

District English Language Learners (ELL) Plan

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**Rule 6A-6.0905
Form ESOL 100**

Original signatures on Signature Pages are to be submitted to:

Bureau of Student Achievement through Language Acquisition
Florida Department of Education

Date Received by FDOE

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(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Hendry County School District	Dr. Barbara Mundy Director of Federal Programs	863-674-4108 Ext. 220
(4) MAILING ADDRESS: 111 Curry St. LaBelle, FL 33935		(5) PREPARED BY: (If different from contact person) First Name: Rosa Last Name: Perez Mailing Address: 111 Curry St., LaBelle, FL 33935 Phone No:863-674-4108
(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, Michael Swindle, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability. _____ Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
Name of Chairperson representing the District ELL PLC: Alicia Avila		
Contact Information for District PLC Chairperson: Mailing address: 577 Jasmine Street, LaBelle, FL 33935		
E-mail Address: None Phone Number: 239-603-4739		
Date final plan was discussed with PLC: 3/11/25		
_____ Signature of the Chairperson of the District PLC		_____ 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, Michael Swindle, 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:

When registering their children all parents are provided a registration packet available in both English and Spanish. Each school has staff members who are available at the time of registration to assist parents who do not speak English with the registration process if needed. In addition, the Federal Programs Office provides bilingual individuals who are also available to assist non-English speaking parents as they register their children for school. When parents complete the Student Registration Form, the school designee enters into the District school information system all student demographic information such as native language, country of birth, immigrant student, and date of entry into US school, which is provided by parent/guardian during the registration process. The district is divided into two area zones: Labelle Area and Clewiston Area. In LaBelle, elementary schools register at the school site within their attendance zone for each respective elementary school. In Clewiston, elementary-aged students register at a central registration center located in the Clewiston area School Board Sub Office, as there are no designated attendance zones for Clewiston Elementary schools. Middle and high school students in both area zones register at the middle or high school as grade-appropriate in their zone. The district follows school choice regulations.

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

At the time of registration, all parents/guardians complete a Student Registration Form as they register, which contains the Home Language Survey: (a) Did the student have a first language other than English? (b) Does the student most frequently speak a language other than English? (c) Is a language other than English used in the home? Any home language survey with a "yes" response is given to the school test administrator for scheduling an aural/oral testing session. The same procedures are in place and followed for non-ELL students as well as for ELL students. When registering their children all parents must complete the Student Registration Form, which contains the HLS, as well as other pertinent student data and information.

Into what languages are the HLS translated?

The HLS questions are translated into Spanish.

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

The Student Registration Form is available in both English and Spanish. Each school has staff members who are available at the time of registration to assist parents who do not speak

English with the registration process if needed. In addition, the Federal Programs Office provides bilingual individuals who are also available to assist non-English speaking parents as they register their children for school.

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 the 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.

Hendry English Enrollment Form

Hendry Spanish Enrollment Form

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) School Principal designee such as school testing administrator

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.

Kindergarten WIDA Screener
WIDA Online Screener 1-12
ACCESS for ELLs
Alternate ACCESS for ELLs

Kindergarten ACCESS for ELLs

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

Registration personnel give a copy of the home language survey with a "yes" response to the test administrator at each school. It is the responsibility of the test administrator to schedule the aural/oral assessment. The test administrator is tasked with follow-through to ensure that all scheduled assessments are completed within the first 20 days of school. The District ELL contact sends a memo to all principals at the beginning of the school year reminding them of this requirement. The District ELL Resource Teacher assists in monitoring this requirement to ensure assessment takes place within the first 20 days. Every effort possible is made to administer the aural/oral assessment within the first twenty (20) days of school for the students. All students who are not proficient on the Listening and Speaking (LIS) assessment qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English-speaking range of the (LIS) assessment are determined as non-ELL (ZZ).

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.

Kindergarten WIDA Screener
WIDA Online Screener Grades 1-12
ACCESS for ELLs Grades 1-12
Alternate ACCESS for ELLs
Kindergarten ACCESS for ELLs

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. Students who score proficient in Reading and Composite Overall are determined as non-ELL (ZZ). Students in grades 3-12 that are not proficient in Reading and Composite Overall qualify for ESOL services and are coded as LY

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?

Any possible ELL student may be referred to the ELL Committee by the parent, teacher, administrator, or other school personnel for ELL entry based on observations done in the classroom, at home, or in any afterschool program, in which the student is showing signs that he/she may be struggling due to lack of or limited English skills. Once, a student is referred to the ELL committee 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.

Programmatic assessment of new students is initiated during the registration process. Staff members seek to document the prior school experiences of each new student processed using school records, transcripts, FASTER, and any other available evidence of educational experiences to determine a recommended grade level and/or age-appropriate placement and course of studies. Students who have documented educational records from their home country or previous schooling are placed in grade levels and/or age-appropriate courses based on their records. ELL students who are also migrants will be referred to the District migrant coordinator, who will in turn search the MSIX database for any relevant prior school records. Students who enroll with limited or no prior school experience are placed in a classroom according to age appropriateness. The school principal may make an adjustment to this placement in accordance with State Board of Education Rules. Intensive academic interventions, as recommended by the ELL committee, are put into place to assist students who may be academically deficient. The teacher is also required to use effective ESOL strategies and accommodations to assist the student and these should be noted in the teacher's plans. In order to place our ELL students correctly, Hendry County School District attempts to seek out any documents pertaining to the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and these are taken into account in planning and providing appropriate instruction for such students. If records are incomplete or unobtainable then the students are placed in age appropriate classes and/ or courses. The ELL Committee reviews students' records, if available, to determine appropriate grade level placement. Documented educational experiences are used to place students and for these students who have no documentation age-appropriate classes are assigned as explained above. Once students are placed in their classrooms, the teacher closely monitors student progress and at any time may request the ELL committee to convene for the purpose of reviewing the student's placement to ensure it is appropriate. The ELL committee will then review student academic work, report cards, unit subject tests, and any progress monitoring assessments that may have been taken by the student as well as diagnostic assessments. This information is then used to make adjustments to the student's placement if necessary in conjunction with parents and principal input.

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 Hendry County 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." Should we use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs shall be placed in the appropriate English for Speakers of Other Language or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

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 Hendry County 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 person(s) responsible for evaluating foreign transcripts is the school counselor along with support from the Resource Teacher as needed. There is an annual school counselor/registrar meeting to train our school counselors. There are monthly ELL meetings to train our Resource Teachers and paraprofessionals. Documentation is maintained through the Skyward system, our in- service electronic files.

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 a calendar/school year 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 a calendar school year no new assessment is necessary and ESOL services continue as indicated by previous school records. All original reporting data stays the same. For out-of-state LYs new to FL, DEUSS date stays the same, but HLS, entry, classification date are changed to reflect Florida services. For students new to the country, DEUSS date is the date of enrollment, and the appropriate HLS, classification, and entry date must be reported accordingly. 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.

When a student qualifies for the ELL program, the ELL designee, School Counselor, and other ELL committee members meet and recommend a program plan for the ELL student. This plan includes allowable strategies, and accommodations that will help the student be successful. The person responsible for developing the plan and convening the ELL committee is the identified school ELL designee. The teacher's role in the development of the plan is to identify classroom strategies that can be carried out, along with necessary accommodations. The Student ELL plan will be constructed using all the data available such as: Kindergarten WIDA Screener, WIDA Online Screener Grades 1-12, ACCESS for ELLS scores, Alternate ACCESS for ELLs scores, FAST scores, Progress Monitoring, STAR, STAR Early Lit, I-Ready, and Classroom Performance. All available data is analyzed and adjustments are made to the ELL plan to reflect the ELL students' current needs. If the ELL student is in the high school, then the ELL committee will determine, using all available assessment data, necessary strategies and accommodations to help the student experience classroom success. Necessary changes are made to the student's schedule as needed, and teachers are notified of the changes and a copy of the ELL plan is given to ALL of the ELL student's teachers. Either the School Counselor or the Assistant Principal will send a notice to the parent(s) in their native language, when feasible, by inviting them to be part of the ELL Committee for their child. At any time during the school year, after reviewing the student's progress (these progress reviews are done by the school ELL contact, usually at the end of each grading period), an ELL Committee member may request that the committee reconvene before the annual review. If any adjustments need to be made to the student's ELL plan because the student is struggling or exceeding in any course of study or class, then parents are notified, in their native language when feasible, to attend the ELL meeting. During this meeting, an updated schedule or class change is made to better serve the ELL student(s).

The ELL Committee, which is composed of teachers, principal, or designee, school counselor, parents and other educators as appropriate to ensure that the student's ELL plan is updated to reflect a student's current services. The ELL 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 Student ELL Plan consists of documentation of present performance and strategies that will be used in the classroom based on this data. The student ELL plan is updated to reflect current ESOL services annually and is updated anytime an ELL has a schedule change. A copy of the student's schedule is included in the plan, along with results of the Placement Screener used. A copy of ACCESS for ELLs testing results, along with FSA results are included if applicable. The plan also consists of documentation of parental input into the 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 the 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, the 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 K WIDA Screener, WIDA Online Screener Grades 1-12. 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 to gain information on socialization and participation in the general classroom setting.

[Hendry Student ELL Plan](#)

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.

In our district, we use the following instructional model(s):

Schools:

Clewiston High	Sheltered English Language Arts (9-12) Mainstream-Inclusion English Language Arts (9-12) Mainstream-Inclusion Core/Basic Subject Areas (9-12)
LaBelle High	Sheltered English Language Arts (9-12) Mainstream-Inclusion English Language Arts (9-12) Mainstream-Inclusion Core/Basic Subject Areas (9-12)
Clewiston Middle	Sheltered English Language Arts (6-8) Mainstream-Inclusion English Language Arts (6-8) Mainstream-Inclusion Core/Basic Subject Areas (6-8)
LaBelle Middle	Sheltered English Language Arts (6-8) Mainstream-Inclusion English Language Arts (6-8) Mainstream-Inclusion Core/Basic Subject Areas (6-8)
Central Elementary Country Oaks Elementary Eastside Elementary, LaBelle Elementary, Upthegrove Elementary, Westside Elementary	Mainstream-Inclusion Core/Basic Subject Areas (K-5)

Sheltered English ELLs are grouped by grade levels in 6-12 based on English proficiency levels indicated on entry assessment or ACCESS for ELL scores. They receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide appropriate native language support at the ELL's individual proficiency level. These courses are designed for non-English speakers or very limited English speakers. As ELLs become more English proficient, they are moved to a mainstream classroom. ELLs in mainstream-inclusion Language and core subject areas receive comprehensible instruction through ESOL strategies, supplemental materials and language support in classes with both ELLs and non-ELLs. Teachers in both instructional models must have the appropriate training requirements, document ESOL strategies, and monitor ELLs language acquisition progress.

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

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. School site administrators, through classroom visits, lesson plans and teacher interviews, will observe equal access evidence. Although supplemental instructional materials can be used, textbooks

for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy. ELLs should not be retained if appropriate instructional strategies, materials and assessments have not been provided to meet their needs. Furthermore, ELLs cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios and native language assessments to determine if content standards have been met. School based administrators, school counselors, and district staff are responsible for monitoring and ensuring comprehensible instruction. ELLs should not be retained if appropriate instructional strategies, materials and assessments have not been provided to meet their needs as outlined in the Student Progression Plan. Furthermore, ELLs cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios and native language assessments to determine if content standards have been met. School based administrators, school counselors and district staff are responsible for monitoring and ensuring comprehensible instruction.

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

The Hendry County School District requires all teachers to complete the ESOL training as required by the State of Florida as part of the 1990 ESOL agreement and META Consent Decree. Teachers who serve ELL students deliver comprehensible instruction using ESOL strategies and accommodations as specified in in-service components developed by the State of Florida. For teachers who have not completed all necessary ESOL training before ELL students are assigned to their classrooms, school/district personnel will work with them to develop ESOL strategies necessary for meeting the needs of ELL students in the classroom until such time as the training requirements are completed. Trained bilingual paraprofessionals are available in each school to provide additional assistance to ELL students in basic subject areas. These paraprofessionals work under the supervision of the classroom teacher. ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models' success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELL. Teacher input is also requested. The District ELL Resource Teacher and District Contact also conduct classroom visits to monitor and observe the degree to which ELL students are receiving understandable and effective instruction.

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 Resource Teacher 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 paraprofessionals regarding equal access to all programs and services for ELLs.

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

Teachers of ELL students utilize lesson plans/activities that reflect ESOL instructional strategies. School administrators review the lesson plans throughout the year. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified by the ACCESS for ELL, FAST, EOC, iReady, STAR, STAR Early Literacy and SAT10.

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 school administrators check during ongoing classroom walk-throughs, and formal and informal teacher evaluations. Teachers are evaluated by school administration using the Marzano Teacher Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners (Domain 1, Evidence 11). School administrators, counselors, and resource teachers will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- A. Reviewing the student's grades in all subject areas.
- B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state-approved Progress Monitoring tools
- C. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.
- D. Classroom observations

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

School administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom 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. The following person(s) are responsible for ensuring that all ELLs are provided with comprehensible instruction in the district:

District Assistant Director of Federal Programs
School Level Administrator
School Counselor
Other: Resource Teacher

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*)

X Student Portfolios

X Other Criterion Referenced Test (Specify) Classic Learning Test (11-12)

- X Native Language Assessment (Specify) Star Spanish, Star Math Spanish
- X LEA/school-wide assessments (Specify) Standards Mastery I-Ready (2-8), I-Ready Diagnostic (K-8)
- X Other (Specify) Common Literature (6-12), STAR, STAR Early Literature

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 not, where can this information be found?

X Yes

https://docs.google.com/document/d/1u74hmbUvF3qljuMXH9Y3TO_92EbzMYvM/edit?usp=sharing&oid=115540670860331594200&rtpof=true&sd=true

☐ 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 only exempt students from mandatory retention for good cause. Good cause exemptions include: Limited English proficient students who have had less than two years of instruction in an ESOL program based on the initial date of entry into a school in the United States (DEUSS). 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.

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, including the District Assistant Director of Federal Programs and/or the District ELL Resource Teachers, will review the recommendation along with school year data that has been collected on the student through the year. This may include, but is not limited to student academic work, report cards, unit subject tests, any progress monitoring assessments, and teacher observations/evaluations. A determination on whether the recommendation is accepted/declined takes place upon review of all the data available.

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:

It has been determined by the FLDOE that all ELL students will participate in the Florida Statewide Assessment Program. Schools have been instructed to make sure all ELL students participate in these tests. The school counselor, along with the Principal, is responsible for ensuring that all ELL students are assessed and provided appropriate testing accommodations per test administration requirements. These individuals are also responsible for documenting that each eligible ELL is provided Accommodations for ELLs in the administration of FAST, EOC and ACCESS for ELLs and must follow the guidelines as specified in the respective assessment manuals. The District ELL Resource Teacher provides assistance with this. The District Assessment Coordinator meets annually with the FAST assessment coordinator for each school in the district. Likewise, the District ELL Resource Teachers train ACCESS for ELLs Test Coordinators and school counselors annually at each school. In each instance, allowable ELL accommodations for these assessments are reviewed as part of the School Testing Coordinators training.

Statewide content area assessments:

The School Test Coordinator trains those individuals at each school who will administer the respective assessments. All coordinators and teachers are required to sign in for the training as documentation. All ELLs will participate in statewide assessments. The Assistant Director of Federal Programs works with the District Assessment Director, school-based assessment coordinators, and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations. The school ESOL designee assures that the accommodations for statewide assessment are followed. These accommodations are indicated in the Teacher's Administration Manual 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 assessments. The parents are notified of the different testing accommodations in a letter sent by the ESOL teachers. Parents may choose if a 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 administrations 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. The District ELL Resource Teacher trains ACCESS for ELLs School and Test Coordinators for each school

in the district. All school and test coordinators are required to sign in for the training as documentation.

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/LEA based testing administrators
ESOL school designees
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.

Florida statewide assessment policies, mandates, assessments and testing accommodations are first discussed with parents at the ELL Committee meeting held annually. Parents are then notified again of the assessments and accommodations prior to the assessment windows with a parent letter and any additional parent resources. Once scores are available, reports are sent to parents and they are discussed with parents at the student's annual ELL committee meeting. Parents can also contact the schools at any time to set up a meeting to discuss these reports. Communication in parents' languages are found throughout the district site <https://www.hendry-schools.org/> with Google Translate access in the corner of the web page. Each school offers a variety of documents. Any that are not translated can be reviewed with school staff personnel that are bilingual or through our Parent Universities that are offered once a week at both LaBelle and Clewiston school sites after hours to accommodate working parents.

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 are based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the **Florida statewide assessment in English Language Arts (ELA)**. 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 statewide assessment in English Language Arts (ELA)** of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

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

Once the student meets exit criteria, the student code is changed from LY to LF in the school information system 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 designee

☒ ESOL designee

☒ Other (Specify) School Counselor, Assistant Principal

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

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

School Counselor
Assistant Principal
ELL Designee

Updating the student ELL plan?

School Counselor
Assistant Principal
ELL Designee

Reclassification of ELL status in data reporting systems?

School Counselor
Assistant Principal
ELL Designee

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) I-Ready

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 semester during the second year, and.
at the end of the second year.

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

a. Students are referred to the ELL Committee.

b. ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency.

c. The 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 Designee and/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.

The District ELL Plan is reviewed yearly with school staff including registrars, school counselors, assistant principals, and principals at the start of each school year. The district ELL resource teachers conduct meetings with the resource teachers, and ELL paraprofessionals, and one agenda item for these meetings includes the review of the District ELL Plan. The Federal Programs office holds yearly meetings with the school registrars and school counselors, and at these meetings there is one agenda item that includes a review of the District ELL Plan. The Director of Federal Programs also includes a review of the District ELL Plan as an agenda item at the district Principal's Meeting held at the beginning of each school year. The district-level personnel or certification specialist monitors teacher-training records for compliance with ESOL requirements. 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 approved District ELL Plan is posted to our district website and provided during PLC meetings. Although the District ELL plan is in English, bilingual school staff will help translate components of the plan and Google Translate is available on the district website.

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

The District Assistant Director of Federal Programs is responsible for implementation of the District ELL Plan and meets 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. Each school provides parents/guardians with home language translators for parent conferences, ELL committee meetings, after school

parent-teacher conferences, etc. In addition, forms/reports, report cards, and other school to home correspondence is available in the student's home language. Translation services, specifically in less commonly spoken languages are also provided through bilingual staff, community volunteers which help build relationships with our parents.

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

Each school provides parents/guardians with home language translators for parent conferences, ELL committee meetings, after school parent-teacher conferences, etc. In addition, forms/reports, report cards, and other school to home correspondence is available in the student's home language. The ELL designee in cooperation with the District ELL Parent Leadership Council also surveys parents for training needs then offers the training to parents during the school year. Schools are conducting parent outreach activities in the neighborhoods where large groups of ELL students reside. Agendas for these meetings include Florida Standards requirements, getting ready for kindergarten, and graduation requirements. Parent meetings are also held once per month for migrant and ELL parents focusing on similar topics.

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. www.hendry-schools.org)

X Results of language proficiency assessment

https://drive.google.com/file/d/1LZw0jfHTvXN3F7xa_qTSKaBSrbNFmoMA/view?usp=sharing

X Program placement

https://drive.google.com/file/d/1sOA_kdMmSI4iknBBT8yjBb-aYt-ch-z5/view?usp=sharing

☐ Program delivery model option(s)

X Extension of ESOL instruction

<https://drive.google.com/file/d/14qzxfr6m4U3Zgt-5m0uBKX-nWyk7z8y1/view?usp=sharing>

X Exit from ESOL program

<https://drive.google.com/file/d/1dyPiKHCcbFsXSNQQzyzmsTJkUrk475SJ/view?usp=sharing>

☐ Post-reclassification of former ELLs monitoring

☐ Reclassification of former ELLs

X State and/or LEA testing <https://www.hendry-schools.org/parents/parent-resources>

X Accommodations for testing (flexible setting)

<https://drive.google.com/file/d/1YEZooTqi64A1qay1cDMgiMgAKg8wpVNB/view?usp=sharing>

X Annual testing for language development

<https://drive.google.com/file/d/1WdIYG26D5elJgYtDKwLt-TzXwhLEmqcw/view?usp=sharing>

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

https://drive.google.com/file/d/1S8VPtw0XmhhF_NCsHH2-BdkX4s91vfSt/view?usp=sharing

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

☐ Retention/Remediation/Good Cause

☐ Transition to regular classes or course change

X Invitation to participate in an ELL Committee Meeting

<https://drive.google.com/file/d/1TmqFtYarnl9XsTcXqV6cg5-oGC3q2JM7/view?usp=sharing>

X Invitation to participate in the Parent Leadership Council (PLC)

<https://www.hendry-schools.org/departments/federal-programs/english-language-learners>

X Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities

<https://www.hendryadultlearning.org/>

<https://www.hendry-schools.org/academics/dual-enrollment>

<https://www.hendry-schools.org/departments/exceptional-student-education/gifted-program>

X Free/reduced price lunch <https://www.hendry-schools.org/departments/food-service>

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

<https://www.hendry-schools.org/our-district/hcsd-strategic-plan>

<https://www.hendry-schools.org/departments/human-resources/teachers-assigned-to-teach-out-of-field>

X Registration forms and requirements <https://www.hendry-schools.org/enrollment>

☐ Disciplinary forms

X Information about the Florida Standards and the English Language Development (ELD) Standards <https://www.hendry-schools.org/academics/departments>

X Information about community services available to parents

<https://www.hendry-schools.org/parents/parent-resources>

X Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC) <https://www.hendry-schools.org/parents>

☐ Report Cards*

☐ Other (Specify) _____

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

Because of our limited number of ELLs, our report cards are only available in English, bilingual staff will assist teachers in interpreting grades and student expectations.

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 main function of our district's Parent Leadership Committee is to make the parents of our ELL children become effective advocates for improved education and higher achievement for our ELL students. The committee seeks to create a level of parent involvement that reaches all parents- including those who have the most difficulty being involved due to work hours, limited resources and/or limited English Proficiency. The PLC tries to provide the parents of our ELL population, information and data concerning the school and student achievement, as well as ways to expand their role in their children's education and motivate them to assume leadership roles in the schools, such as, participating in after school activities, PTO's, ELL committees, SAC, volunteering programs, etc. It also provides training to parents to help them better assist their children in being academically successful through our Parent Universities. The District PLC is composed of the majority of parents of current and former ELLs, as well as classroom teachers, curriculum specialists and resource teachers.

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 majority of the PLC is composed of ELL parents; however, we do have some non-ELL parents in our committee for the purpose of translating, communicating information, and answering parents' concerns in a more effective manner.

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

The PLC is encouraged to become involved at the school level by participation in activities such as district and school parental committees, school improvement and/or advisory Committees, PTO's, Parent Universities, Parent and Family Engagement Activities, etc.

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

The PLC develops and reviews the District ELL Plan and is offered the opportunity to make suggestions to or provide changes that would improve the District 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.

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 the person(s) responsible for issuing the notifications and how the process is documented.

Teachers are notified of ESOL training requirements by their school principal. Training opportunities for teachers are sent to the schools via informational flyers and electronically through e-mail. The Director of Elementary Education is responsible for scheduling ESOL teacher training within the district and for notification to staff of such classes. The Director of Human Resource department office keeps documentation of how, when and where the ESOL trainings are announced, given and received. The Human Resource Office will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Human Resource office will be responsible for providing personnel with information concerning in-service training, advertising and scheduling of classes.

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.

Teachers are notified of ESOL training requirements by their school principal. Training opportunities for teachers are sent to the schools via informational flyers and electronically through e-mail. The Director of Elementary Education is responsible for scheduling ESOL teacher training within the district and for notification to staff of such classes. The Human Resource office keeps documentation of how, when and where the ESOL trainings are announced, given and received.

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 teachers are notified of ESOL training requirements by their school principal. Training opportunities for teachers are sent to the schools via informational flyers and electronically through e-mail. The Director of Elementary Education is responsible for

scheduling ESOL teacher training within the district and for notification to staff of such classes. The Human Resource office keeps documentation of how, when and where the ESOL trainings are announced, given and received.

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.

When teachers are reported out of field for ESOL, the District Data Entry Specialist confers with the District HR department and the Director of Elementary Education for verification of the accuracy of the records during the survey edit period. If there is an FTE issue, it is brought to the attention of the Deputy Superintendent, who ensures that all FTE records, including weighted FTE for ELL students, are being accurately submitted to the department of education. 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. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

The District provides ESOL training for school-based administrators in the following ways:

1. Literacy Solutions
2. Beacon

The Director of Elementary Education is responsible for scheduling ESOL training for school-based administrators within the district and for notification to staff of such classes. The Director of Human Resources office keeps documentation of how, when and where the ESOL trainings are announced, given, and received.

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

The District provides ESOL training for School Counselors in the following ways:

1. Literacy Solutions
2. Beacon

The Director of Elementary Education is responsible for scheduling ESOL training for school-based administrators within the district and for notification to staff of such classes. The Director of Human Resources office keeps documentation of how, when and where the ESOL trainings are announced, given, and received.

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 District ELL Resource Teachers provide supplemental professional development to instructional staff geared to inform on English Language Development Standards and best practices through the school year in the form of PLC's and individual group training in various locations throughout the district to accommodate different schedules. The District ELL Resource Teachers also provide access to on-line trainings as they become available through the WIDA Consortium. The training provided is determined by the school principal, district or as requested by instructional staff. Although any courses provided 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.

The district follows the Meta Agreement in making sure that if a student receives instruction in a language other than English, the teacher demonstrates proficiency in the language used for instruction and in English. The principal is responsible to assure that the teacher is proficient in both instructional language and English. The Principal ensures that the teacher is proficient in the instructional language and English through direct observations and communication.

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 bilingual paraprofessional must be highly qualified as evidenced by a passing score on the Para-Pro assessment or hold an AA Degree. Specific job descriptions can be obtained by contacting the District's Human Resource Department.

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

The District ELL Resource Teachers provide professional development to bilingual paraprofessionals through the school year in the form of PLC's and individual/group training in various locations throughout the district to accommodate different schedules. The District ELL Resource Teachers also provide access to online training as they

become available through the WIDA Consortium. The training provided is determined by the school principal, district or as requested by the bilingual paraprofessional. The process is documented through Skyward in- service electronic files and maintained in the personnel file.

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

It is the school principal's responsibility that the bilingual paraprofessional has the skills needed for being a bilingual paraprofessional and meets all qualifications for the paraprofessional job description. The Principal determines that the bilingual paraprofessional is proficient in the target language by direct observations.

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

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

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

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter if the ELL student does not meet the criteria for exiting the ELL program as determined by the English Language Proficiency Assessment and specific grade-level cluster requirements and academic performance of ELL student(s) is not on grade level, then an ELL committee meeting is scheduled; the parent is invited to attend using the Parent Participation Form and the student's need for additional appropriate instructional programming is addressed. The ELL committee will determine what programs are best for the ELL student at this time and all options are discussed.

The ELL Contact Person or Designee will document any recommendations and/or referrals on our ELL Committee Minutes/Academic Improvement Plan form and it will be placed in the ELL student's ELL folder.

When extension of services are required, the ELL contact or designee (which is usually the School Counselor or Assistant Principal) is responsible for updating the student data and ensuring extension of services.

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.

Kindergarten ACCESS for ELLs
ACCESS for ELLs Grades 1-12
Alternate ACCESS for ELLs
Kindergarten WIDA Screener
WIDA Online Screener Grades 1-12

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.

Kindergarten ACCESS for ELLs
ACCESS for ELLs Grades 1-12
Alternate ACCESS for ELLs
Kindergarten WIDA Screener
WIDA Online Screener Grades 1-12