FLORIDA DEPARTMENT OF EDUCATION
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DIVISION OF PUBLIC SCHOOLS
Highest Achievement…Every Student, Every Day.

June 30, 2025

Ms. Joy Sanfilippo
Coordinator of Federal Programs
Flagler County School District

Dear Ms. Sanfilippo,

The District English Language Learner (ELL) Plan for Flagler County School District 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

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: Joy Sanfilippo and Marlene Vazquez
LEA: Flagler County School District
Email: sanfilippoj@flaglerschools.com and vazquezm@flaglerschools.com
Phone: 386-437-7534 ext. 3 and ext. 7

Rule 6A-6.0905
Form ESOL 100

Original signatures on Signature Pages are to be submitted to:

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

Date Received by FDOE

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(1) NAME OF THE DISTRICT:	*(2) CONTACT NAME/TITLE:*	*(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:*
Flagler	***Tammy Yorke, Coordinator of Federal Programs*** ***Joy Sanfilippo, Program Specialist*** ***Marlene Vazquez, Program Specialist***	***386-437-7534*** ***Yorket@flaglerschools.com*** ***sanfilippoj@flaglerschools.com*** ***Vazquezm@flaglerschools.com***

(4) MAILING ADDRESS:	(5) PREPARED BY: (If different from contact person)
1769 East Moody Blvd. Bldg 2 **Bunnell, Florida** **32110**	**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, **LaShakia Moore**, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

Signature of Superintendent or Authorized Agency Head	Date Signed	Date of Governing Board Approval
	3/28/25	03/25/2025

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

Name of Chairperson representing the District ELL PLC: Victor Duran

Contact Information for District PLC Chairperson:
Mailing address: 22 Westfalls Lane Palm Coast, FL 32164

E-mail Address: vdurmar@me.com **Phone Number:** 386-302-9168

Date final plan was discussed with PLC: 04/03/2025

Signature of the Chairperson of the District PLC	**Date Signed by PLC Chairperson**
	4/3/2025

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, _____, 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.

_____ 3/28/25

Superintendent's Signature **Date Signed**

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

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

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

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

New Student Enrollment procedures are the same for all students. All students must be enrolled in their home zoned or choice approved school. All parents/guardians complete the online New Student Enrollment which contains the Home Language Survey (HLS). The HLS consists of 6 questions including the following 4:

- Is a language other than English used in the home?
- Does your child have a first language other than English?
- Does your child most frequently speak a language other than English?
- When did your child first enter a United States School (Kg-12th grade?

Non-English speaking parents may translate the online enrollment packet into their language when feasible (top 5 languages are automatically available online). As available, bilingual paraprofessionals and bilingual personnel may assist with enrollment.

Upon completion of the online New Student Enrollment packet, the school registrar receives notification via email and then validates all necessary data and enters it in the district's student information system (Skyward). Any "yes" response on the first 3 questions of the HLS indicate a potential ELL student and will require special handling by a certified person. Data entered will consist of all student demographic information, including native language, country of birth, immigrant status, migrant status and date of entry into US school (DEUSS), which is provided by parent/guardian during the New Student Enrollment process. The registrar designates the student as LP on the ELL panel in Skyward, on a temporary (T) entry basis pending completion of the qualification assessment. Pre-K students are entered as LY, basis of entry T (pending testing in May of that school year). No DEUSS date is entered for Pre-K students. DEUSS is only entered for the first day in a US school for grades K-12.

The Home Language Survey is scanned and immediately shared electronically with the ESOL Contact and a hard copy is placed in the student's digital cumulative folder. During summer registration, the HLS is scanned and immediately shared electronically with the appropriate guidance personnel and the ESOL Contact. When the HLS is received by the ESOL Contact, he/she schedules a date to administer the Online IPT/IRW Test. Assessment of each student's aural and oral proficiency (listening and speaking) should be completed as soon as possible after the student's enrollment but not later than twenty (20) school days after the student's enrollment. Prospective kindergarten students will be assessed prior to enrollment during a kindergarten

roundup so long as the assessment is given no earlier than May 1st of the calendar year the student will enroll.

Into what languages are the HLS translated?

Spanish, Russian, Portuguese, Ukrainian, Haitian Creole

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

ELL families are given assistance from bilingual school staff, if needed, with the online New Student Enrollment process. The online New Student Enrollment packet can be translated into Spanish, Russian, Portuguese, Ukrainian and Haitian Creole via the online platform. The LEA contracts with a third party interpreting service which may be used, if needed, for parents whose native language is not one of the top 5. The Home Language survey is also available through TransACT in numerous other languages.

How do you identify immigrant students?

Immigrant student information, along with the DEUSS is collected in the online New Student Enrollment packet via the Home Language Survey. The definition of immigrant children and youth, under ESSA, is based solely on country of birth. It identifies students as immigrant if:

(A) are ages 3 through 21; <u>and</u>
(B) were not born in any State, the District of Columbia or Puerto Rico; <u>and</u>
(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Based on this definition, the registrar will flag the student as Immigrant and the student's immigrant code is Y and data element number is 131785.

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

When parents first enroll their students in the LEA, they complete the Home Language Survey (HLS), which includes the DEUSS question. DEUSS is defined as the month, day and year the student first entered school, in Kg through 12th grade, in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). Registrars enter the date given by the parent on the HLS into our student information system (Skyward). Registrars ensure that the DEUSS date provided by the parent reflects the first date entered a US school but no earlier than kindergarten. Pre-K dates are not viable DEUSS dates as the State of Florida does not report Pre-K students for ESOL purposes. If a student is entering our schools from another district in Florida or a state within the United States, records are requested from the previous school, and the original DEUSS date is subsequently entered into our student

information system (Skyward) if it differs from the date the parent provided. The data element 197237.

Please include a link to your HLS.

Flagler County Schools Home Language Survey

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) Bilingual Paraprofessional

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.

The LEA uses the Online IPT (Individual Proficiency Test by Ballard & Tighe). If a student's HLS has 1 or more yes responses on questions 1-3, the ESOL Contact will schedule the Online IPT assessment within 20 days of enrollment. Once the assessment is complete, he/she will print the Score Report and review proficiency levels to determine eligibility. All students, Kg-12, who are **not** designated Fluent English Speaker (FES) on the Online IPT, but rather are designated as Non English Speaker (NES) or Limited English Speaker (LES) shall be classified as ELL and provided appropriate services. The student is coded LY in our student information system, with a basis of entry code A (Skyward). If a student in Kg- 2nd grade is FES (Fluent English Speaker), they will not be classified as ELL and will be a DNQ (Did Not Qualify). If a student in 3rd-12th grade is FES (Fluent English Speaker), they will be administered the IRW (Reading and Writing English Proficiency Test) to determine eligibility.

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

Once the HLS is received by the ESOL Contact, he or she uses a timeline or calendar resource (reminders etc.) to ensure that the Online IPT is administered within 20 days of enrollment. In addition, the District Title III Program Specialist reviews the LP reports daily to ensure that Online IPT testing is being administered within the allotted time frame. The District Title III Program Specialist emails the ESOL contact if a student is

nearing the 20 school day deadline to ensure that the Online IPT is scheduled for administration.

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.

The LEA uses the Online IRW (Individual Reading and Writing by Ballard & Tighe). Students in 3rd grade through 12th grade who are designated as Fluent English Speakers (FES) on the Online IPT are administered a reading and writing assessment (Online IRW) to determine eligibility for ESOL services. The Online IRW shall be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment. Any student who scores at or below the 32nd percentile on either the Reading OR Writing portion of the Online IRW shall be classified as ELL and provided appropriate services. The student is coded LY in our student information system, with a basis of entry code R (Skyward).

3. ELL Committee

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

Upon request of a parent or teacher, a student who is determined not to be an ELL (English Language Learner) based solely on one oral, reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision. The ELL Committee may determine a student to be an ELL or not to be an ELL based on consideration of at least two (2) of the following criteria, in addition to the entry assessment results:

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

Any determination or recommendation by the ELL Committee shall be documented in a written evaluation with a narrative description of the basis for the decision, which shall be maintained in the ELL student folder. Any decisions from the ELL Committee will be implemented to address the student's English language needs. If the ELL committee's decision is to classify the student as an ELL (LY), the student is coded LY in our student

information system with a basis of entry code L (Skyward). An ELL Student Plan will be developed and the student will be provided appropriate 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.

A Programmatic Assessment Form is initiated by the registrar upon enrollment and given to the designated certified personnel at the school to determine appropriate grade/course placement. The use of the LEA's Programmatic Assessment Form, by the designee at the school, ensures that the grade placement is made based on one or more of the following:

a) Age appropriateness
b) Interview of the student's parents to determine the subject area competencies and/or grade level.
c) Interview of the student to determine the subject area competencies and/or grade level.
d) Review of one or more of the following:
    a. Previous school records
    b. Transcripts
    c. Standardized and/or Criterion Referenced Test(s)
e) Other alternative method to determine placement

Once completed, the Programmatic Assessment Form is forwarded to the ESOL Contact.

Placement of ELLs with limited or no prior school experience or whose previous academic records are incomplete or unattainable, may include parent contact to get more understanding of the student's academic history.

The Registrar makes an immediate records request to the prior school by using the LEA's Release of Confidential Information form, which is signed by the parent/guardian at the time of New Student Enrollment. In addition, the Guidance department immediately attempts to contact the student's previous school(s) in order to get as much information as possible regarding educational and ELL testing history. The Registrar will also send an ESOL Specific Records request form which specifies the ESOL documentation necessary to determine ESOL status at the prior school.

Students may be assessed for skills and school-readiness competencies in addition to English Language assessments so that further data can be collected to assist in a

sound placement decision. In the absence of academic records, the LEA may use age/grade appropriate placement if that proves to be in the student's best interest. ELLs are then placed accordingly and academic success is monitored to ensure that accurate placement decisions were made. These procedures are documented on the programmatic assessment form and are maintained in the student's ESOL folder.

Grade Level and Course Placement Procedures – Grades 9-12

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

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

Students must have documentation of completed courses in order to receive high school credit. Course transfer waivers may be given if documentation is provided. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

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

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

The LEA shall award equal credit for courses taken in another country or in a language other than English as they would the same courses taken in the United States or taken

in English. Language Arts credits are awarded to students transferring from other countries for Language Arts classes taken in the student's native language. Foreign Languages courses the student may have taken may be transferred as waivers following the guidelines outlined in the Student Progression Plan approved by the School Board.

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

School counselors receive training periodically throughout the school year on transcript evaluation resources, such as acceptable websites and guides. When school staff have questions or need clarification, they will contact the district ESOL/Title III Program Specialist and/or district Teaching and Learning staff for assistance. School staff consult "Cultural Portraits" by Byron Palls and "Evaluating Foreign Transcripts: The A-Z Manual" by The NYC Department of Education as resources.

Re-evaluation of ELLs that Previously Withdrew from the LEA

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

If the timeframe of an ELL re-enrolling in the LEA from a different state or country has been within one year after withdrawal, no new assessment is necessary and ESOL services continue as indicated by the student's previous ELL Student Plan. All original reporting data stays the same on the student information system (Skyward).

For ELLs re-enrolling from a different state or country one year or longer after withdrawal, an English Language Proficiency assessment will be administered to ELL's. This information will help determine placement and current services. For data reporting purposes, the DEUSS date and classification date stays the same, but the student's plan date is changed to reflect current reenrollment and ESOL services. A reevaluation date is also added.

For ELLs re-enrolling from a different Florida school district, a records request will be made following the procedures described in Section 3 of this document. The records received will be reviewed and a determination will be made on continued eligibility. If records from the previous Florida school indicate the student is an active ELL, he/she will continue to be classified as such and appropriate ESOL services will be provided. If no ESOL records are received and the reenrollment date is one year or longer after withdrawal, an English Language Proficiency assessment will be administered to allow the school to create an updated ELL Student Plan. If the re enrollment date is within 1 year, no assessments will be administered and the current services on the ELL Student Plan will continue. In either case, the original HLS date, entry date, classification date and DEUSS date remain the same.

ELL Student Plan Development

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

An ELL Student Plan is developed during initial eligibility by using current English language proficiency scores and levels, student academic data along with statewide assessment data. The school's ESOL Contact is responsible for developing the ELL Student Plan. The ELL Student Plan will reflect the student's instructional program and/or schedule designated by Program Code 130. The ELL Student Plan will also include programs other than ESOL such as ESE programs and 504 services.

The ELL Data reporting elements are entered into the LEA's student information system (Skyward) initially by the Registrar. The ESOL Contact is responsible to report the updated data to the designated MIS Personnel who, in turn, updates our student information system (Skyward) with the reported data.

The ELL Student Plan will be updated annually, by the ESOL Contact, at the beginning of the school year and when services change, such as in semester changes in high school which bring schedule changes. The ELL Student Plan will also be updated after Extension of Services meetings where student support may be adjusted. The ELL Student Plan must reflect the most current services.

A physical copy of the ELL Student Plan will be printed and kept in the students ESOL folder at each respective school. An archived electronic PDF copy will be maintained in the ELLevation platform.

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

The elements of the student plan will include the student's name, date the plan was completed, and instructional program, including programs other than ESOL. Also included in the ELL Student Plan is the DEUSS, the Country of Birth, HLS Date, ELL Start Date (classification date) and the current instructional schedule which reflects the amount of instructional time. ELP (English Language Proficiency) scores used to classify or reclassify a student as ELL are included. If applicable, ELL Exit Date and ELP scores used to exit the ELL are included in the plan. In addition, the student's initial qualification test scores and historical ACCESS for ELL scores are included in the plan. The ELL plan will include specific test accommodations for State assessments as well as classroom assessments. The accommodations are developed based on the

student's language needs. The plan will include instructional modifications needed for English Language development.

The LEA uses an ESOL Compliance Platform (ELLevation) to manage all ESOL documentation. This program allows each school to develop an ELL Student Instructional Plan, which contains many of the same elements of the ELL Student Plan. The teacher receives the Instructional plan which includes the English proficiency level of the student. The Instructional Plan also includes the English language goals for all 4 language domains. The plan specifies, for classroom teachers, the appropriate ESOL strategies to be used in the classroom. This allows for documentation of strategies used.

Please include a link to the ELL Student Plan.

Flagler County School District ELL Student Plan Sample

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.

Sheltered English Language Arts- ELLs are grouped in grades 6-12 based on English proficiency levels indicated on qualification assessment scores or ACCESS for ELL scores. Using the Florida BEST Standards Expectations and English Language Development Framework, ELLs will receive comprehensible instruction from teachers in Reading and Language Arts through the ESOL program. In this class, they will develop

English language acquisition in order to communicate information, ideas and concepts necessary for academic success in the four domains of English Language Arts.

Bilingual teachers or paraprofessionals provide appropriate native language support at the ELL's individual proficiency level. These courses are designed for non-English speakers or very limited English speakers. As ELLs become more English proficient, they are moved to a mainstream classroom.

ELLs in Mainstream-Inclusion English Language Arts and Core/Basic Subject Areas receive comprehensible instruction through use of ESOL strategies, supplemental materials, digital support and language support in classes with both ELLs and non-ELLS.

Teachers in both instructional models must have the appropriate training requirements, teachers must document ESOL strategies used to modify instructional strategies and monitor ELLs language acquisition through progress monitoring processes.

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

To ensure equal access to instruction, class schedules are maintained in our student information system (Skyward). Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. Evidence of equal access will be observed by school site administrators through classroom visits, lesson plan reviews and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, Mathematics, Science, Social Studies, and Computer Literacy.

ELLs must not be failed if appropriate instructional strategies/modifications, materials and assessments have not been provided to meet their needs. Students cannot be retained based solely on his/her English language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. School based administrators, guidance counselors and district staff are responsible for monitoring and ensuring comprehensible instruction. Retention decisions must be made through an ELL Committee Meeting including the parent, classroom teachers, administration and appropriate stakeholders.

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

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. If academic monitoring does not indicate that student

performance and language goals are being met, then additional instructional support will be considered through the MTSS process. Administrative teams monitor fidelity of instruction for ELLs through teacher observations, grades, and statewide FAST assessment results, and ACCESS for ELLs 2.0 annual language proficiency scores.

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

The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The district Title III Program Specialist serves as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paras regarding equal access to all programs and services for ELLs.

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

Teachers' lesson plans must document instructional strategies/modifications for ELLs and are monitored by school administrators. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and Best Practices in English Language Development. Students are given support either individually or in small groups, based on student need, to target specific deficits identified by ACCESS for ELLs 2.0, IPT/IRW, FAST, EOCs, i-Ready, Imagine Learning and Language Tree Online. Instructional strategies/modifications are further monitored by the district Title III Program Specialist through participation in student file reviews, ELL Committee Meetings and through collaborative PLCs. The LEA will also utilize the ELLevation Strategies Platform to support the implementation and monitoring of evidence based strategies to support ELLs.

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

Each classroom teacher is responsible for incorporating ESOL strategies and instructional modifications based on the Student's ELL Instructional Plan into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the Teacher Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners (Domains 1 and 3).

School administrators, counselors, the school reading coach, MTSS specialist, and/or ESOL contact will meet with the teacher(s) of ELLs to conduct file reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

a. Reviewing the student's grades in all subject areas.
b. Monitoring the student's level of performance in content areas, ELA/reading, and mathematics using state approved progress monitoring tools
c. Monitoring the student's performance on Statewide Assessments or norm-referenced tests.
d. Classroom observations

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

School administrators will meet with the teachers of ELLs to ensure equal access. Classroom observation and teacher interviews will be conducted, as well as instructional material evaluation for the purpose of monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. The District Title III Program Specialist also conducts on site monitoring visits for programmatic compliance.

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) Imagine Learning Beginning, Mid and End of Year Benchmark, Language Tree Online Entry and Exit Assessments
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify) i-Ready Benchmark 1, 2 and 3 and district common assessments
  Other (Specify) STAR and FAST PM 1-3

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.

Flagler County School District 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 good cause decisions.

As indicated in the district's Student Progression Plan, the Superintendent may exempt students in grade 3 from mandatory retention for good cause if ELLs have received less than 2 years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL Committee Meeting recommendation, including input from parents, teachers and support staff. Good Cause Exemptions for ELLs are communicated to the parents in their native language, as feasible.

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

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELLs, information and documentation may include, but is not limited to: classroom performance, benchmark testing results, statewide assessment data, English language progress, and parent/student interview. The committee makes a recommendation to the principal.

For students who have been in the United States for less than two years and cannot pass the required assessments to graduate with a high school diploma, an Alternative Graduation Pathway following the requirements set by 6A-1.09422 and pursuant to 1003.433(3), F.S are outlined and submitted to the FLDOE yearly.

The documentation used to support these decisions include copies of ELL Committee Meeting invitations to parents, ELL Committee Meeting notes archived in the ELLevation platform. The meeting notes will include the participants invited and those present, reason for the meeting, rationale for the decision and data to support the decision. It will also include detailed notes of the discussion held during the meeting and team members' input. The meeting notes are printed for the student's ESOL folder.

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.

The LEA disseminates digital rosters of all ELLs who will be assessed at the school sites, as well as, guidelines and materials that school based testing supervisors use to cross reference and ensure that all ELLs are appropriately assessed. All ELLs participate in statewide content area assessments. The Title III Program Specialist

works with the District Assessment Coordinator, school based assessment coordinator and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

Include how responsible staff is trained to administer assessments and maintain documentation of the following:

Statewide content area assessments:

The District Assessment Coordinator schedules and holds mandatory School Based Testing Coordinator training utilizing the statewide training materials. School Based Testing Coordinators, in turn, hold a mandatory training for school based test administrators which include sign in sheets. Test administrators are trained on allowable accommodations for ELLs in Statewide assessments by referring to the specific appendix in the TAM with the accommodations.

The individual test administrators assure that the accommodations for statewide assessments are provided to ELLs. Allowable accommodations indicated in the Test Administrator's Manual (TAM) include flexible setting, flexible scheduling, assistance in the heritage language (when possible), and the use of the English-to-heritage language word to word dictionaries. These accommodations can be found on the ELL Student Plan and the ELL Instructional Plan which are archived in the Elevation platform. The parents are notified of the testing accommodations in a letter sent by the ESOL Contact at each school.

ACCESS for ELLs 2.0 assessment programs:

Train the Trainer workshops are provided for school based testing coordinators who, in turn, train all school based test administrators. These workshops emphasize testing accommodations allowable for ELLs. Sign in sheets are kept for documentation.

Students coded LY on or before the first day of the ACCESS for ELLs test administration window are tested for English language proficiency. ACCESS for ELLs 2.0 is a paper-based assessment for Grades Kg–12: Students in grades 1-12 are administered the Speaking section of the test one-on-one with a test administrator; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten students are administered all sections of the test, one-on-one with a test administrator. Alternate ACCESS is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities and have an ESE designation with ACCESS Points. Students are administered all sections of the test, one-on-one with a test administrator.

Accommodations for ELLs in the administration of ACCESS for ELLs 2.0 must follow the guideline as specified in the respective state's assessment manuals. All accommodations are documented in each student's test booklet.

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 Coordinator
School Based ESOL Contact
School Based Test Administrator

A designated instructional or administrative staff member is the testing coordinator at each of the schools. The Office of Assessment provides documents for school use in maintaining and documenting ELL accommodations, as well as procedural policies and accountability data. ELL students who are receiving services in an ESOL program have an approved ELL Student Plan and are offered accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student and recommendations of the student's team.

Amendment to Rule 6A-6.09091 allows ELLs who have recently exited the ESOL program (LF) to receive accommodations for the statewide assessment program. The former ELL will receive allowable accommodations during their post-exit monitoring period of two (2) years.

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

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting during testing. Parents are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened, with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results. The parents are notified of the different testing accommodations in a letter sent by the ESOL Contact.

Please provide links to communications in parents' languages.

Parent Testing Information
Parent Communication on Testing Accommodations

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Exit criteria is based on assessment scores per 6A-6.0903.

For students in Kindergarten through 2nd Grade, ACCESS for ELLs scores shall be a 4.0 composite score or greater and 4.0 reading score or greater. The exit code is H.

For students in grades 3rd Grade through 9th Grade, ACCESS for ELLs scores shall be a 4.0 composite score or greater and 4.0 reading score or greater and earning a passing score on the Statewide grade level ELA/Reading assessment. The exit code is I.

For students in grades 10th Grade through 12th Grade, ACCESS for ELL scores shall be a 4.0 composite score or greater and 4.0 reading score or greater and earning a passing score on the grade 10 statewide ELA/Reading assessment or passing concordant scores on the SAT or ACT. The exit code is J.

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

Once the student meets exit criteria, the ESOL Contact submits the exit data to the MIS staff and the student code is changed from LY to LF. The student is monitored for two (2) years. Parents are notified of exit through a Notification of English Language Program Exit letter in the child's native language.

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) Bilingual Paraprofessional

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

If assessment results do not fully capture the student's academic or linguistic needs, an ELL Committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. The student will be assessed with the IPT and IRW which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. An ELL Committee may recommend that the student be exited from the program with consideration of data other than

statewide assessments such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan which may support the reason for exiting the ESOL program.

Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency test results (IPT/IRW) and document at least two of the five criteria listed below to exit a student:

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

The documentation used to support these decisions include copies of ELL Committee Meeting invitations to parents, ELL Committee Meeting notes archived in the ELLevation platform. The meeting notes will include the participants invited and those present, reason for the meeting, rationale for the decision and data to support the decision. It will also include detailed notes of the discussion held during the meeting and team members' input. The meeting notes are saved on ELLevation and also printed for the students cumulative ESOL folder.

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

ELLs can be referred for exit at any time during the school year. ACCESS for ELLs and FAST ELA data are normally used as the assessments to make decisions. ACCESS for ELLs is typically received during the summer so exit decisions during the school year would require an ELL Committee meeting based on current data analysis and student evaluations unless in the case of assessments for a tenth through twelfth grade student who has passed the WIDA ACCESS but not the FAST. If a student in tenth through twelfth grade passes the FAST ELA in PM 1 or PM 2, the student would qualify for exit based on the passing of the FAST ELA.

To exit during the year via an ELL Committee meeting, a current listening, speaking, reading, and writing English language proficiency assessment will be given no later than 30 days prior to the ELL Committee's determination regarding exit. In addition, a review of report card grades, benchmark test scores, portfolio data, and stakeholder requested input. Stakeholder input includes parents/guardians, teachers, and support staff.

Documentation to support these decisions includes copies of ELL Committee Meetings invitations to parents/guardians and ELL Committee Meeting notes archived in the ELLevation platform. The meeting notes will include the participants invited and those present, reason for the meeting, rationale for the decision with data to support the decision.. Also included are detailed notes of the discussion held during the meeting with team members' input. Meeting notes are saved on the ELLevation platform and a copy is printed for the student's cumulative ESOL folder. MIS staff will change the students designation from LY to LF. The basis of exit code will be L.

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?
Title III Program Specialist and School Based ESOL Contact

Updating the student ELL plan?
School Based ESOL Contact

Reclassification of ELL status in data reporting systems?
ESOL Contact and School Based Management Information System (MIS) personnel

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

☒ Report Cards

☒ Test Scores

☒ Classroom Performance

☒ Teacher Input

☒ Other (Specify) i-Ready/FAST ELA PM 1 & 2/Lexia Power up

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

The performance of newly exited ELLs (LF) will be reviewed, automatically, to ensure academic progress. Reviews shall occur on the specified timeframe below:

1st report card after exiting the ESOL program;
at the end of the 1st semester after exit (1st Semi Annual Review)

at the end of the first year (2nd Semi Annual Review); and
at the end of the second year

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

- referral to the ELL Committee
- during the ELL Committee Meeting, the team reviews report cards, student portfolios, mastery of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and DEUSS
- the team will review language acquisition proficiency levels on WIDA ACCESS, and the accommodations and strategies being provided.

The ELL Committee may determine that the student should continue in post monitoring (LF) but be referred for further evaluation through the MTSS team.

The ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY and re-entered into the program. The ESOL Contact is responsible for creating a new ELL Student Plan. He/she will submit the reclassification data to the MIS personnel to enter into the student information system (Skyward). The ESOL Contact will work with the guidance counselors to ensure the appropriate classroom placement is made to accommodate the appropriate services. The student will continue in the ESOL program annually or extended annually until he/she meets exit criteria as described in this document. Lack of ELL funding eligibility does not relieve the LEA's responsibility to provide ESOL support beyond the six years of state ESOL program funding.

Compliance of ELL Plan and Student Performance

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

The ESOL program is monitored for compliance in several ways. The District Title III/ESOL Program Specialist monitors compliance of ESSA required components through weekly review of the LP, LY, LF and LA reports. The Title III/ESOL Program Specialist ensures that all required reporting data elements are accurate. The Program Specialist works closely with the school based ESOL Contacts, the school Registrars and with school-based MIS personnel to ensure that any data element edits are made in a timely fashion. The Title III/ESOL Program Specialist performs ESOL Cumulative Folder (Blue Folder) reviews on site at the different schools to ensure that all required printed documentation is accurate and present in the physical folder. In addition, the Title III/ESOL Program Specialist runs weekly audit error reports on ELLevation to identify any missing or incorrect data. In addition to audit compliance, the LEA monitors teacher training records for compliance with ESOL requirements. ELL Student Plans and schedules are updated no less than annually and monitored by the ESOL school

based administrator to ensure that ELLs are being provided the appropriate program services and program instruction.

Student academic performance is monitored through regular progress monitoring via Imagine Learning for elementary students and Language Tree Online for secondary students. ELLs are monitored on their academic progress, English language development, and progress toward meeting grade level standards by demonstrating mastery of key English language acquisition concepts.

Post monitoring forms are assigned through the ELLevation Forms platform to teachers of LF students to monitor student progress. The forms require teachers to choose from criteria that measure specific academic performance observed and noted in the classroom.
The person responsible for maintaining these records is the Title III/ESOL Program Specialist, ESOL Contact, ELL teacher or school counselor.

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

The ELL District Plan is available on the district's website. All schools provide the link on their respective school website, as well as reviewing hard copies during PLC meetings and/or ESOL parent meetings. Parents can request copies of the plan at any time. The District ELL plan will be available in English and in Spanish. Bilingual school staff will help provide oral translations in other languages, as feasible, to support parent understanding of the plan.

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

District ESOL staff responsible for implementation of the District ELL Plan meet with school based administrators and ESOL Contacts to make certain that appropriate instructional practices and procedures are in place. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the District ELL Plan. Also, the plan is discussed during district and school based PLC meetings with translators available (if needed and available), and parent input and feedback is encouraged so that there is successful implementation.

Section 8: Parent, Guardian, Student Notification and Rights

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

1. *the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;*

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

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

Initial letter example

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parent/guardian's home language, as feasible. Translation services, specifically in less commonly spoken languages are also provided through bilingual staff or Echo Ed translation service, which help build relationships with our parents.

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

Each school hosts various events throughout the school year to involve parents, including but not limited to ESOL Family Events. In addition, the ELL Parent Leadership Council meets at least once a year to ensure that ESOL parent needs and concerns are being addressed. The district ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies to provide additional services that can include English Language classes, assistance with immunization and immigration information. Activities are usually scheduled at school sites with significant ELL populations so that it is easier for parents to participate. Childcare services are often available, as well as interpreters.

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

☐ Results of language proficiency assessment

☐ Program placement

☐ 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) _____

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

Due to our limited number of ELLs, our report cards are only available in English, but bilingual staff or the Echo Ed translation service will assist teachers in interpreting grades and student expectations during parent teacher conferences, when feasible.

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 PLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites; provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their children and to consult with school personnel and give input on goals related to the program. The District PLC is composed of the majority of parents of current and former ELLs. District Program Specialists, ESOL Contacts, ESOL Paraprofessionals and ESOL Administrators 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 our district, there are very few ELL parents in the PLC, but other district staff serve as advocates for our ELLs.

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

The PLC develops a school environment that encourages two-way communication between the home and the school and meets annually, but as needed Bilingual personnel are also available to discuss issues that promote school involvement and provide parents of ELLs with leadership training and opportunities to be represented on existing school and district advisory councils. PLC members can be involved in School Advisory Committees, Textbook Adoption Committees, ELL District Plan Committee, Parent Teacher Association as well as, ad hoc school based committee. The PLC makes recommendations for the development of the District ELL Plan. The officers also review and approve the District ELL Plan prior to it being submitted for School Board and State DOE approval.

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

The LEA PLC provides input during the development of the ELL Plan and reviews the final District ELL Plan at a scheduled PLC meeting. Translators are available to provide language assistance and clarification. PLC members may request an emailed version of the plan if they cannot attend the meeting. Parental feedback is encouraged and will be addressed in subsequent meetings, if necessary. Upon completion of the review by the members of the PLC, the Chairperson signs and approves the District ELL Plan.

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

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

Personnel who will be the primary providers of English/Language Arts and intensive reading courses to an ELL must be appropriately certified for the ESOL teaching assignment. Teachers can be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300 hours or coursework. The courses are:

- 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 coursework within three years. Prior ESOL training can be used and documentation is maintained in the teacher's in-service record. Human Resources will assist personnel who have completed the requirements for the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification. Human Resources will assist individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification. Human Resources will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance.

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

Human Resources will be responsible for notifying personnel of their certification requirements and for compliance monitoring. The LEA's Teaching and Learning Department will be responsible for providing personnel with information concerning in-service training, advertising and scheduling of classes.

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

The LEA's Teaching and Learning Department is responsible for coordinating, issuing, and monitoring the notifications of all training presented at the District and school levels. The process is documented through ERO and Skyward electronic files and maintained in the teacher's in-service file.

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

The LEA monitors out of compliance teachers through the ESOL Sync Module in the student information system (Skyward). Category I teachers who are out of field are reported to the Human Resources Department who are then reported to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents in native language, unless clearly not feasible.

Category I, II, and III teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must

complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to the teacher's existing teaching certificate. Category II and III teachers have one year to complete the required ESOL training. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed.

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

The LEA supports the 60-hour ESOL training requirements for school administrators by providing the appropriate training opportunities through NEFEC's online module. **The Human Resources Department is responsible for coordinating, issuing, and monitoring the notifications of the training for school administrators**. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 60 hour requirement, but prior ESOL coursework can be used. The process is documented through in-service electronic records and maintained in the in-service file.

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

The LEA supports the 60-hour ESOL training requirements for guidance counselors by providing the appropriate training opportunities through NEFEC's online module. The LEA supports the 60-hour ESOL training requirements for guidance counselors by providing the appropriate training opportunities through NEFEC's online module. The Human Resources Department is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based administrators. Guidance counselors have three years to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through in-service electronic records and maintained in the in-service file.

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

ESOL and content area teachers, as well as school administrators and bilingual paras are informed of supplemental ESOL training through the LEA's Teaching and Learning Department. Staff can sign up for courses or activities that are provided by the school district, DOE or WIDA facilitators. The District Title III/ESOL Program Specialist also provides opportunities for professional development. The Program Specialist provides links to WIDA self paced training modules and for ELLevation's Strategies platform.

Although these courses cannot be used towards the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.
N/A. The ESOL programs we offer are instructed in English only.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. (6A-6.0904) Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

Bilingual paraprofessional applicants must have an AA/AS degree or pass the ParaPro test. They must be fluent in English and appropriate native language as determined by interview, district screening and/or an oral and written exam. The job description will include but is not limited to:

- Plan with ESOL Contact to establish a schedule for providing direct support to ELLs.
- Provide direct support to ELLs in English language development in all four domains, listening, speaking, reading, and writing within the classroom setting.
- Pull out Newcomer ELLs (NES and Level 1 Entering and Lower level 2 Emerging), for targeted instruction with English language development in all four domains, listening, speaking, reading, and writing using prescribed ELL curricula.
- Use given curricula resources to aid in English language development for students.
- Support students by providing the appropriate and designated testing accommodations during classroom testing.
- Collaborate with appropriate school personnel in scheduling and being available for parent/teacher conferences during contract hours for translating purposes.
- Attend meetings with the District ESOL contact and/or Paraprofessional cohort and the District ESOL Program Specialists when applicable.
- When applicable, serve on the school based ELL Committee.

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

Bilingual paraprofessionals are provided with professional development on an ongoing basis during pre-planning, orientation, Professional Learning Day, summer institutes, small group meetings that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and accommodation,

and strategies for working with ELLs. The process is documented through sign-in sheets.

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 school sites must pass an oral and written screening or show language fluency through an interview in one of the following languages: Spanish or Russian which is administered at the school based interview. These languages are representative of the top languages spoken by ELLs in our district.

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

Assurance Letter Link

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

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

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency, and then accordingly determine if extension of ESOL services is needed. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter.

Any student being considered for extension of services shall be assessed on at least one (1) Department-approved language proficiency assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's DEUSS anniversary date and covers all four domains of language; listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment scores and October 1 of the following school year, the student's statewide English Language Proficiency assessment scores will suffice, and a more recent assessment is not required.

The procedures followed when determining extension of services are:

An ELL Committee meeting is scheduled and held following the guidelines stated above.

a. ELL Committee reviews pertinent ELP (English Language Proficiency) scores, grades, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program and language acquisition proficiency.
b. Based on the review, an ELL Committee may determine that the student transitions into the regular program, exiting ESOL.
c. Based on the review, an ELL Committee may determine that the student be referred for further evaluation through the MTSS team process.
d. Based on the review, an ELL Committee may determine that the student needs extension of services, remaining in the ESOL program.

The ESOL Contact is responsible for developing a new ELL Student Plan, providing the MIS (management information system) with the student data to enter into Skyward and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date stay the same.

Listening and Speaking Proficiency Assessment

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

1. Online IPT Aural/Oral (listening/speaking)
2. ACCESS for ELLs Oral Language Proficiency (listening/speaking)

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.

1. Online IRW (reading/writing)
2. ACCESS for ELLs Literacy Proficiency (reading/writing)
3. FAST ELA Achievement Level
4. Concordant proficient scores on SAT/ACT

Automated Student Information System 2024-2025

English Language Learners:
- Adult
- Basis of Entry
- Basis of Exit
- Classification Date
- Entry Date
- Exit Date
- Extension of Instruction
- Home Language Survey Date
- Instructional Model
- PK-12
- Post Reclassification Dates
- Program Participation
- Reclassification Date
- Reclassification Exit Date
- Reevaluation Date
- Student Plan Date
- Tier Placement

State Board of Education Rules

- Rule 6A-1.09432, F.A.C., Assessment of Limited English Proficient Students
- Rule 6A-1.09951, F.A.C., Requirements for the Florida Seal of Biliteracy Program
- Rule 6A-4.02451, F.A.C., Florida Teacher Standards for ESOL Endorsement
- Rule 6A-6.0901, F.A.C., Definitions Which Apply to Programs for English Language Learners
- Rule 6A-6.0902, F.A.C., Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners
- Rule 6A-6.09021, F.A.C., Annual English Language Proficiency Assessment for English Language Learners (ELLs)
- Rule 6A-6.09022, F.A.C., Extension of Services in English for Speakers of Other Languages (ESOL) Program
- Rule 6A-6.0903, F.A.C., Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program
- Rule 6A-6.09031, F.A.C., Post Reclassification of English Language Learners (ELLs)
- Rule 6A-6.0904, F.A.C., Equal Access to Appropriate Instruction for English

Language Learners
- Rule 6A-0905, F.A.C., Requirements for the District English Language Learners Plan
- Rule 6A-6.0907, F.A.C., Inservice Requirements for Personnel of Limited English Proficient Students
- Rule 6A-6.0908, F.A.C., Equal Access for English Language Learners to Programs Other than English for Speakers of Other Languages (ESOL)
- Rule 6A-6.0909, F.A.C., Exemptions Provided to English Language Learners
- Rule 6A-6.0906, F.A.C., Monitoring of Programs for English Language Learners
- Rule 6A-6.09091, F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners

Consent Decree

- September 2003 Modification to the Consent Decree (PDF)

The Consent Decree is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English Language Learner (ELL) students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in Lau v. Nichols, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in Castañeda v. Pickard, 1981
- Requirements based on the Supreme Court decision in Plyler v. Doe, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

The Consent Decree addresses the civil rights of ELL students, foremost among those their right to equal access to all education programs. In addressing these rights, the Consent Decree provides a structure that ensures the delivery of the comprehensible instruction to which ELL students are entitled.

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Superintendent

February 20, 2025

Student Achievement through Language Acquisition Office:

This letter confirms that the teachers in Flagler County Public Schools are in compliance with applicable ESOL training requirements or are working toward them within the mandated time frame.

Sincerely,

LaShakia Moore
Superintendent, Flagler County Public Schools

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