



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.

June 30, 2025

Ms. Monica Broome
District ELL Coordinator
FSU Lab School

Dear Ms. Broome,

The District English Language Learner (ELL) Plan for FSU Lab School has been reviewed and approved pursuant to [Section 1003.56, Florida Statutes](#). This approval applies from July 1, 2025, through June 30, 2028. Interim changes to the plan must be submitted as amendments and must be approved prior to implementation ([Rule 6A-6.0905, Florida Administrative Code](#)). Amendment requests may be emailed to SALA@fldoe.org.

Please share this approval letter with your district's leadership team and other interested personnel. Thank you for your continued commitment to student achievement through language acquisition. If you have any questions, please feel free to contact me.

Sincerely,

Raydel Hernandez, Ph.D.
Bureau Chief, Student Achievement through Language Acquisition
Florida Department of Education
325 West Gaines Street Suite 314
Tallahassee, FL 32399
850-245-0956 Office

District English Language Learners (ELL) Plan

Contact Person: Monica Broome
LEA: FSU Lab School
Email: mbroome@fsu.edu
Phone: 850-245-3800

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

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(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:	
FSU Lab School		Monica Broome/Director of Exceptional Student Education and District ELL Coordinator		850-245-3800/mbroome@fsu.edu	
(4) MAILING ADDRESS: 3000 School House Road Tallahassee, FL 32311			(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:		
(6) CERTIFICATION BY SCHOOL DISTRICT					
<p>The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.</p> <p>I, <u>Damon Andrew</u>, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p> <p>Signed by: <u>Damon Andrew</u> 2/26/2025 3:11 PM EST</p> <p>Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval</p>					
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)					
Name of Chairperson representing the District ELL PLC: Monica Broome					
<p>Contact Information for District PLC Chairperson: Mailing address: 3000 School House Road, Tallahassee, FL 32311</p> <p>E-mail Address: mbroome@fsu.edu Phone Number: 850-245-3800</p> <p>Date final plan was discussed with PLC: 12/06/2023</p> <p>Signed by: <u>Monica Broome</u> 2/26/2025 2:03 PM EST</p> <p>Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson</p>					

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, Damon Andrew, 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.

Signed by:

0101DF588B7F49C
Superintendent's Signature

2/26/2025 | 3:11 PM EST
Date Signed

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

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

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

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

FSUS includes a Home Language Survey (HLS) in student registration forms, completed by parents or guardians upon initial enrollment. If a parent answers 'yes' to any of the three HLS questions or the student meets the definition of an English Language Learner (ELL), the student must undergo an aural/oral English proficiency assessment to determine eligibility and placement in the district's ELL program. In such cases, the registrar notifies the school's ELL coordinator, and the student is administered the IPT.

Into what languages are the HLS translated?

The HLS is available in Spanish.

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

Bilingual staff is available at the school to assist parents when necessary and whenever feasible.

How do you identify immigrant students?

The student enrollment/registration form includes immigrant student information, and the DEUSS data is recorded there. The term "immigrant children and youth" refers to individuals who: (A) are between the ages of 3 and 21; (B) were not born in any U.S. state, the District of Columbia, or Puerto Rico; and (C) have not attended school in any U.S. state for more than three full academic years. Based on this definition, the student's immigrant status is marked as "Y" and recorded in our student information system, FOCUS.

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

During registration, parents complete the Home Language Survey along with questions regarding the student's birthdate, country of birth, and DEUSS data. The DEUSS includes the month, day, and year the student first entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). The original DEUSS data is then entered into the student information system, FOCUS. If the parents do not provide it, personnel review records from previous schools and document the earliest recorded date as the student's DEUSS.

Please include a link to your HLS.

https://www.fsus.school/uploaded/district/ell/FSUS_Home_Language_Survey.pdf
[FSUS-ELL Enrollment Form.pdf](#)

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

1. English Language Proficiency (ELP) Assessment

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

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

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)

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score(1)	Scale Score(2)	National Percentile(3)
Idea Oral Language Proficiency Test, IPT-I	K-Initial ID		C (LES)	73
IPT-I	K-2		D (LES)	63
IPT-I	3-6		D (LES)	64
Idea Oral Language Proficiency Test, IPT-II	7-12		E(LES)	54

1. (A raw score represents the number of points a student received for correctly answering questions on a test.)

2. A scale score is a raw score that has been converted to a scale. The conversion table provided by the test publisher should be used to report the scale score if the test results are not provided in terms of a scale score.

3. A national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

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

The Admissions Department immediately provides the ELL Coordinator with a copy of the HLS for all new students who answer 'yes' to at least one question, ensuring they are assessed within 20 school days of initial enrollment. K-2 students who score

proficient on the Listening and Speaking assessment are classified as non-ELLs (ZZ). However, if requested by a parent or teacher, a student initially determined not to be an English Language Learner may be referred to an ELL Committee. The parents' preference regarding ELL classification shall be considered in the final decision.

For students in grades 3-12, those who score proficient on the Listening and Speaking assessment must take the IPT reading and writing test within 20 school days of the oral assessment. Students scoring at or below the 32nd percentile on either reading or writing are classified as ELLs.

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. IRW

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?

The ELL Committee convenes upon a parent or teacher's request to discuss a student's entry and placement. Parents must be invited using the *Parent Notice of ELL Committee Meeting* invitation, and their preference shall be considered in the final decision.

The ELL Committee reviews the student's academic record holistically and may determine that a student qualifies as an English Language Learner by considering additional criteria beyond the initial placement test. These criteria include prior educational or academic experience, social experience, a student interview, grades from current or previous years, and test results other than the IPT, Florida statewide assessment in English Language Arts (ELA), EOC, and ACCESS 2.0. The committee's decision must be supported by at least two of these criteria.

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.

A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel review available data, including a parent interview on educational history, school paperwork, report cards, transcripts, student interviews, assessments of current content-area abilities, and chronological age. After reviewing this information, a placement decision is made.

FSUS Lab School requires parents to provide the selected student's academic records from the previous year before acceptance into the school.

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.

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).

A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel review available data, including a parent interview on educational history, school paperwork, report cards, transcripts, student interviews, assessments of current content-area abilities, and chronological age. After reviewing this information, a placement decision is made.

FSUS Lab School requires parents to provide the selected student's academic records from the previous year before acceptance. Credits for prior education are awarded on a case-by-case basis. Students who have completed foreign language courses, including English, may receive foreign language credit.

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

A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel and academic deans review available data, including a parent interview on educational history, school paperwork, report cards, transcripts, student interviews, assessments of current content-area abilities, and chronological age. After reviewing this information, a placement decision is made.

FSUS Lab School requires parents to provide the selected student's academic records from the previous year before acceptance. Credits for prior education are awarded on a case-by-case basis. Students who have completed foreign language courses, including English, may receive foreign language credit.

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.

ELLs who leave the district for another state or country for more than 150 school days and later re-enroll must be reassessed for English language proficiency due to an interruption in ELL services. The reassessment results will determine the appropriate reclassification status, and the original entry and test dates will be reflected in the ELL plan. All prior documentation will be maintained in the ELL plan and/or cumulative folder, along with an explanation of the new data. If a student withdraws but attends another Florida school district, ELL services will not be interrupted.

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.

After testing and/or ELL Committee meetings, the ELL Coordinator gathers the collected data and creates an ELL plan for each student. The ELL Coordinator enters the plan into FOCUS and saves it to the student's FOCUS account.

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 parent or guardian is first notified of the plan meeting through a notification letter in both English and Spanish. Parents will receive two written notifications. Once the meeting begins, the ELL Committee will review progress monitoring and assessment data to ensure that the necessary support for the student is in place. The ELL Coordinator and all of the student's individual teachers are responsible for overseeing the daily implementation of specific accommodations and additional support. The ELL Coordinator is also responsible for developing a new, updated ELL plan at the beginning of each school year or as the individual needs of the ELL student change.

Please include a link to the ELL Student Plan.

[https://www.fsus.school/uploaded/district/ell/FSUS_ELL_Plan_Redacted_\(1\).pdf](https://www.fsus.school/uploaded/district/ell/FSUS_ELL_Plan_Redacted_(1).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.

K-12 services will be provided to address language needs through comprehensible instructional strategies that include, but are not limited to:

1. Individualized instruction
2. Cooperative learning
3. Computer-assisted instruction
4. Integration of language and content
5. A variety of audiovisual materials, including illustrations, tapes, and videotapes
6. PowerPoint and Smart Board/Newline technology
7. Individualized tutoring

The instructional program is designed to meet the cognitive and affective needs of ELL students. Both elementary and secondary students will receive instruction in the general education classroom. Instructional strategies for ELL students will be documented in the student's ELL plan and included in the teacher's lesson plans. To ensure fidelity, the ELL Coordinator will conduct spot checks or walk-throughs when possible, and school-level administrators will also conduct walkthroughs and review lesson plans.

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

ELLs receive instruction using ELL instructional strategies. Administrators are responsible for monitoring the implementation and documentation of these strategies by classroom teachers. Evidence is gathered through classroom observations, evaluations,

and walk-throughs, as well as by reviewing lesson plans, appropriate use of materials and audiovisuals, and FOCUS notations. Teachers of ELLs document the ELL strategies used in the ELL plan.

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

ELLs' academic performance is monitored throughout the year to ensure both academic and linguistic progress. Administrative and support staff review the success of instructional models through teacher observations, ELL participation, attendance, grades, teacher input, and the ACCESS for ELL assessment."

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

ELL students are assured equal access to all programs and facilities through monitoring by teachers and school and district-level administration. Administrators meet with teachers to ensure that all students, both ELL and non-ELL, have equal access. Evidence of this is obtained through classroom observations, annual formal evaluations, and walk-throughs. Documentation can also be found in teachers' lesson plans, which may include evidence of appropriate use of materials and audiovisuals, as well as FOCUS notations. A schedule will be maintained for all ELL instruction in the regular classroom setting, ensuring that ELL students are offered the same course schedule as non-ELLs.

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

The specific ELL strategies used by teachers are documented on the ELL Strategy sheet or the ELL Plan throughout the school year. In addition to spot checks and walkthroughs conducted by the ELL Coordinator, an assigned school administrator will also verify compliance during formal observations, which include a post-conference with the teacher.

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, as well as through formal and informal evaluations. Additionally, school-level administrators, counselors, and the ELL Coordinator will meet with the teachers of ELL students to review and monitor the appropriateness of each student's progress. Such reviews may include the following:

- A. Reviewing the student's grades in all subject areas
- B. Monitoring the student's performance in Reading and Mathematics using progress monitoring tools

- C. Assessing the student's performance on statewide assessments
- D. Conducting 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.

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans, which school administrators review during ongoing classroom walk-throughs and formal and informal evaluations.

Additionally, school administrators, counselors, and the ELL Coordinator will meet with the teachers of ELL students to review and monitor the appropriateness of each student's progress. Such reviews may include the following:

- A. Reviewing the student's grades in all subject areas
- B. Monitoring the student's performance in Reading and Mathematics using progress monitoring tools
- C. Assessing the student's performance on statewide assessments
- D. Conducting classroom observations

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) iReady, Reading Plus, DIBELS
- ☐ Native Language Assessment (Specify) _____
- ☒ LEA/school-wide assessments (Specify) FAST, EOC
- ☐ Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

- ☒ Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

<https://resources.finalsite.net/images/v1723506710/fsusschool/adlmncsvx3me8betws4v/FSULabSchoolExceptionalStudentEducationPoliciesandProceduresSPP20202023.pdf>

- ☐ No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

ELLs who have had less than two years of instruction (based on DEUSS) in an English Language Learner (ELL) program are eligible for a Good Cause Exemption. The ELL Committee must be convened, and the recommendation to exempt the student from promotion criteria must be included in the ELL Committee Meeting Summary, which is submitted to the administrator for review. Parents are invited to all committee meetings in writing prior to the meeting.

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 must be convened and the recommendation to exempt the student from promotion criteria must be included in the ELL Committee Meeting Summary. It is submitted to the administrator and a recommendation is made. Documentation may include: baseline data, district tests, and ACCESS 2.0 scores.

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

Statewide Assessment

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

The District Assessment Coordinator ensures that all students are tested with the appropriate accommodations outlined in each student's ELL plan. Students are identified and verified by ELL staff and the MIS director.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ELL Coordinator collaborates with the District Assessment Coordinator and teachers to ensure that all ELLs participate in the statewide assessment program and receive appropriate testing accommodations.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the ACCESS for ELLs test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for

Grades 1–12, where the Speaking section is administered one-on-one with a teacher. The Listening, Reading, and Writing sections may be given in a group setting, depending on the Tier level. For Kindergarten, the ACCESS for ELLs is also a paper-based assessment, with all sections administered 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-based testing administrators
ELL Coordinator
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?

Parents and teachers are notified of appropriate testing accommodations, which are also recorded in FOCUS on the student's profile. A testing calendar is available on the district's website and is updated as testing schedules change, whether by the state or the district. Prior to assessment dates, parents receive notifications regarding all statewide testing policies and mandates. A letter is sent to the parents of ELLs, explaining the allowable testing accommodations and specific language for flexible setting options. Parents have the right to choose the flexible setting during testing. Outcomes of assessments are communicated to parents through individualized student score reports, which indicate the student's performance level along with interpretive guides.

Please provide links to communications in parents' languages.

https://www.fsus.school/uploaded/district/ell/FSU_Lab_Family_Communication_Redacted.pdf
[FSUS Communication in preferred language - Letter Log.pdf](#)

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 the Kindergarten ACCESS for ELLs, the required English language proficiency level is a composite score of 4.0 or greater, with at least a 4.0 in the reading domain. The exit code for these students is H.
- For students in grades 1-2, they are eligible to exit the ESOL program upon scoring proficient at the applicable grade level on the ACCESS for ELLs assessment.
- For students in grades 3-9 taking any administration of the ACCESS for ELLs, the required English language proficiency level is also a composite score of 4.0 or greater, with at least a 4.0 in the reading domain and an achievement level of at least 3 on the Florida statewide assessment in English Language Arts (ELA). The exit code for these students is I.
- For students in grades 10-12, the required English language proficiency level remains a composite score of 4.0 or greater, with at least a 4.0 in the reading domain, as well as a score of 3 or higher on the Florida statewide assessment in English Language Arts (ELA) or a passing concordant score on the SAT or ACT. The exit code for these students is J.
- For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs assessment, the proficiency level in grades K-5 must be a composite score of at least P2, in grades 6-8 the composite score must be at least P3, and in grades 9-12 the composite score must be at least P4. The ELL/IEP committee will determine the exit status.
- ELLs can also be exited at any time during the school year upon the request of a parent, teacher, counselor, or administrator through an ELL Committee recommendation.

Once a student meets the exit criteria, the ELL Coordinator changes the student code from LY to LF, and the student is monitored for two years. Parents are notified of the exit through a letter.

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

- ☐ School/LEA based testing administrator
- ☒ ESOL Teacher/Coordinator
- ☐ Other (Specify) _____

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

If assessment results do not fully capture a student's academic or linguistic needs, an ELL Committee may be convened to discuss input from parents, teachers, and support staff, leading to placement decisions. The committee may recommend exiting the student from the program based on considerations beyond statewide assessments. Additionally, the ELL Committee can meet to exit a student from the ESOL program if there is sufficient evidence indicating that English language proficiency is not the issue

affecting the student's achievement. In such cases, the student may have another documented disability that is addressed through an IEP or another student plan.

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

ELLs can be exited at any time during the school year upon the request of a parent, teacher, counselor, or administrator, through an ELL Committee recommendation.

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?

Classroom teachers and ELL Coordinator

Updating the student ELL plan?

ELL Coordinator

Reclassification of ELL status in data reporting systems?

The ELL Coordinator and the ELL Committee are responsible for the reclassification of ELL students, updating student plans, and ensuring appropriate placement in educational settings. The school principal and ELL Coordinator will supervise the collection and monitoring of progress through data. The MIS Director will ensure that data entry for ELL students is completed accurately.

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify) District's universal screener; iReady

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

If unsatisfactory progress continues, the ELL Committee must convene to discuss appropriate alternatives for each individual student. These alternatives may include reclassification as an ELL student or increased support through the MTSS process. According to Consent Decree guidelines, reviews will occur after the first report card

following exit from the ESOL program, at the end of the first semester, at the end of the first year, and at the end of the second year.

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 FOCUS. Assessment results and targeted skills are also kept in FOCUS and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ELL Coordinator.

Teacher training records are monitored for compliance with ESOL requirements by the Director of Teacher Education.

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

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

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

The District ELL Plan can be found on FSUS' website.

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

The District Plan serves as a blueprint for ELL services at FSUS. The ELL Coordinator monitors compliance and implementation of the plan by collaborating with parents, teachers, counselors, and school administrators.

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 ensure compliance with ESSA, FSUS notifies parents of students identified as ELLs for participation in the program no later than 30 days after the beginning of the school year. For students identified as ELLs during the school year, FSUS will notify parents within the first two weeks of the student's placement in the ESOL program. Notifications will be provided via letters, which will be maintained in FOCUS.

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

When necessary, written and oral communication between the school and home will be provided in the parent's home language, unless it is clearly not feasible. In such cases, in-school translators will be provided, or parents may be asked to bring their own translator. FSUS and FSU personnel are available to assist with school-home communication.

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.

Parents of ELL students will be provided opportunities to participate in various committees and parent organizations. Notification regarding councils and educational services and programs will be made through the following methods:

1. Personal contact by school staff
2. Parent conferences at school
3. Newsletters and calendars sent home

4. PTSA meetings
5. Dissemination of materials during registration and Open House
6. Planned parent-administrator orientations and conference meetings
7. General training opportunities for parents
8. ESOL Parent Leadership Council meetings

Provisions will be made to communicate oral and written information in the parent's home language if necessary, utilizing school and FSU personnel.

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.):

All Special Programs forms generated in FOCUS are available in Spanish. In addition, any communication sent through FOCUS is automatically translated into the family's preferred language, as indicated in the enrollment application.

Link to forms: [FSUS ELL FOCUS Forms.docx](#)

[FSUS Communication in preferred language – Letter Log.pdf](#)

- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☒ Program delivery model option(s)
- ☒ Extension of ESOL instruction
- ☒ Exit from ESOL program
- ☒ Post-reclassification of former ELLs monitoring
- ☒ Reclassification of former ELLs
- ☐ State and/or LEA testing
- ☒ Accommodations for testing (flexible setting)
- ☐ Annual testing for language development
- ☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
- ☐ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change
- ☒ Invitation to participate in an ELL Committee Meeting
- ☒ Invitation to participate in the Parent Leadership Council (PLC)
- ☒ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- ☐ Free/reduced price lunch
- ☐ Parental choice options, school improvement status, and teacher out-of-field notices
- ☐ Registration forms and requirements
- ☐ Disciplinary forms

- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards
- ☐ Information about community services available to parents
- ☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☐ Report Cards*
- ☒ Other (Specify) Any communication from the FLDOE that is available in multiple languages

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

The ELL Coordinator schedules parent conferences regarding academic progress, if requested by the family or the teacher.

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 goals of the FSUS PLC are to familiarize parents of ELLs with school personnel and the services available to them, provide opportunities for parents to take an active role in decisions affecting their children's education, and facilitate consultations with school personnel to offer input on program-related goals.

[https://www.fsus.school/uploaded/district/ell/FSUS_ELL_PLC.pptx_\(2\).pdf](https://www.fsus.school/uploaded/district/ell/FSUS_ELL_PLC.pptx_(2).pdf)

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.

Due to the small number of ELLs in our district, there are few ELL parents in the PLC; however, other district staff members serve as advocates for our ELLs.

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

Parents of ELL students are provided with opportunities to participate in various committees and parent organizations. Notification regarding councils and educational services and programs will be made through the following methods:

1. Personal contact by school staff
2. Parent conferences at school
3. Newsletters and calendars sent home
4. PTSA meetings
5. Dissemination of materials during registration and Open House
6. Planned parent-administrator orientations and conference meetings
7. General training opportunities for parents

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

FSUS hosts ELL parent meetings throughout the school year. During these meetings, the established PLC has the opportunity to review the ELL Plan and suggest any desired changes. If changes are necessary, we will add an amendment to the District Plan. FSUS ELL families attending the PLC meeting have chosen not to take on the responsibility of approving the District ELL Plan. Instead, they have authorized the ELL Coordinator to approve the plan once they have reached an agreement on its content.

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

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

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

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

The Director of Teacher Education requires all new FSUS employees to submit documentation of ELL compliance. If teachers are not in compliance, they must attend training offered by NEFEC or utilize the tuition waiver for university classes. Each teacher has a file in the main office that lists the courses already completed and any additional requirements.

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 Teacher Education requires all new FSUS employees to submit documentation of ELL compliance. If teachers are not in compliance, they must attend training offered by NEFEC or utilize the tuition waiver for university classes. Each teacher has a file in the main office that lists the courses already completed and any additional requirements.

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 Teacher Education requires all new FSUS employees to submit documentation of ELL compliance. If teachers are not in compliance, they must attend training offered by NEFEC or utilize the tuition waiver for university classes. Each teacher has a file in the main office that lists the courses already completed and any additional requirements.

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 Director of Teacher Education presents any teachers out of compliance to the School Board. Parent notification letters are sent home if a student is placed in a classroom with a teacher who is out of compliance. Additionally, notification of teacher status is sent to the MIS Director for FTE reporting purposes.

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.

If school-based administrators are not in compliance, they are required to attend training offered by NEFEC or utilize the tuition waiver for university classes. Each school-based administrator has a file in the main office that lists the courses already completed and those still required.

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

If school counselors are not in compliance, they are required to attend training offered by NEFEC or utilize the tuition waiver for university classes. Each school counselor has a file in the main office that lists the courses already completed and those still needed.

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 ELL Coordinator meets with instructional staff to disseminate standards and best practices. In addition, the ELL Coordinator includes ELL information in the weekly newsletter to all faculty and staff.

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.

Instruction within all classes, other than our Foreign Language courses, are provided in English.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

Bilingual paraprofessional applicants must be fluent in English and at least one other language, preferably Spanish, as determined during the interview process. The job description includes, but is not limited to, participation in in-service activities related to program procedures, curricular and assessment modifications, and tutoring strategies. Applicants are expected to become members of the ELL Committee and actively participate in developing the student plan, provide instructional support in helping students with English concepts and skills, and familiarize parents with the ELL program and services available at FSUS.

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

Bilingual paraprofessionals receive ongoing in-service training during pre-planning, orientation, early release days, and ESOL meetings. These sessions focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, parent involvement, curriculum development and accommodations, and strategies for effectively working with ELLs.

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

Applicants for Bilingual Paraprofessional positions at FSUS must demonstrate language fluency in Spanish during the interview process.

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.

Based on the extension of services rule 6A-6.09022, F.A.C., the ELL Coordinator will review student files to identify ELLs who need reevaluations three years after their DEUSS date. An ELL committee will convene annually to re-evaluate the student's progress towards English language proficiency. The committee will consider all relevant criteria and document at least two of the following: prior educational or academic experience, social experience, student interviews, grades from current or previous years, and test results from a Department-approved assessment that covers all four language domains of listening, speaking, reading, and writing (excluding the IPT, FAST, EOC, and ACCESS 2.0).

Listening and Speaking Proficiency Assessment

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

ACCESS for ELLs and IPT

Reading and Writing Proficiency Assessment

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

ACCESS for ELLs, IRW, and FAST ELA



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FSUS Mission

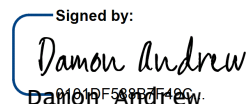
Educational Research
Innovative Instruction
Professional Service

February 26, 2025

Dear Bureau Chief Hernandez:

Please accept the letter as assurance that Florida State University Schools is in compliance with all ESOL training requirements.

Sincerely,

Signed by:

Damon Andrew

District Superintendent
Florida State University Schools