

2025-2028 Franklin County School District English Language Learners (ELL) Plan

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LEA: Franklin County School District

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**Rule 6A-6.0905
Form ESOL 100
(May 2017)**

**APPROVED BY THE
FRANKLIN COUNTY
SCHOOL BOARD
ON 07/29/2025**

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

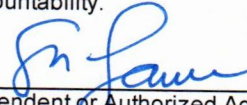
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(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Franklin County School District	Angela Hendley Director of Special Programs	(850) 670-2810 ahendley@fcsdfl.org
(4) MAILING ADDRESS: 85 School Rd Eastpoint, FL 32328		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:

(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, Steve Lanier, 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 records maintenance will be implemented to ensure proper accountability.



Signature of Superintendent or Authorized Agency Head

07/29/2025

Date Signed

07/29/2025

Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)

Name of Chairperson representing the District ELL PLC: Angela Hendley

Contact Information for District PLC Chairperson:
Mailing address: 85 School Road Eastpoint FL 32328

E-mail Address: ahendley@fcsdfl.org Phone Number:

Date final plan was discussed with PLC:



Signature of the Chairperson of the District PLC

8/1/25

Date Signed by PLC Chairperson

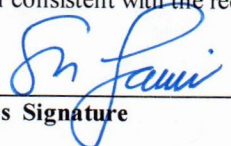
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**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION**

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 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 Title VI Compliance.

By signature below, I, Steve Lanier, 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

07/29/2025

Date Signed

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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:

Response: All parents or guardians of students entering a FCSD school must complete the Home Language Survey (HLS) as part of the Student Registration Packet. When necessary and if services are available, personnel will assist with registration. Data Entry Clerk/Registrar will enter the demographic data on the MIS all student demographic information, including native language, country of birth, immigrant student, and date of entry into US school (DEUSS) provided by the parent/guardian during the registration process.

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

Response: The procedure is the same for all students, ELL and non-ELL students. All new students enrolling at a FCSD school must complete the student registration packet which includes the Home Language Survey (HLS).

- (a) Is a language other than English used in the home?
- (b) Did the student have a first language other than English?
- (c) Does the student most frequently speak a language other than English?

If a "Yes" response is indicated on the HLS, the registrar will contact the school's ESOL contact that supports the student's grade level, as well as document the response in MIS- FOCUS. The ESOL contact that supports that grade level will administer the WIDA Screener within 20 days of the student's enrollment.

Into what languages are the HLS translated? **Response:** Spanish

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

Response: When possible, families receive assistance from bilingual school staff as needed for registration. Community language facilitators may also assist with translating or interpreting registration documents and other pertinent information.

How do you identify immigrant students?

Response: Based on the information provided by the parent/guardian during the registration process, immigrant student information, along with the DEUSS date is collected on the Student Enrollment/Registration Forms.

The term Immigrant "Children and Youth" means individuals who:

- are ages 3 through 21;
- were not born in any State; and
- have not been attending one or more schools in any one or more States for more than 3 full academic years.

Note that "State" is defined in Section 3201(13) of the ESEA to include the 50 States, the District of Columbia, and Puerto Rico. Therefore, students born in Puerto Rico may not be included as "immigrant" students under Title III.

Based on this definition, the student's immigrant code is Y. PAEC assists the district with reporting and tracking migrant students.

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

Response: At the time of registration, the parent/guardian complete the Home Language Survey (HLS), as well as answer questions regarding the birth date of student, country of birth, and the DEUSS Date (the month, day, and year the student entered a school in the United States (which includes any of the 50 U.S. states and the District of Columbia, excluding U.S. territories and possessions). If a student is entering a FCSD school from another district in Florida or another state within the U.S. records are reviewed and requested from the previous school system and the original DEUSS date is entered in the FCSD student information system.

Please include a link to your HLS.

The Home Language Survey is included in our registration packet.

[Parent Portal Registration - Franklin County Schools](#)

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) Teachers, Guidance Counselors, and others who have received training on administration of the ELP assessment may administer.

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.

Response:

WIDA Online Screener for grades 1-12, and W-APT Screener for Kindergarten

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

Response: If a parent/guardian answers "Yes" to any of the three questions on the HLS, the registrar will provide the HLS results to the ESOL grade level contact or counselor as notification that a new student has enrolled and may require administration the WIDA Screener. The ESOL grade level contact and/or Counselor will review student's record, schedule and administer the WIDA Screener form within 20 days of the student's initial enrollment date. The ESOL grade level contact will record the results of the screener and notify the teacher(s) once completed.

All students who are determined NOT English proficient on the Listening and Speaking subtest as determined by the WIDA Screener cut score and tier placement protocol will qualify for ESOL services and are coded as LY.

Students enrolled in Kindergarten through Second grade who score within the fluent/proficient range of English Language on the WIDA screener are determined as non-ELL and coded as TZ (Tested but not eligible).

Students in grades 3-12 who score proficient on the Listening and Speaking domains of the WIDA screener will then continue to the Reading and Writing domains. The Reading and Writing domains must be completed as soon as possible after initial enrollment (but not later than 30 days after enrollment).

The District ESOL Program Coordinator provides training to each of the FCSD ESOL Contacts in the procedure

and guidelines for administering the assessments. If the Listening and Speaking domains are not administered within 20 days of entry into the school district, the ESOL contact is required to send a letter to the parents documenting the reasons for the delay and attaches evidence that the student has been accorded the programming required for ELL students pending the timetable for completion of the screener/assessment.

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.

Response: WIDA Screener Reading and Writing domains will be administered if students score proficient on the Listening and Speaking domains. These assessments will be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment.

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?

Response:

A parent, teacher, or administrator may request the ELL committee convene for the purpose of reviewing a student's eligibility for ELL services, ineligibility for ELL services, or dismissal of the ESOL program. The ELL Committee may determine a student to be an English Language Learner or not an English Language Learner. Any determination by the ELL Committee will be documented and maintained in the students' file. A plan will be implemented to address the individual students' language needs. The parents/guardians' preference as to whether a student is determined to be an ELL is considered in the final decision.

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

- Extent and nature of prior educational or academic experience, social experience and student interview.
- Written recommendation and observation by current and previous instructional and supportive services staff.
- Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards.
- Grade from current or previous years
- Test results other than assessment used for initial identification of English language proficiency.

If an ELL/LEP committee is convened:

- Parents must be invited via the FCSD Parent Invitation Committee Meeting Letter, phone contact, or email. A copy of the parent invitation letter, phone log, or email is kept in the student ESOL folder, saved to the "Learner Profile" in ELlevation, and scanned into FOCUS.
- Committee meeting minutes MUST be documented detailing data, discussions, and determination of services. All accompanying forms (including meeting minutes) must be kept in the student ESOL folder, saved to the "Learner Profile" in ELlevation, and scanned into FOCUS.
- The Student EL Plan MUST reflect necessary changes determining the student's services.

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.

Response: The ELL school/grade level contact, Guidance Counselor, and Administrator/Designee will review the educational background and transcripts of the transferring student to determine the appropriate grade level, subject(s), and ESOL Program placement. Parental input regarding prior educational background and experiences will be considered when transcripts, records, or report cards are not readily available. Diagnostic/placement tests (i.e. WIDA, W-APT, STAR) in addition to English Language Learner screeners will be used if/when student records are not obtainable. Placement decisions for individual students must consider the age of the student, prior education, level of academic skills, social experiences, transfer of credits, academic year, parent/guardian preference, and any other pertinent information including cultural differences. Each student will receive equitable instruction and assessments at his or her level of English language proficiency for meeting the appropriate grade level standards. However, the final determination for placement will be decided by the principal or the designee. Bilingual school personnel may assist the students and their families when necessary to ensure the appropriate program of placement.

The ELL school/grade level contact, the guidance counselor, and administrator/designee must meet when a student's placement is based on age due to either lack of information about prior schooling (i.e. no transcript or report card) or prior schooling does not meet grade level requirements. When taking into consideration that the student may reach the maximum age limit for attendance (age 19) before successful completion of high school graduation requirements, the final determination for placement is determined by the principal or designee. ELL students are enrolled in classes that fulfill graduation requirements and the FCDS Student Progression Plan.

When students arrive with no records from their previous school and the school is in the U.S., the school will contact the previous school to obtain records. If the school the student previously attended is outside the U.S., schools may enroll the students in the age-appropriate grade level and follow homeless procedures to waive required documentation and allow for entry with no further delay.

ELL students are enrolled in classes/courses based on completed academic coursework, regardless of the language in which the coursework was completed. School policies provide flexibility to school staff in making academic decisions for students. Parents/Guardians may appeal for academic placement decisions to the principal.

Student progress will be monitored to ensure accurate placement decisions are determined. These procedures will be documented in the Student Profile in ELLevation and are maintained in the student's ELL folder.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grades 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.

Response: Per 6A.6.0902 Section 3. Part B. "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age-appropriate placement shall be followed as are followed for students born in the United States." Students' placement is not based solely on English Language Proficiency. Therefore, an academic skills assessment may need to be administered in the language of the home.

Students must have documentation of approved completed courses to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student or parent/guardian is unable to provide transcripts or documentation of prior educational experiences. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence but may differ in course

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name. In the absence of prior educational experience, diagnostic/placement tests and interviews may also be used as guidelines.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, school counselor, teacher, parents, ESOL grade level teacher, District ESOL Resource Teacher(s) and/or Director of Elementary/Secondary Curriculum and Instruction may be included to determine placement. Determination of placement for each student will consider the age of the student, prior education, level of academic skills, social experiences, transfer of credits, academic year, parent/guardian preference, and any other pertinent information including cultural differences. Each student will receive equal and equitable instruction and assessments at his or her level of English language proficiency for meeting grade-level standards at the agreed upon grade-level placement to facilitate English language acquisition and academic achievement. Students classified as an ELL will be assigned a course for English for Speakers of Other Languages or English Language with ESOL supports, as well as core subject area courses based on assigned grade level.

In summary, ELL students are enrolled in classes/courses based on completed academic coursework, regardless of the language in which the coursework was completed. ELL students are enrolled in the grade level appropriate to their age; if the transferring is younger than his/her current grade level, the principal reserves the right to place the student in a grade lower to allow additional time for language acquisition. School policy and administrative directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/Guardians may appeal for any academic placement to the principal.

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).

Response: Per 6A.6.0902 Section 3. Part B. "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age-appropriate placement shall be followed as are followed for students born in the United States." Students' placement is not based solely on English Language Proficiency. Therefore, an academic skills assessment may need to be administered in the home language.

Upon reviewing transcripts outside of the U.S., FCSD will follow guidelines with options in awarding credits to students transferring from other countries:

- 1) Schools must award equal credit for courses taken in another country and/or in a language other than English as they would the same courses taken in the United States and/or in English. When awarding language arts credits, schools must consider the heritage language courses would have included reading, writing, and literature. Likewise, an English course in a native country would have been taught as a foreign language. Therefore, upon enrollment in a Florida school, the heritage or native Language Arts course would receive credit for the English Language Arts, and the English course would be credited as a Foreign Language.
- 2) a. Students who transfer from other countries and enter FCSD with incomplete records shall enroll in the English or English through ESOL class appropriate to their grade level. Upon passing the English or English through ESOL class they are enrolled, the ELL student(s) with incomplete transfer records will be awarded credit(s) for all English or English through ESOL courses that are sequentially lower than the course they have successfully completed.
b. Any foreign language a student may have taken in another country is transferred as a world language (i.e. A student from Mexico who took French would receive a French 1 credit). If the foreign language course the student completed is English, then the course would transfer as a World Language Transfer credit. Students that transfer from other countries and completed a Language Arts course in their native language can be awarded a Foreign Language Waiver accompanied with local documentation (i.e. approved assessment where the student can demonstrate the mastery of the language).

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

Response: Guidance Counselors are responsible for the evaluation of foreign transcripts.

Transcripts are initially evaluated at the school level by the school counselor and/or administrator. Guidance Counselors receive training on transcript evaluation resources, such as acceptable websites and guides, documented through sign-in sheets and agendas.

Additional assistance in transcript evaluation may be provided by ESOL grade level teachers and/or Director of Curriculum and Instruction at the District level. A bilingual district staff member may assist with translating foreign transcripts when possible.

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 ELL's withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Response: ESOL contacts and/or ELL grade level teachers will use the original HLS date and original DEUSS date for ELL students who have withdrawn from the LEA and re-enroll. If the re-enrolled student is within **90 days** of their withdrawal date, no further assessment is needed. If a student withdraws to a private school, out of state school, or out of the country school and re-enrolls beyond **90 days** of their withdrawal date, then the student will be reassessed using the appropriate grade level WIDA Screener: WIDA online screener Grades 1-12, or W-APT Kindergarten screener to determine placement.

Withdrawn from a Florida LEA and moves to another LEA within Florida: When an ELL student transfers in from another school district in Florida, all their ELL data is transferred to the FCSD MIS system using the original HLS date, DEUSS date, assessment(s), assessment date(s), and entry/classification dates.

Moving to a Florida LEA from outside the state of Florida: When an ELL student transfers in from another state within the U.S., the student is reassessed using the WIDA Screener to determine current placement. The student's original DEUSS date will be used upon enrollment. Once the student is assessed and identified as an ELL student, a LEP plan will be developed for the student and appropriate services/curriculum will be implemented.

Moving to Florida LEA from a country outside the U.S.: When a student transfers from another country, the student is assessed using the WIDA Screener to determine eligibility. Once the student is assessed and identified as an ELL student, all appropriate forms will be completed and a LEP plan will be developed for the student, and appropriate services/curriculum will be implemented.

All prior documentation shall be maintained in the ELL student file and/or cumulative folder with an explanation of new data.

Procedures detailed in the FCSD ESOL Program Handbook

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 students' current services.

Response: An ELL Student Plan is developed with input from the ELL grade level teacher/contact, guidance counselor, classroom teacher(s), administrator/designee, parent/guardian, and other participants as appropriate.

Describe the process for developing the student's ELL plan. Include a description of how the plan is updated to reflect the student's current services.

Response: An ELL Student Plan is developed with input from the ELL grade level teacher(s), guidance counselor, classroom teacher(s), administrator/designee, parent/guardian, and other participants as appropriate.

The ELL grade level teacher or Guidance Counselor, along with the general education teacher(s) are responsible for providing input in the completion of an ELL Student Plan.

The ELL Student Plan will reflect the student's instructional program or schedule, which may include programs other than ESOL. The ELL plan must include the use of appropriate ELL strategies and services; specific classroom support and accommodations for state testing/assessments as well as classroom instruction and assessments. Additional information such as initial WIDA Screener scores, Spring WIDA ACCESS Scores, other state assessment data and current progress monitoring data should be included in the ELL Student Plan.

ELL Student Plan Development

The Student ELL Plan is updated as follows:

- Annually at the beginning of each school year.
- On the anniversary of the student's DEUSS date.
- When any change is made in the ELL student's services or instructional program to reflect most current plan and instructional services.

The Student ELL Plan will be updated as necessary and maintained in the student information system and ELL student folder.

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 ELL Student Plan will include:

- Invitations sent to parents/guardians to attend the ELL Committee in their native language, as well as phone contact, and email if needed to ensure contact and notification with parents/guardians.
- ELL Committee Meeting Minutes, most recent assessment scores, course grades, attendance, teacher input on classroom performance (listening, speaking, reading, writing), current progress monitoring.
- Accommodations and adaptations for classroom assignments/assessments in accordance with the FLDOE mandated test accommodations.
- Programs and services provided to the students.

ELL Student Plans will be created in ELlevation and a copy will be uploaded into Focus, the student information system for Franklin County Schools, as well as a copy filed in the student's ELL file folder.

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.

Response:

At the Elementary Level (K-5), FCSD implements the Mainstream-Inclusion model for both English Language Arts and Core Subject Areas (Mathematics, Science, and Social Studies). The classroom teacher, who is either ESOL Endorsed or is working towards gaining their ESOL Endorsement utilizes ESOL/WIDA strategies (including Key Uses of Language/Can Do Descriptors) to provide comprehensible instruction. In addition, the Pull-Out Model as well as ESOL Teachers and/or ESOL Paraprofessional push into the general education classroom to assist in providing comprehensible instruction and support. ELLs receive comprehensible instruction through ESOL instructional strategies to develop English Language Acquisition skills in all core subject areas.

At the (6-8) and High School (9-12) levels, FCSD implements Sheltered English Language Arts, Mainstream-Inclusion Language Arts and/or Mainstream- Inclusion Core/Basic Subject Area models. The classroom teacher, who is either ESOL Endorsed or is working towards gaining their ESOL Endorsement utilizes ESOL/WIDA strategies (including Key Uses of Language/Can Do Descriptors) to provide comprehensible instruction. For core subject areas, the district implements the Mainstream-Inclusion model; and the Sheltered English Language Arts model for ELL students as needed based on LEP. In addition, ESOL teachers or ESOL paraprofessionals will pull out to assist in providing comprehensible instruction.

Regardless of the approach implemented, ELL students receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Florida Standards, benchmarks, and course descriptions. Textbooks and other instructional materials used with ELL students are the same as those used with non-ELL students. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. General education teachers document the ESOL strategies used in lesson plans.

The FCSD Director of Special Services, ESOL Teachers, and School administrators monitor the implementation of the instructional model at each school. FCSD school administrators conduct observations and evaluations throughout the year to monitor implementation of instructional models, as well as supports and strategies. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. General education teachers document the ESOL strategies used in 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.

Response: To ensure that the instruction provided to ELLs is equal in amount, sequence and scope, the school administration, ELL teacher, guidance department or designee, work collaboratively in the placement of ELLs. Programmatic assessment and academic placement reviews are documented in the ELL student folder at time of entry, prior to placement in the ESOL program. District and school administrators assist in ensuring that ELLs are appropriately assigned to the appropriate grade level and courses, with special attention to the placement of ELL students in honors, college preparatory, and advanced placement courses. Information addressing instruction of ELL students is also provided through ESOL meetings and professional development opportunities. Throughout the year, the ESOL teacher maintains frequent contact with the ELL

students to review/monitor progress and ensure they are receiving comprehensible and effective instruction.

Program goals and objectives for ELLs are the same as the program goals and objectives for all students. They must meet the standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. This is accomplished by following the curricula frameworks and utilizing the following materials:

- Grade level State/District adopted materials
- District-recommended supplementary ESOL materials
- State adopted Language Arts ESOL textbooks, programs, or materials
- Content area textbooks in the student's native language may be used
- Implementation of ESOL Strategies
- Developmental Language Arts through ESOL Instructional Frameworks (WIDA)
- CPALMS

Instruction, not content, is modified to meet the needs of ELL students. Content area teachers are certified in their assigned subject area and complete the required ESOL training required by the state.

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

Response: ELL student academic performance is monitored throughout the year to ensure academic and linguistic progress is being made using state approved local progress monitoring of instructional materials and programs. The school level ESOL teachers regularly review student grades and maintain communication with teachers and parents. FCSD administration reviews student data regularly to determine if the instruction provided shows an increase in student performance. The district uses multiple assessment points to complete the data review to include Progress Monitoring data, STAR data, attendance, grades, and teacher input.

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

ELLs have equal access to all programs provided through the FCSD. The Student Progression Plan and School Board Policy 2260 provide information in reference to ESOL placement, services and facilities. Board Policies and the Franklin County Student Progression Plan.

Link: [Student Services - Franklin County School District](#)

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

ELLs receive instruction using ESOL Instructional Strategies. Classroom teachers are responsible for incorporating and documenting ESOL strategies into daily lesson plans. School administrators are responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations, and classroom walk-throughs. Review of documentation in lesson plans, evidence of appropriate use of materials and audiovisuals, and review of grade book notations. The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELL student:

- teacher/paraprofessional-student interaction is in both languages when possible.
- the curriculum is structured so that prior knowledge is considered.
- methods and materials used in the program reflect second language acquisition strategies and needs.
- all subject matter is introduced in English, using ESOL instructional strategies, in a way that can be understood by the ELL student.

It is the responsibility of the teacher to ensure that the student understands the instructions being provided.

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

Response: Evidence is obtained during classroom observations, evaluations, and classroom walk-throughs. Review of documentation in lesson plans, evidence of appropriate use of materials and audiovisuals, and review of grade book notations. All ELL teachers document the ESOL strategies used for each lesson. Teachers are evaluated by the school administration using the Marzano Teacher Evaluation system. A part of that system included providing evidence of planning and preparing for the needs of English Language Learners (Domain 2, Element 47.)

School site administrators are responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Guidance Counselors and school administrators are responsible for ensuring all students, including ELL students, have equal access to programs.

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

☐ Native Language Assessment

☒ LEA/school-wide assessments STAR Reading and Math-Renaissance Place. FAST Reading and Math

☒ Other WIDA ACCESS

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?

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

[FCSD Student Progression Plan](#)

☐ 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 for good cause decisions.

Response: As indicated in the FCSD Progression Plan, Good Cause for promotion to grades other than fourth may exist for students who fail to meet the specified requirements if documented evidence indicates that the student is meeting some performance levels for student progression, and it is in the student's best interest to be promoted. ELL students with less than 2 years of instruction (based on DEUSS data) in an ESOL program may be exempt from mandatory retention. Decisions must be made by an ELL committee on recommendation, including data review, as well as input from the parent/guardian, teachers and support staff. Good Cause Exemptions from ELL students are communicated to the parent/guardian in their native language. The form is kept as documentation in the student's ELL student cumulative file.

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.

Response: An ELL committee is convened to review documentation and analyze data prior to making a promotion/retention recommendation for an ELL student. When determining promotion/retention for an ELL student, information and documentation may include, but not limited to classroom performance, results of benchmark testing, statewide assessment data, progress towards English Language Acquisition, teacher input, and parent/guardian input. If retention is deemed to be in the best interest of the student, the ELL committee ensures that the decision to retain is not solely based on the student's lack of English Language Proficiency. The committee makes a recommendation to the principal, and the principal sends the final recommendation decision to the Superintendent.

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

Statewide Assessment

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

All ELL students participate in statewide assessments. The Testing Coordinator, Administration, Guidance Counselors and ESOL grade level teachers are responsible for ensuring that all ELL students participate in the Statewide Assessment program and are provided with appropriate testing accommodations. The Testing Coordinator provides training and requirements for ELL participation in statewide assessments, and allowable accommodation for ELL students. Accommodation for ELL students in the administration of FSA, EOC, ACCESS for ELLs **MUST** follow the guidelines as specified in the respective assessment manuals.

Statewide content area assessments:

Response: All ELL students participate in statewide assessments. The Testing Coordinator, Administration, Guidance Counselors and ESOL grade level teachers are responsible for ensuring that all ELL students participate in the Statewide Assessment program and are provided with appropriate testing accommodations. These accommodations are used within the ESOL classroom and General Education classroom assessments.

Accommodation for ELL students in the administration of FSA, EOC, ACCESS for ELLs **MUST** follow the guidelines as specified in the respective assessment manuals.

ACCESS for ELLs assessment programs:

Response: Students coded LY by the first day of ACCESS for ELLs test administration will be testing for English Language Proficiency. Students are assessed in English in the following domains: Listening, Reading, Writing, Speaking. ACCESS for ELLs for Grades 1-12 is computer based (beginning 2025-26 school year). Kindergarten ACCESS for ELLs is paper-based, and all domains are administered one-on-one with a teacher. Alternate ACCESS for ELLs for students with significant cognitive disabilities in Grades 1-12, administered all domains 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)?

Response:

- School based Testing Coordinator
- Guidance Counselors
- ESOL contact/grade level teacher
- Teachers administering assessments to ELL students

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

Response: Multiple means of communication are utilized. A testing calendar is available on the FCSD website, which is updated and/or revised as testing schedules are updated by the district and/or state. Prior to assessments, parents/guardians are notified of statewide testing policies and mandates in a language they can understand, unless clearly not feasible. Parents/Guardians are provided allowable testing accommodations with options for flexible settings. Parents/Guardians have the right to accept or decline the flexible setting during testing. Parents/Guardians are notified of outcomes on assessments through individual score reports and interpretive guides which indicate and explain the performance level of the students. These guides are available in multiple languages.

Parent/teacher conferences may be convened, with a translator present, by the parent or teacher to discuss assessment policies, mandates, results, and implications. All communication mechanisms are documented in the ELLevation platform and in the students' ELL file folder.

ADD LINK TO COMMUNICATIONS IN NATIVE LANGUAGES

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.

*Codes-See link for appropriate coding: [2007-2008, Data element, Tsung, English Language Learners Information](#)

Response:

Grades K-2:

For students in grades K-2, the statewide English Language Proficiency Assessment is the only required assessment. Proficient in 4 domains of WIDA ACCESS for ELLs 2.0: Listening/Speaking (4.0 or above), Writing (4.0 or above), Reading (4.0 or above) and a Composite Score of 5.0 or above.

Grades 3-9:

For students in grades 3-9, passing score on the grade level FSA in ELA or FSAA in ELA, as well as demonstrating proficiency in all 4 domains of the statewide English Language Proficiency Assessment. Proficiency scores in 4 domains of WIDA ACCESS 2.0: Listening/Speaking (4.0 or above), Writing (4.0 or above), Reading (4.0 or above) and a Composite Score of 5.0 or above.

Grades 10-12:

For students in grades 10-12, a passing score on the 10th grade FSA in ELA or FSAA in ELA, as well as demonstrating proficiency in all 4 domains of the statewide English Language Proficiency Assessment. Proficiency scores in 4 domains of WIDA ACCESS 2.0: Listening/Speaking (4.0 or above), Writing (4.0 or above), Reading (4.0 or above) and a Composite Score of 5.0 or above.

Grades K-12: [English Language Learners, PK-12](#)

Code L is used for students exiting through an ELL Committee. If the student's anniversary date (DEUSS) falls between the release of statewide English Language Proficiency assessment, applicable statewide standardized assessment scores in a given school year, October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice. A more recent assessment is not required if the ELL student meets two of the five exit criteria. However, if the student's DEUSS date falls after October 1, then the student must be assessed with the district's English Language Proficiency assessment where all four domains are assessed and meet two of the five exit criteria.

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 exit via an ELL/IEP committee.

Once LY ELL student meets exit criteria, the ESOL contact notifies the data specialist of exit date and the student code is changed from LY to LF (years 1 & 2 of monitoring), the LF to LA (years 3 & 4 of monitoring). The student is monitored for four years as required by ELL monitoring guidelines. Parents/Guardians are notified of exit through a letter in the student's native language (unless clearly not feasible). Copies are kept in the student profile in the ELLevation platform and in the student's EL file folder.

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

- ☐ 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?

Response:

Students can exit through an ELL Committee at any time during the school year. If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parent/guardian, teachers, and support staff is discussed and placement decision made. All committee members may recommend the student that the student be exited from the 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 assessment or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan (such as a 504 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 an ELL student from ESOL:

- Extent nature of prior education or academic experience, social experience, and a student interview.
- Written recommendation and observation by current and previous instructional and support services staff.
- Level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards.
- Grades from the current and/or previous years.
- Test results other than the entry assessments.

If the majority of the ELL Committee determines the student is English language proficient, the student shall be exited from the program. If the majority of the ELL Committee determines the student is not English language proficient, then the student shall remain in the ESOL program. The parent/guardian determination shall be considered in the final decision should be considered in the final decision.

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

Response: ELLs can be referred for exit from the ESOL program at any time during the school year. Any exit decision made in the middle of a grading period or school year would require an ELL committee meeting requiring current data analysis and student evaluations/assessments including current listening, speaking, reading, and writing English proficiency assessment, as well as review of report cards, benchmark test and data. Input from parents/guardians and support staff will be requested. The exit code will be L, and the student code will change from LY to LF. If the exited student is in a Sheltered ESOL class, the student will be transferred out at the end of the grading period, and grades transferred as needed.

If a high school ESOL student has a DEUSS date of before 10/1, they may be exited once they pass the ACT/SAT or FSA Retake in the FALL. They must be exited via an LEP committee meeting, and all required documentation must be kept in the student file. This process is also for students after an extension of services (4 or more years) has been established as long as the LEP Committee meeting occurs prior to the first day of the testing window.

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-based ESOL contact/grade level teacher
 Updating the student ELL plan? School-based ESOL contact/grade level teacher
 Reclassification of ELL status in data reporting systems? School-based ESOL contact/grade level teacher or District SIS (FOCUS and ELlevation)

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify) LEA approved progress monitoring (i.e. STAR Reading and Math, FAST Reading and Math)

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

Response: The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Per Consent Decree guidelines, reviews will occur as specified below:

- 1st report card after exiting the ESOL program
- At the end of the first semester
- At the end of the first year
- At the end of the second year

If the student's academic performance is unsatisfactory and/or not on grade level, the procedures are as follows:

- The student is referred to the ELL Committee
- ELL Committee reviews report cards, student portfolios, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL program, and English language acquisition proficiency.
- ELL Committee may determine the student will continue in the regular classroom.
- ELL Committee may determine the student needs to be reclassified as an ELL (coded LY) and re-enter the ESOL program or be referred to MTSS/RTI for further evaluation.

The ESOL Teacher of School Counselor is responsible for initiating a new Student ELL Plan, providing the student data to be entered into SIS-FOCUS and ensuring the appropriate placement after the student has been assessed. Original student data will remain the same. The student may be reported in the ELL program for another year or extended annually for a period not to exceed a total of six years based on annual evaluation of the student's status. Lack of 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.

Response: District personnel and School level administrators periodically visit schools for compliance of all programming including ELL, ESE, MTSS, and comprehensible instruction.

ESOL Contact/Teachers and Guidance Counselors monitor ELL student performance. ELL Committee works together to develop individualized ELL plans, and update plans as needed to meet the current needs and schedule of the ELL student. The ESOL Contact/Teacher will complete the Plan Update Form in the SIS-FOCUS to reflect the student's updated plan and related services.

Student ELL plans and schedules are updated annually and monitored in the SIS-FOCUS and ELlevation by the ESOL Contact and District Director of Special Services to ensure that ELL students are being provided the appropriate program.

District personnel provide onsite analysis reviews of available performance data. Classroom walkthroughs are conducted on a regular basis to ensure that research-based and evidence-based practices and curriculum are being implemented with fidelity. Collaboration in monitoring the progress of school ELL subgroups

each quarter. Teacher professional development records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist.

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

Response: ELL Plans are available on the FCSD website. Schools provide the ELL Plan link or a copy to parents upon request. Although the District ELL Plan is written in English, parents/guardians can request bilingual school staff translate components of the plan.

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

Response: The District Director of Special Services is responsible for the implementation of the District ELL Plan, meets with school-based administrators and ESOL Teachers to make certain appropriate instructional practices and procedures are in place. Classroom walkthroughs, observations, and documentation of compliance items are reviewed to ensure schools are implementing the ELL District Plan. Parent input and feedback is encouraged for successful implementation and support of the ELL Student population.

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 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.

Response: To meet ESSA compliance, districts are required to notify parents/guardians of an ELL student identified for participation in the ESOL program no later than 30 days after the start of the school year. For those students identified as ELLs during the school year, the district shall notify the parents/guardian during the first two weeks of placement in the ESOL program. Parents/guardians will be notified by letters generated and stored in the student profile by FOCUS and ELlevation platform. Paper copies of the letters are printed and maintained in the student folder and monitored by Title I and Title III compliance checks. All letters, as well as home-school communications, must be provided to parents in a language that they can understand unless clearly not feasible. Parental rights will be reviewed at the meeting with the parents.

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

Response: All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided when feasible via school personnel fluent in the parent/guardian home language (i.e. pre-recorded messages with time sensitive information sent to parent/guardian phones, information posted on district websites, school functions, and community venues). Translation services, specifically in less commonly spoken languages, may be provided when feasible through bilingual staff and community volunteers, which helps build relationships with our ELL 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.

Response: The ESOL Department will host events throughout the school year to involve parents, including an ESOL Open House, homework support workshops, and ESOL Family Night. Parent workshops and seasonal activities (i.e. holiday, spring festivals, graduation) are also held throughout the school year for non-ELL and ELL parents. Title I funds are used to provide these workshops. Materials for the parent workshops will be provided in both English and Spanish. A translator is also present at the workshops.

If ELL students are in need of outreach services, such as medical appointments, ESOL teachers and other staff will work with PANCARE to schedule appointments and follow up with any needs (i.e. immunizations, glasses, dental care).

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.):

English Language Learners FLDOE Website: [English Language Learners](#)

Parental Notification Letter (Spanish version): [NOTIFICATION of PLACEMENT in the ENGLISH FOR SPEAKERS OF OTHER LANGUAGES \(ESOL\) PROGRAM](#)

FLDOE ELL Program Handbook: [2007-2008](#)

FLDOE Services: [Services](#)

Rules and Legislation: [Rules & Legislation](#)

Consent Decree: [Consent Decree](#)

- ☒ 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 (found on our website)
- ☐ Disciplinary forms
- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards
- ☐ Information about community services available to parents (found on our website)
- ☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☐ 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, but bilingual staff will assist parents 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 applies. Please provide links to agenda membership and meetings).

- ☒ LEA Level
- ☒ School Level

Please address the functions and composition of the PLC:

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

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 the FCSD, the participation of ELL parents is limited in the PLC. District and school level staff act as advocates for the ELL parents based on the needs of the ELL student population.

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

Response: School wide events are posted publicly in English and through various social media and communication platforms. The PLC is always encouraged to attend and participate in other committees at the district and school level. Printed communications are offered in Spanish as feasible.

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

The LEA PLC is encouraged to provide input during the development of the ELL Plan and review the final District Plan at a scheduled PLC meeting. Translators are available when feasible to provide language assistance and clarification. PLC members may request an emailed version of the plan if unable to attend the meeting. Upon completion and review, the FCSD Superintendent approves the District ELL Plan.

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

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

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

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

Response: Personnel who will be the primary providers of English or English Language Arts and Reading courses must be certified for the ESOL teaching assignment. Teachers may be in compliance through an infused ESOL Endorsement program in conjunction with a FLDOE approved teacher preparation program.

Teachers can also complete a FLDOE approved district in service add on endorsement program by taking 300-hour in-service of:

- Methods of Teaching ESOL
- ESOL Curriculum and Materials Development
- Cross Cultural Communication and Understanding
- Applied Linguistics
- ESOL Testing and Evaluation

Teachers can also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training can be used, and documentation is maintained in the teacher's personnel file.

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.

Response: Notification comes from the Office of Professional Development/Certification. FCSD implementation of the ESOL training according to the guidelines from the FLDOE. The FCSD certification specialist is responsible for issuing notification, and documentation is maintained in the teacher's personnel file.

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.

Response: Notification comes from the Office of Professional Development/Certification. FCSD implementation of the ESOL training according to the guidelines from the FLDOE. The FCSD certification specialist is responsible for issuing notification, and documentation is maintained in the teacher's personnel file.

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

Response: FTE reported for FEFP funding must comply with Section 1003.56. Instruction must be provided through courses listed in the Course Code Directory for ESOL (Language Arts/English and Reading) and basic subject areas of Math, Science, Social Studies, and Computer Literacy.

Category 1 teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL student, Category 1 teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy teachers are not considered out of field and no notification letter or school board approval is necessary. All 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.

Response: Through PAEC, school-based administrators are provided ESOL professional development through a combination of online and face-to face instruction. Participants register through the PAEC ePDC platform and the completion of the courses is maintained in this database.

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

Response: Through PAEC guidance counselors have the opportunity to receive 60 hours of ESOL training. Training is provided through blended learning and documentation of the completed course is maintained in the PAEC ePDC system.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

Response: All instructional staff and paraprofessionals are informed periodically of changes in standards and best practices through regularly scheduled staff meetings, informational emails and postings to the district website.

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.

Response: Instruction is not provided in a language other than 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 job description and primary assignment.

Response: FCSD currently employs two bilingual teachers and one bilingual paraprofessional. The teachers instruct ESOL classes and serve as Resource for other subject areas. The bilingual paraprofessional works under the supervision and direction of the classroom teacher with a primary assignment to provide assistance to students who with understanding and expectations, as well assist with completing classroom assignments as needed. The bilingual paraprofessional also assists ELL students when communicating wants and needs, serves as a translator during meetings/conferences with parents, well as makes contact to parents/guardians as needed. The above job description are not to be construed as a complete statement of all duties and responsibilities performed. Bilingual paraprofessionals may be required to perform other duties as deemed necessary to assist in meeting the needs of the ESOL program. The job description may include, but not limited to, participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group testing native language or in English; become a member of the ELL Committee and actively participate in developing the student ELL plan; assist the ELL Committee chairperson and the ESOL Teacher with native language support; work with small groups of students under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

- W-APT Kindergarten Screener
- WIDA 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.

Response:

- ACCESS for ELLs 2.0
- W-APT Kindergarten Screener
- WIDA Screener grades 1-12
- FSA-ELA

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

Response: N/A at this time.

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

Response: Bilingual paraprofessionals who tutor ELL students, must have two years of college (or its equivalent in another country), or pass the ParaPro Test prior to employment. The Paraprofessional exam, as well as the interviewer's assessment of the individual during the interview process determines the bilingual paraprofessional's proficiency in English.

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

Attach document

Florida Department of Education Professional Learning: [Professional Learning](#)
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.

Response: 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 convene no earlier than thirty (30) days prior to the third anniversary of the student's DEUSS Date (Date Entered a United States School), and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1.

This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one (1) Department approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department approved assessment that covers all four (4) domains of listening, speaking, reading and writing.

If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment will suffice, and a more recent assessment is not required.

The procedures followed when determining extension of services is:

- Student is referred to the ELL Committee.
- ELL Committee reviews report cards, student progress reports, progress monitoring results, attainment of Florida Standards, teacher/parent input, Number of years the student had been enrolled in ESOL Program and language acquisition proficiency.
- ELL Committee may determine that the student continues in the regular program.
- ELL Committee may determine that the student be referred for further evaluation.
- ELL Committee may determine that the student needs extension of services.

The ESOL Teacher and ELL Chairperson are responsible for initiating a new Student ELL Plan, providing the Data Entry Clerk with student data to enter into SIS FOCUS, and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry data stay the same.

Listening and Speaking Proficiency Assessment

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

ACCESS for ELLs 2.0

- W-APT Kindergarten Screener
- WIDA 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.

Response:

- ACCESS for ELLs 2.0
- W-APT Kindergarten Screener
- WIDA Screener grades 1-12
- FSA-ELA