. Types of documentation may include, but not be limited to:

- current IPT and/or IRW scores – and/or WIDA Aural/Oral and/or RW screening scores;
- current report card/GPA;
- portfolio of student work
- Reading inventory;
- Writing samples;
- performance in the mainstream classroom;
- teachers' written comments of student performance;
- Rtl information;
- State assessment scores and Kindergarten ACCESS for ELLs, ACCESS for ELLs 2.0, Alternate ACCESS for ELLs;
- Academic performance data (test scores in social studies, science, math, reading, language arts).

The parents' preference as to whether a student is determined to be an ELL is considered in the final decision.

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.

In addition to assessing the level of English proficiency of ELL students, School Counselors and/or the ELL Liaison will conduct an evaluation of the student's academic levels of functioning. A Programmatic Assessment form is used to gather all the pertinent information to be used in grade placement. This form summarizes information from oral student and/or parent interviews, diagnostic inventories and/or the administration of the FSA to ensure that instruction in basic subject areas is age appropriate and appropriate to the student's level of achievement. High school students, entering grades 10-12, who have no documentation of credits earned will be interviewed to determine previous courses taken by the student. Semester exams, with translation if necessary, will be given to document content knowledge. A passing grade on the exam allows credit to be awarded.

Placement of ELLs with limited or no prior school experience(s), or whose prior school records are incomplete or unobtainable will be handled as follows:
Based on the Programmatic Assessment form, the school principal, principal's assistant, or designee, with the help of the ELL Liaison or other school personnel, will conduct an evaluation of whatever existing student information is available or listed on the programmatic assessment. If there is evidence of prior school records, however limited, personnel registering the student will request records by mail, email, fax or telephone. When no student records are available or no previous school experience is reported by the parent, when feasible, an assessment of the student's academic ability will be conducted prior to placement. Every effort will be made to place the child as closely as possible to their appropriate age group. The ELL Committee may be convened to assist in determining the placement of ELLs with limited or no prior school experience if needed.

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, school 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?

The School Counselor's at each school are responsible for evaluating foreign transcripts. Language Facilitator's at each school are utilized to translate any foreign transcripts received by the schools and aide the School counselors in evaluating foreign transcripts. All student records received, foreign or domestic, are maintained in the student's cumulative record. School counselors receive training periodically throughout the school year on transcript evaluation resources, such as acceptable websites and guides, and is documented through sign-in sheets.

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.

Moving from one Florida LEA to another:

1) the ELL student is gone for less than one semester and is enrolled in another school in Florida during this absence: ELL status will continue as if the student had not been away and the student will receive the appropriate credits based on their transcript from the sending school;

2) the ELL student is gone for more than one semester and is enrolled in another school in Florida during this absence: ELL status and academic placement will be based on the records from the sending school. Every effort will be made to obtain these records. If not successful, the student will be re-assessed for ELL placement and academic placement.

Moving from another state to Florida LEA:

1) the ELL student is gone for less than one semester and is enrolled in another school

in the United States during this absence: ELL status will continue as if the student had not been away and the student will receive the appropriate credits based on their transcript from the sending school;

2) the ELL student is gone for more than one semester and is enrolled in another school in the United States during this absence: ELL status and academic placement will be based on the records from the sending school. Every effort will be made to obtain these records. If not successful the student will be re-assessed for ELL placement and academic placement.

Moving from another country to Florida LEA.

1) the ELL is gone for less than one semester to return to a foreign country: ELL status resumes where the student left off, a comprehensive final may be used to award credit;

2) The ELL student is gone for more than one semester and returns to their home country: the ELL student will be re-assessed as a new student, and the ELL record continued.

This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remains the same.

ELL Student Plan Development

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

An ELL student plan is developed by the ELL Liaison with input from the school counselor, classroom teacher(s), and administrator (or designee) and other interested participants. The ELL Plan is updated by the ELL Liaison at least annually, but may occur more frequently if a student's schedule or ESOL services change. Any limited English proficient student's teacher, administrator, or parent may request the convening of the ELL committee to review the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The ELL committee may be reconvened at any time after a student has been served for a semester. The ELL committee may make recommendations for appropriate modification in the student's programming to address problems identified and shall document any modifications in the student's plan. The ELL Liaison will make the District Data Entry Clerk for the ELL program aware of any student plan changes for ELL data reporting elements to be updated. The plan will reflect the student's instructional program or schedule designated by the Program 130 code, which will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as district assessments. Additional information such as initial IPT/IRW scores and current state assessment data is included on the ELL plan.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The elements of the student plan will include the student's name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student's instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the IPT. 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.

Please include a link to the ELL Student Plan.

[ELL Student Plan Form.pdf \(lafayette.k12.fl.us\)](http://lafayette.k12.fl.us/ELL%20Student%20Plan%20Form.pdf)

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- ☐ Sheltered English Language Arts
- ☐ Sheltered Core/Basic Subject Areas
- ☒ 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.

Inclusion is the primary instructional model used for ELL students. The number of ELL students is insufficient to support other instructional approaches; however, teachers are committed to using instructional strategies directed at including, supporting, and integrating ELL students in their regular classrooms. The instructional program is designed to meet the cognitive and affective needs of ELL

students. Elementary and secondary students will receive instruction in the regular classroom. Instructional strategies shall be documented in the teacher's plan book, approved curriculum frameworks, instructional checklists, and other district level forms.

A variety of instructional materials and resources will be used to meet the needs of a multicultural population. Teachers will be trained to use instructional resources designed to increase the language proficiency of students and their level of performance in other academic areas.

English Language Learners will be taught in the same classroom settings as non-ELL students. A Language Facilitator will be scheduled into all core classrooms where ELL students are served to assist with language barrier issues.

English Language Learners in grades 9-12 may receive credit toward graduation in Basic ESOL (as English credit), mathematics, science, social studies, and computer literacy.

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 will receive instruction in the regular classroom setting and will therefore receive the same amount of instructional time as a non-ELL. This will be documented through class schedules, maintained on the computer data system and on teacher schedules. The school's principal and school counselor will monitor appropriate course assignments, level of instruction, equal instructional time, and the assignment of trained personnel. Instruction in the basic subject areas of computer literacy, mathematics, science, and social studies shall be provided in heterogeneous classes serving non-ELLs and ELLs at all Lafayette District Schools. ELLs in these classrooms shall have access to teachers who have completed the ESOL in-service training appropriate to their assignment. A Language Facilitator will be scheduled into all classes having ELLs to assist with language barrier issues (i.e. translation of teacher presentations or directions, translation of written materials, etc.) Copies of ELL schedules will be a part of the individual Student ELL Plan.

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

ELLs academic performance and attendance is monitored throughout the year to ensure academic and linguistic progress is being made. The District considers several factors in determining the positive effect of the Mainstream Instructional model for ELL students. These factors may include, but are not limited to:

- 1) student grades on daily classroom work and tests.
- 2) progress monitoring assessment results.
- 3) report cards.
- 4) state assessment achievement results (FSA and ACCESS for ELLs).

- 5) teacher input of student performance, and
- 6) Comprehensive Needs Assessment (CNA) comparison of ELL and non-ELL students performance.
- 7) attendance.

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

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 Liaison 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.

ELLs have equal access to instruction which is appropriate to their ELL student plans and understandable at their level of English language proficiency. Course content shall be comparable to that provided to non-ELLs and consistent with the Florida Standards. ELLs are assigned appropriately certified teachers meeting the state requirements for ESOL training. Teachers provide comprehensible instruction for ELLs within the regular classroom setting of the following core academic subjects: English, reading, language arts, mathematics, science, foreign language, civics, government, economics, arts, history and geography. This will be documented by class schedules, teacher schedules, and the data system.

Teachers are trained at the beginning of each school year in the use of the following Comprehensible Instructional Strategies:

1. Use visuals to clarify key concepts
2. Communicate individually as much as time permits
3. Use a slower speech rate, enunciate clearly, and emphasize key words and phrases through gesture, facial expression, and intonation
4. Provide a warm environment in which help is readily available
5. Reinforce key concepts over and over in a variety of situations and activities
6. Establish consistent patterns and routines in the classroom
7. Prepare students for lessons and reading assignments
8. Allow students enough wait time to volunteer answers to questions
9. Summarize and review frequently
10. Become informed as much as possible about various cultures

Teachers are given a list of codes for these strategies to be used in daily lesson plans. Principals will verify the use of these codes as they review plan books weekly. Principals will also ensure the use of these strategies as they make periodic visits in the classrooms

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

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the Marzano Teacher Evaluation System. This safeguard is in place to ensure all ELLs are being provided equal access to programs, and receiving comprehensible instruction.

As per the district's non-discrimination policy, each student is evaluated independently for each program/service without regard to the student's participation in any other program/service. Any student meeting the eligibility criteria for any program/service will be placed in the program/service regardless of any other designation.

Inclusion is the primary instructional model used for ELL students. The number of ELL students is insufficient to support other instructional approaches; however, teachers are committed to using instructional strategies directed at including, supporting, and integrating ELL students in their regular classrooms.

The instructional program is designed to meet the cognitive and affective needs of ELL students. Elementary and secondary students will receive instruction in the regular classroom or a limited pull-out program. Instructional strategies shall be documented in the teacher's plan book, approved curriculum frameworks, instructional checklists, and other district level forms.

A variety of instructional materials and resources will be used to meet the needs of a multicultural population. Teachers will be trained to use instructional resources designed to increase the language proficiency of students and their level of performance in other academic areas.

English Language Learners will be taught in the same classroom settings as non-ELL students. A Language Facilitator will be scheduled into all core classrooms where ELL students are served to assist with language barrier issues.

English Language Learners in grades 9-12 may receive credit toward graduation in Basic ESOL (as English credit), mathematics, science, social studies, and computer literacy.

The person(s) responsible for ensuring ELL students are provided with comprehensible instruction for the district is the District Administrator for the ELL program. The person(s) responsible for ensuring ELL students are provided with comprehensible instruction for the schools are the school level administrators. The ELL Liaison also helps ensure comprehensible instruction occurs in the education of ELL students.

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

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

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

☐ Student Portfolios

☒ Other Criterion Referenced Test (Specify) State Assessments and ACCESS for ELLs 2.0

☒ Native Language Assessment (Specify) IPT Aural/Oral; IPT Reading & Writing and/or WIDA Aural/Oral; WIDA Reading & Writing screening tests.

☒ LEA/school-wide assessments (Specify) Progress Monitoring; Comprehension Assessments; Benchmark Progress Monitoring

☐ 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.

☒ No (Specify) District ELL Plan

<https://www.lafayette.k12.fl.us/TitleIII/ELL>

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 district's Good Cause policy is listed in the Student Progression Plan. ELL students with less than two (2) years, based on Date Entered United States School (DEUSS), of instruction in English for Speakers of Other Languages program may be exempted from retention. The ELL Committee meets on each ELL in danger of retention. The

committee reviews all assessment data, teacher concerns, grades, and parent concerns. The committee then makes a recommendation to the principal concerning the retention of the student. The committee may recommend retention, referral to another program, or promotion for good cause.

STUDENT PROGRESSION PLAN (lafayette.k12.fl.us)

Parents of ELLs are invited to the ELL Committee meeting of the student being considered for retention. The parent receives a copy of the minutes of the meeting which includes the recommendation to the principal. If the parent is not in attendance then the report is sent home. An effort is also made to contact the parent by phone to let them know the final recommendation. An official letter of retentions is mailed home in the parent's language of literacy unless, clearly not feasible.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELL's, information and documentation may include, but not be limited to: classroom performance, benchmark testing results, statewide assessment data, progress towards English Language acquisition, progress monitoring assessments and parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

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

Statewide Assessment

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

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ELL Liaison will submit a form to the District Testing Coordinator, which lists all current ELLs being tested and their accommodations. A list of the accommodations approved by the ELL Committee with parental support is specified on the form. Copies of this form are kept in the State Assessment records.

The School Testing Coordinators attend a district in-service each year. At that training, testing procedures are reviewed. Accommodations for all eligible programs are also reviewed. 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)?

School Counselors

School based testing administrators

ESOL school contacts

Teachers administering assessments

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

Parents of ELLs are notified of assessments by sending information home with the student, information posted in school newsletters and posted on the district and school website. Information concerning accommodations is reviewed with parents during ELL Committee meetings with Language Facilitators present during the meeting.

Link to information in parents' language: <https://www.lafayette.k12.fl.us/TitleIII/ELL>

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.

ELL exit criteria is based on SBR 6A-6.0903 which states:

(a) An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:

1. Scores of "Proficient" at the applicable grade level on each ACCESS for ELLs subtest administered annually pursuant to Rule 6A-6.9021, F.A.C.; and

2. Scores on applicable FSA in ELA or FSAA, as follows:

a. For students in grades K-2, ACCESS for ELLs is the only assessment required and FSA is not required;

b. For students in grades 3-9, earning a passing score on the grade level FSA in ELA or the FSAA, pursuant to Rule 6A-1.09430, F.A.C. or;

c. For students in grades 10-12, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FCAT in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

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.

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

☐ School/LEA based testing administrator

☐ ESOL Teacher/Coordinator

☒ Other (Specify) District ELL Liaison

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

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

A student in grades 3-12, who was classified as ELL using the IPT aural/oral test and is being considered for exiting the program shall be tested prior to exiting using the IPT Reading and Writing Test, or a recent ACCESS for ELLs test, as the assessment tools. The IPT publisher establishes varying proficiency levels according to the grade level. The Commissioner of Education shall determine the cut-scores for the ACCESS for ELLs Test. The district will adhere to the publisher's or the Commissioner's guidelines. Additional assessment scores may be reviewed, if applicable.

1. If an ELL meets criteria through aural-oral testing and reading/writing testing, the student may be exited from the ELL program.

2. If the student meets exit criteria through aural-oral testing, but not through reading/writing testing, that student may remain in the ELL program or may be referred to the ELL committee for determination of ELL/non-ELL status. This determination must

be based on at least two of the following criteria:

a. Extent and nature of educational, or academic, and social experiences and student interview

b. Grade level mastery of basic competencies, or skills in English, in listening, speaking, reading & writing, according to applicable local, state, or national criterion-referenced standards

c. Written recommendation and observation by current instructional and supportive services staff

d. Level of mastery of basic competencies and/or skills in English and heritage language, according to appropriate local, state or national criterion-referenced standards

e. Grades from current or previous years

f. Test results from other than norm-referenced test results

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

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

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

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

Conducting the follow-up performance of former ELLs?

District ELL Liaison Classroom teachers, ESOL Resource Facilitators, School Counselors

Updating the student ELL plan?

District ELL Liaison ESOL Resources facilitators, Data processors

Reclassification of ELL status in data reporting systems?

District ELL Liaison and Program Data Entry Clerk

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify) Attendance and behavior

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 shall be reviewed periodically to ensure satisfactory progress once they have been reclassified as LF. Reviews shall take place automatically at the student's first report card, semi-annually during the first year after exiting, and at the end of the second year after exiting. The review results shall be documented in the Individual ELL Plan. If the student's performance is found to be unsatisfactory the ELL committee will be reconvened to review the information to determine the necessity of reclassification as LY. A student who is reclassified as ELL shall be provided instruction pursuant to a documented determination of the student's needs by the ELL committee.

Compliance of ELL Plan and Student Performance

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

Student progress is monitored in the ELL folder and is based on the targeted skills identified during initial testing, ACCESS for ELL and academic assessment. Assessment results and targeted skills are maintained in the ELL 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 Liaison and school counselor.

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

Student ELL plans and schedules are updated annually and monitored by the ESOL administrator to ensure that ELLs are being provided the appropriate program 130.

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

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

The District ELL Plan is posted on the district website at

<https://www.lafayette.k12.fl.us/TitleIII/ELL>

ELL plans are available on the district's website. All schools provide the link to parents in the welcome back to school letter, as well as provided during PLC meetings. Parents can request copies of the plan at any time. Although the District ELL plan is in English, bilingual school staff will help translate components of the plan.

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

The ELL Liaison for the district handles all recordkeeping and services to ELL students. This position is supervised by the Director of Teaching and Learning Services. Language facilitators at each school assist in providing language and translation services. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure 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 letter and the letter will be retained in the student's folder, and monitored by District Staff. 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.
<https://www.lafayette.k12.fl.us/TitleIII/ELL>

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

The District is committed to providing as many ELL program documents, and other school related documents, as feasible, in the home language. Translated versions of regularly used documents are available and language facilitators translate other information as needed throughout the year. Language facilitators are available to provide oral translation for large group parent meetings and individual meetings regarding ELLs.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The District makes every effort to communicate written information in the home language or through the use of language facilitators. Parents of ELLs are made aware of their opportunities to participate in the education of their ELLs by:

- 1) informing them at ELL committee meetings of the various programs and educational opportunities available for their children,
- 2) home visits of the migrant advocate/ELL Liaison and language facilitators where services are explained,
- 3) the Lafayette School District Parent Involvement Guide, which outlines all special programs available to students, and it is translated into home language
- 4) parent-teacher conferences,
- 5) PTA meetings.

- 6) Parent Leadership Council meetings, and
7) Joint Migrant/ELL parent in-service meetings.

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

- ☐ Results of language proficiency assessment
- ☒ Program placement
<https://www.lafayette.k12.fl.us/TitleIII/ELL>
- ☐ Program delivery model option(s)
- ☐ Extension of ESOL instruction
- ☒ Exit from ESOL program
<https://www.lafayette.k12.fl.us/TitleIII/ELL>
- ☐ Post-reclassification of former ELLs monitoring
- ☐ Reclassification of former ELLs
- ☐ State and/or LEA testing
- ☒ Accommodations for testing (flexible setting)
<https://www.lafayette.k12.fl.us/TitleIII/ELL>
- ☐ Annual testing for language development
- ☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
- ☐ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change
- ☒ Invitation to participate in an ELL Committee Meeting
<https://www.lafayette.k12.fl.us/TitleIII/ELL>
- ☒ Invitation to participate in the Parent Leadership Council (PLC)
<https://www.lafayette.k12.fl.us/TitleIII/ELL>
- ☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- ☐ Free/reduced price lunch
- ☐ Parental choice options, school improvement status, and teacher out-of-field notices
- ☐ Registration forms and requirements
- ☐ Disciplinary forms
- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards
- ☐ Information about community services available to parents
- ☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)

☒ Report Cards*

Blank Spanish Report Card - actual.pdf (lafayette.k12.fl.us)

☒ Other (Specify) Parent Involvement Guide - Spanish

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

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, as well as the ELL Liaison and language facilitators. The functions of the PLC include reviewing and approving the District ELL Plan, advising the ELL Liaison and expressing the views & concerns of ELL parents.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

The District complies with this rule.

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

All parents receive the Parent Involvement Guide which outlines services to students and opportunities for parent involvement in other committees, such as School Advisory Council, School Health Advisory Council, Parent-Teacher Organization, etc. This guide is translated in Spanish and the ELL Liaison reviews this guide annually with the PLC.

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

The PLC provides input during the review process and approves the provisions in the District ELL Plan. Translators are available to provide language assistance and clarification. PLC members may request an emailed version of the plan if they cannot attend the 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. N/A

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 teacher's completion of ESOL training is tracked on the data system, which records all points received through the Master In-service Plan. There is a master list of all employees needing training in the office of the Director of Teaching and Learning Services and it is updated each time training is conducted. Copies are also kept in the individual's Professional Development file. This information is also recorded on the Tracks website, and employees may view their in-service points at any time. ESOL endorsement training may be obtained through online course work provided by the North East Florida Education Consortium (NEFEC). A second method for obtaining ESOL endorsement is through classes provided in the District by an in-house trainer.

The Director of Teaching and Learning Services will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Director of Teaching and Learning Services will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. Weighted FTE 130 may be claimed for these teachers.

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

The Director of Teaching and Learning Services is responsible for notifying content area teachers of ESOL training requirements (60 hours) and opportunities. The named director is also responsible for documentation of the process. Weighted FTE 130 may be claimed for these teachers.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The Director of Teaching and Learning Services is responsible for notifying other instructional staff of ESOL training requirements (18 hours) and opportunities. The named director is also responsible for documentation of the process.

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

ESOL endorsement training may be obtained through online course work provided by the North East Florida Consortium (NEFEC). A second method for obtaining ESOL endorsement is through classes provided in the District by an in-house trainer. Category I teachers not endorsed must achieve at least 60 in-service points per year until endorsement is earned and be approved as out of field. Parents must be notified of teacher's out of field status in a language they can understand unless clearly not feasible.

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.

At the present time all school-based administrators in our district have ESOL endorsement. Should any school-based administrators require the 60-hour ESOL training, the Director of Teaching and Learning Services will be responsible for monitoring the completion of the 60 hour requirement which must be completed within three years of assignment. Prior ESOL coursework can be used.

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

At the present time all 3 of the School Counselors in the district have ESOL endorsement. For any future employees in these positions, the Director of Teaching and Learning Services will be responsible for monitoring the completion of the 60 hour requirement which must be completed within three years of assignment. Prior ESOL coursework can be used. The Tracks system is used to track the ESOL points for all instructional staff, school administrators and school counselors.

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 purpose of the professional development, in addition to increasing student achievement, is to enhance classroom instructional strategies that promote rigor and relevance throughout the curriculum and to prepare students for continuing education and the workforce. Supplemental professional development occurs in various formats, however is a school based, teacher/student data driven process. Professional Development of English Language Development standards and best practices are delivered through face to face workshops via our full time teacher support colleague/Reading coach, the ELL Liaison, support staff from NEFEC and FDLRS, and FLDOE sponsored trainings. All LCSB teachers have access to online courses, as well. It is also delivered through professional learning communities at each school as well as district to district best practices professional learning communities. The ELL Liaison works with every teacher at the beginning of the year on identification of ELL students.

English Language Development standards and best practices and strategies for working with ELL students. The ELL Liaison gives each teacher a packet of resource materials in order to help support them in their instructional practice. The Director of Teaching and Learning Services maintains documentation of all training.

Currently the District does not offer instruction in a language other than English. To demonstrate proficiency in the home language (Spanish) the paraprofessional aide must pass the Spanish IPT Aural/Oral and Reading/Writing tests for grades 7-12 at a grade 12 proficiency level.

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. N/A

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.

The LEA provides a bilingual paraprofessional at each school. The Director of Teaching and Learning Services maintains documentation of all training. 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 determine by interview, district screening and/or an oral and wrtten exam. The job description will include but is not limited to: participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests 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 paraprofessionals will be offered the opportunity to attend all learning styles and instructional strategies workshops for teachers. Bilingual Education Paraprofessionals are provided with inservice on an ongoing basis during pre-planning, Professional Learning Days, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and accommodation, and strategies for working with ELLs. The process is documented through sign-in sheets and maintained in the personnel file. When in-service activities are planned by the NEFEC Consortium for language facilitators, district employees will be encouraged to receive this specialized training in addition to that offered within the district.

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

To demonstrate proficiency in the home language (Spanish) the paraprofessional aide must pass the Spanish IPT Aural/Oral and Reading/Writing tests for grades 7-12 at a grade 12 proficiency level. Documentation of all training is maintained by the Director of Teaching and Learning Services.

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

See attached assurance letter.

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

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

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

The 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 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 Chairperson 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.

IPT Aural/Oral Test and/or WIDA Aural/Oral screening test; ACCESS for ELLs

Reading and Writing Proficiency Assessment

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

IPT Reading & Writing Test and/or WIDA R/W Screening test; ACCESS for ELLs