

District English Language Learners (ELL) Plan Leon County Schools – 2019-2021

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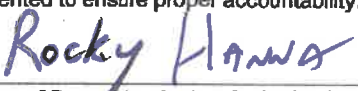

**Rule 6A-6.0905
Form ESOL 100
(May 2017)**

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:
Leon County Schools	Shane Syfrett, Director of Professional Learning	850-414-5199
(4) MAILING ADDRESS: 3955 W. Pensacola Street, Tallahassee, FL 32304		(5) PREPARED BY: (If different from contact person) Name(s): Lisa Urban/Jessica Chapman Mailing Address: (same) Phone No: (same)
(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, Rocky Hanna, 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 3/26/2019 3/26/2019 Date Signed Date of Governing Board Approval		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
Name of Chairperson representing the District ELL PLC:		
Contact Information for District PLC Chairperson:		
Mailing address:		
E-mail Address: Phone Number:		
Date final plan was discussed with PLC: 3/26/2019 at 12pm		
Signature of the Chairperson of the District PLC ROLANDO GÓMEZ		 Date Signed by PLC Chairperson

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

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

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

By signature below, I, Rocky Hanna, 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

3/26/2019
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:

To register an English Language Learner (ELL) for enrollment in a Leon County School, the parent/guardian must complete and sign the three-page Leon County Schools (LCS) Student Registration Form which includes the Home Language Survey (HLS). This form asks for the following information for each student:

- Student's first or native language.
- Language student speaks most frequently.
- Primary language spoken in the home.
- Country of birth.
- City of birth.
- Date Entered United States School
- Number of years of schooling in the U.S.
- Last school attended.

The school registrar is responsible for ensuring that the parent has completed the Home Language Survey (HLS) and has signed and dated the second page of the registration form.

When a parent responds in the affirmative to any one of the three questions on the HLS, the registrar immediately codes the student "Potential Limited English Proficient (LEP)" on the registration screen in the district's Student Information System (SIS)-FOCUS.

The registrar then notifies the school-based ESOL Coordinator of the potential ELL student by sending the coordinator a copy of both sides of the LCS Student Registration Form.

It is the school-based ESOL Coordinator's responsibility to code the student on the ELL screen in the district's SIS.

The copy of the LCS Student Registration Form is filed in the student's ESOL Program documentation folder, which becomes part of the student's permanent record.

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

The district requires ELL parents/guardians to follow the same registration procedures required for parents of non-ELLs. All parents must complete and sign the LCS Student

Registration Form, providing the demographic data listed above. All parents are required at that time to complete the HLS located on the registration form.

- (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?

The original copy of that form is maintained in the student's permanent record.

Into what languages are the HLS translated?

The Spanish version of the LCS Student Registration Form has the Home Language Survey in Spanish.

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

If home language assistance is needed during the registration process, bilingual staff at the school are asked to help. If assistance in a particular language is needed but not available at the school site, the school-based ESOL Coordinator contacts the district's Department of Intervention Services. This office contracts with interpreters who speak a variety of languages and will assist the school in scheduling an interpreter, unless it is clearly not feasible. Community partners through the Department of Children and Families and the International Rescue Committee are also utilized to assist us in assisting parents with the registration process.

How do you identify immigrant students?

The registrar identifies and codes immigrant students using the following criteria captured on the registration paperwork and home language survey:

- The student is between the ages of three (3) and 21.
- The student was not born in any state in the United States of America, the District of Columbia, or Puerto Rico.
- The Student has not attended one or more schools in any one or more states for more than three full academic years starting from the date the student first entered a US school (DEUSS) and covering all periods of attendance, on a cumulative basis, even when attendance has not been continuous.

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

A request for the DEUSS is on the LCS Student Registration Form and once obtained is entered in the district's SIS. DEUSS date---the month, day and year the student entered

school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions)

Please include a link to your HLS.

https://www.leonschools.net/cms/lib/FL01903265/Centricity/shared/formslibrary/1819_LCS_Student_Registration_Reader.pdf

https://www.leonschools.net/cms/lib/FL01903265/Centricity/shared/formslibrary/1819_LCS_Student_Registration_Spanish.pdf

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

1. English Language Proficiency (ELP) Assessment

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

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

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA and procedures followed to determine if a K-12 student is an ELL.

Kindergarten-W-APT
1st-12th grades-WIDA Screener

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

In August, the district's ESOL Program Director and/or ESOL Program Contact explains to all school administrators the oral ELP assessment requirement, reminding them of the testing window (20 school days from the date the student registers at the school).

In August, the district's ESOL Program Director and/or ESOL Program Contact distributes the current "Data Entry/Program Guide for ESOL Coordinators" which stipulates the 20-day deadline for the oral assessment.

The district's ESOL Program Director and the Technology Department staff (TIS) meet twice a year with school-based registrars for training on ESOL Program data entry/FTE

requirements, including the 20-day deadline for the oral assessment and the registrar's duty to inform the ESOL Coordinator at his or her site immediately of any potential ELLs. The registrar is an important member of the school-based "ESOL Team" and works with the assistant principal and ESOL Coordinator to ensure that assessment deadlines are met.

The ESOL Program Director and/or ESOL Program Contact distributes a Time Task Calendar that highlights in bold the first 20 day deadline of the new school year and reminds ESOL coordinators and registrars of the 20-day deadline as students register throughout the year.

If for any reason the W-APT or WIDA Screener cannot be administered before the 20-day deadline, the school is required to send a letter to the parent of the affected ELL explaining the reason for the delay. A standardized form letter provided by the district is printed and sent to the student's parents by the school-based ESOL Coordinator. A copy is filed in the student's ESOL Program documentation folder.

The ESOL Program Contact periodically reviews the ELL - DEMO23 District created report in our Student Information System (FOCUS) from each school to find the names of students whose ELL status is "LP" (pending assessment)--and contacts ESOL Coordinators who have students who fall into this category. The coordinators are reminded to send the parent letter and to complete the oral assessment as soon as possible.

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.

WIDA Screener

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?

Each school is required to establish a standing ELL Committee to assist in making important decisions related to the needs of each individual ELL student at the school. Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment 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 English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

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

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

The programmatic assessment process determines appropriate grade-level and academic-program placement for ELLs in grades K-12. The ELL Programmatic Assessment Form documents the reasons for grade, class, and program placement decisions. The form is attached to the ELL Student Plan and filed in the student's ESOL Program documentation folder.

The school-based ESOL Coordinator, the Assistant Principal, and the student's guidance counselor review the following data (to the extent that it is available):

- the student's chronological age
- parent/guardian comprehensive interview regarding student's educational history
- grade reports and transcript
- student interviews
- assessment of current content-area abilities

An initial determination of the student's academic skills or performance is done after careful consideration of the above information. In order to place ELLs effectively, their academic abilities are determined exclusive of their lack of English proficiency. All educational experiences are taken into account in planning and providing appropriate placement and instruction.

Each school is required to document the prior educational experiences of new students by means of school records and transcripts, and other interviews. Schools must make

every effort to obtain student records from other schools via telephone calls, faxes, and other means of communication.

For students with no documentation, chronological age, comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements. The ELL Committee may be convened to make recommendations on such placements, and may be reconvened at any time after a student has been served for a semester to review and make recommendations for appropriate modifications. (Fla. Admin. Code R. 6A-6.0902)

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.

English Language Learners entering a public high school from outside the United States are placed using a combination of the following criteria: age appropriateness, parent/guardian/student comprehensive interview, review of academic records and/or assessments, and previous school experience. The academic abilities of ELL students are determined exclusive of their lack of English proficiency. Each school is required to document the prior school experiences of new students by means of school records and transcripts, and other evidence of educational experiences. Schools make every effort to obtain student records from other schools via telephone calls, faxes, and other means of communication. Initial determination is done after a review of these documents and educational experiences. This process is completed through the programmatic assessment and is documented on the Programmatic Assessment form.

For students with no documentation, chronological age, comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic abilities

administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements. The ELL Committee may be convened to make recommendations on such placements, and may be reconvened at any time after a student has been served for a semester to review and make recommendations for appropriate modifications. (Fla. Admin. Code R. 6A-6.0902)

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).

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

Leon County Schools accepts transfer work and courses for students entering grades 9, 10, 11, from out of country in accordance with Fla. Admin. Code R. 6A-1.09941. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript, credits shall be validated through performance during the first grading period. Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure outlined in Leon County's Student Progression plan as appropriate.

When reviewing foreign transcripts, schools must take into account the difference in grading systems and grade levels from systems in the United States. Schools must 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. When awarding language arts credits, schools must consider that the heritage language courses, such as Spanish, French, or Arabic would have incorporated reading, writing, and literature. Likewise, an English course in that country would have been taught as a foreign language. In a Florida school, therefore, the heritage or native language course would receive the English language arts credit, and English would be credited as a foreign language.

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

The persons responsible for evaluating foreign transcripts are school administrators, ESOL coordinators, guidance counselors, and registrars of each school. School administrators, ESOL coordinators, and registrars are trained at district-wide in-service trainings twice per year. When they have further questions about transcript review, we coordinate with our Student Services department that consists of seasoned guidance counselors who can offer input. We also coordinate with resources through use of CPALMS, DOE course crosswalks and other resources provided. Additionally, we ensure that we survey all stakeholders when transcript translations are in question, this includes our experts in other districts and our contacts at DOE.

Re-evaluation of ELLs that Previously Withdrew from the LEA

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

Moving from one Florida LEA to another:

Any ELL student who enters Leon County from another LEA in Florida may be enrolled in LCS ESOL program without the initial language proficiency assessment if documentation of approved ESOL Program services at the previous school is available, and the student is still eligible based on current ACCESS for ELLs 2.0 and FSA ELA scores. Every effort will be made to obtain up-to-date ELL information. The student's original program data will apply and will be entered in the district's Student Information System. If no documentation is available, the school-based ESOL Coordinator will administer the appropriate language proficiency assessments (WIDA Screener) and the student's classification will be based on the results.

Moving from another state to Florida LEA:

Any student who enters Leon County for the first time from another state within the United States must be reevaluated for program services regardless of timeframe using the appropriate language proficiency assessments (WIDA Screener).

Any ELL student who re-enters Leon County from another state after an absence of more than one year, must be re-evaluated for program services using the appropriate language proficiency assessments (WIDA Screener).

Moving from another country to Florida LEA.

Any ELL student who re-enters Leon County after an absence from the United States of more than one year, must be re-evaluated for ESOL program services using the appropriate language proficiency assessments (WIDA Screener).

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.

The school-based ESOL Coordinator is responsible for developing a Student ELL Plan for each ELL and for updating the plan at the beginning of the school year and when services change and must reflect the most current ELL plan and service. It will be updated annually and maintained in the student information system and/or cumulative record folder.

The plan provides a cumulative record of all ESOL services and reflects the number of instructional minutes currently provided to the student through the ESOL Program. A copy of the student's course schedule for each year is attached, unless there is a change to FTE. If there is a change to FTE, the plan is updated accordingly and an updated schedule is attached. The plan is reviewed, updated, and signed each year to reflect current services. The initial date of the plan must be entered on the ELL screen in the Student Information System. Subsequently, the date of each "plan update" must be entered so that the most recent date is reflected.

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

The ELL Student Plan is located in the student's ESOL documentation folder which also contains the following information:

- Home Language Survey
- Date of entry
- student demographic data
- assessment results
- Programmatic Assessment
- ELL's participation in other categorical or special programs
- number of minutes claimed for weighted FTE funding (for allowable courses)
- copies of the student's FOCUS schedules showing courses coded 130 (for each semester, if there was a change in FTE from the first semester)
- parent notifications
- Testing Accommodations Form

- any changes in the student's ELL status from program entry through the two years of "follow up"
- completed Post-Exit Monitoring form
- Documentation of the use of appropriate ESOL strategies
- A description of all provided services.

Teacher input is normally given when the student is being scheduled into classes to ensure the most appropriate placement.

Please include a link to the ELL Student Plan.

Please see the attached scanned copy.

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.

The main instructional models in Leon are "Mainstream-Inclusion English Language Arts" and "Mainstream-Inclusion Core/Basic Subject Areas" models. As an exception, Amos P. Godby High, a former ESOL Center School, continues to implement a limited Sheltered English Language Arts model for newly arrived ELLs who test Non-English Speaking.

ELLs in grades K-12 receive language arts and reading instruction in classes with native English speakers and from teachers who are certified in the ELA and/or Reading and

hold ESOL certification or the ESOL Endorsement or are in the process of obtaining the qualifications.

ELLs in grades K-12 receive instruction in the Core/Basic Subject Areas (math, social studies, science, and Introduction to Computers) in classes with native English speakers and from teachers who are certified in the subject and have met or are in the process of meeting the 60-point ESOL training requirement.

ELLs in grades K-12 receive instruction in elective courses in classes with native English speakers and from teachers who are certified in the subject and have met or are in the process of meeting the 18-point ESOL training requirement.

ELLs in Pre-Kindergarten classes receive "linguistically and culturally appropriate instruction" in classes with native English speakers and from teachers who are certified in Pre-K and have met or are in the process of meeting the 18-point ESOL training requirement.

In order to monitor local fidelity of implementation of the models:

- District ESOL Program personnel in the Division of Teaching and Learning collaborate with administrators at each site to ensure that the instructional models (for English language arts and Core/Basic Subject-Areas) are implemented pursuant to SBR 6A--6.0904.
- The school administrator monitors the presentation of comprehensible instruction by reviewing lesson plans for documentation of ESOL strategies, conducting classroom observations, and conferencing with teachers.
- The ESOL coordinator provides to the teachers of ELL students demographic and academic information and a list of effective instructional strategies.

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

ELLs receive instruction in ELA and all other subjects in the same classes as their native peers and use the same textbooks and instructional technology. Instruction for all students at all grade levels is regulated by the Florida Standards and Objectives and all ELL students must work toward completion of requirements specified in the LCS Student Progression Plan. Any teacher of a sheltered English class must document the use of the Florida Standards. ELL students take part in the district-wide progress monitoring assessments.

School-based administrators evaluate the implementation of appropriate instruction through lesson plan reviews and classroom observations. In addition, the academic

progress of all students in all grades is measured by progress monitoring tools and by the annual academic assessments required by the State.

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. Administrative and support staff reviews instructional models success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELL. Teacher input is also requested.

Additionally, the District ESOL Program staff reviews the following data: progress made by ELL students on the ACCESS for ELLs 2.0; progress made by ELL students on the annual statewide assessments, such as FSA, FSAA, EOCs, and Statewide Science.

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

The district ESOL Program staff meets regularly with other district staff responsible for the programs, services, and facilities that are available to non-ELL students to coordinate activities and safeguard the inclusion of ELL students. Such programs and services include, but are not limited to: Title I, Early Childhood Education, Exceptional Student Education, Families in Transition, School Choice, Leon Virtual School, and Home Education. At the school level, ELL students receive school-wide notices and families are kept informed via school newsletters and list serves.

The ESOL Team at each school comprising of the ESOL Administrator, ESOL Coordinator, and registrar is responsible for ensuring that ELL students have access to all programs, services and facilities that are available to non-ELLs. Based on student demographic information, the registrars may alert the ESOL Coordinators to an ELL student's need for services. The ESOL Coordinator works with the ESOL Administrator, teachers, guidance counselors, special education staff, etc. to ensure that students apply for and receive services from programs for which they qualify.

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

When a teacher of an ELL student is notified of the student's placement in his or her classroom, the teacher is given a list of ESOL instructional strategies to implement to ensure that ELLs are receiving comprehensible instruction. The teacher is required to document these strategies in his or her lesson plans. Each strategy is assigned a number which the teacher can use to indicate which strategy is being used for which

lesson or activity. Lesson plans are reviewed by school administrators throughout the school year to ensure that the teacher is documenting strategies used.

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

Verification of delivery of comprehensible instruction takes place at the school level. Administrators review lesson plans for documentation of ESOL strategies and conduct walk-throughs, classroom observations, and formal 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 site administrators are responsible for ensuring that ELL students receive equal access to programs and for monitoring the delivery of comprehensible instruction in their schools. School site administrators disseminate information about programs and events to the parents of ELLs in the same manner as they do for non-ELL students. Administrators are directly involved in the programmatic assessment process. They also review lesson plans and conduct observations to make sure that teachers are using and documenting ESOL strategies.

The district ESOL Program staff is in regular contact with the school administrators and ESOL Coordinators to ensure that ELLs are included in the various programs offered by the district and are receiving comprehensible instruction.

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) _____
- ☐ Native Language Assessment (Specify) _____
- ☒ **LEA/school-wide assessments (Specify)**

ELA Progress Monitoring Assessments; STAR testing, mid-year progress monitoring assessments in middle grades math, algebra 1, geometry; mid-year assessment in all science subjects; FSA ELA assessment, End of Course exams, Statewide Science, PERT. Benchmark testing, Language Development Progress Monitoring through Imagine Learning (K-5) and Rosetta Stone (6-12).

- ☒ **Other (Specify):** Pre-K- District Created Progress Monitoring Tool; mid-term progress reports; report cards; i-Ready

Student Progression

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

☒ Yes – See link below:

[https://www.leonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=41583&dataid=72679&FileName=SPP update 201712.pdf](https://www.leonschools.net/site/handlers/filedownload.ashx?moduleinstanceid=41583&dataid=72679&FileName=SPP%20update%20201712.pdf)

☐ No (Specify) _____

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

Promotion of an ELL Student is based on achievement of the same instructional goals, performance standards, and credit requirements established by the State and Leon County for English proficient students. Retention of ELLs is determined through the formal recommendation by the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or a score on any single assessment instrument.

Mandatory retention of ELL students for reading deficiencies in third grade is governed by the requirements of Florida statute. ELL students who have had less than two years of instruction in an ESOL Program are eligible for good cause exemption from mandatory third grade retention. This two-year period is determined using the Date Entered United States School. The school site administrator notifies the parents or guardians in writing of the good cause decisions.

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

The retention of an ELL (except at grade 3) is determined by the student's school-based ELL Committee. The committee's decision to exempt the student from promotion criteria or to retain the student must be documented in writing on the "ELL Committee

Meeting Notes" and signed by each committee member present.

At grade 3, the ELL Committee's written and signed decision to exempt the student from promotion criteria for "good cause" must be presented to the school's principal for final determination.

The ELL Committee uses the ELL Committee Meeting Notes to record a narrative summary of the meeting and the committee's recommendation or decision.

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

Statewide Assessment

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

Leon County Schools require that all ELLs in grades K-12 take the ACCESS for ELLs 2.0 in the spring. ELLs in grades 3-12 take the FSA ELA. ELLs in grades 5 and 8 take the Statewide Science Test. ELLs enrolled in algebra, geometry, civics and US History take the End of Course exams. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

Statewide content area assessments:

- The district's Director of Testing, Research and Evaluation (TRE) is responsible for ensuring that all ELL students participate in all required testing programs.
- A district-wide tracking system assists TRE department staff in monitoring compliance.
- The district TRE staff trains the school-based Testing Coordinators on the requirements and administration of all tests and keeps records of all training.
- School based Testing Coordinators train test administrators at each school site and keep records of all training.
- School-based ESOL Coordinators work with the school Testing Coordinators to ensure that all ELLs take the appropriate tests.
- The parents are notified of the different testing accommodations in a letter sent by the ESOL teachers. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

- The district's Director of Testing, Research and Evaluation (TRE) is responsible for ensuring that all ELL students participate in the ACCESS for ELLs.
- The ESOL district staff works with district TRE staff to train school-based Testing Coordinators and ESOL Coordinators on the requirements of the test, including the online test administrator's training on the WIDA website.
- District TRE staff keeps records of all training, including test administrator training on the WIDA website, and monitors compliance.

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)?

The school-based ESOL Coordinator and Test Coordinator are responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations in accordance with the requirements of each test.

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

Upon enrollment in the ESOL program, the school based ESOL Coordinator send to the ELL student's parents or guardians the "Parent Notification of Testing Accommodations" form which provides a list of required tests and approved test accommodations for that student. The parent or guardian is required to indicate permission for the student to test in a separate setting by signing the form and returning it. A copy of the signed form is kept in the student's ESOL documentation folder. This form is also sent home each year.

Please see attached copies in English and Spanish.

Parents are informed of Florida's statewide mandates, assessment policies, and student outcomes in the following ways:

- A letter describing state required assessments is sent out to parents every school year.
- On the district's website, the Testing Research and Evaluation department has information on testing, assessments, student progression, and school data.
- School sites provide information through school online newsletters, list serves, and web pages.
- Our webpage can be translated online via the link below to Leonschools.net

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.

A student is exited from the ESOL Program when he/she has attained English language proficiency. English language proficiency is determined by scores on specified tests or by recommendation of the student's ELL Committee. Upon receipt of the state-wide standardized test scores, students who perform at the levels stated below is determined English language proficient and are exited from the ESOL program.

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

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and a score on the FSA ELA of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

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

Once the student meets exit criteria, the ESOL specialist notifies the Assistant Principal of Curriculum of exit data and the student code is changed from LY to LF, and is monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

At the request of an ELL student's teacher, counselor, administrator or parent, the student's ELL Committee can be convened at any time to re-evaluate for English proficiency and to determine eligibility for exit.

Once the decision is made to exit, the exit data is entered in the Student Information System and the Student ELL Plan is updated to reflect the new status. The parents are

notified using the Parent Notification of ESOL Program Exit form. A copy of this form is placed in the student's ESOL documentation folder. The student's code is then changed from an LY to LF and is monitored for two years.

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) ESOL Administrator

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

An ELL Committee can meet at any time at the request of an ELL student's teacher, counselor, administrator or parent, to re-evaluate for English proficiency and to determine eligibility for exit. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

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

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

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

performing on grade level with academic success and at least two of the 5 criteria listed above are met, the student is exited from the ESOL Program and the parent is notified using the Parent Notification of ESOL Program Exit.

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?

Updating the student ELL plan?

Reclassification of ELL status in data reporting systems?

The person responsible is the school-based ESOL Coordinator.

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

☒ Report Cards

☒ Test Scores

☒ Classroom Performance

☒ Teacher Input

☐ Other (Specify) _____

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

When the academic performance of a former ELL student is unsatisfactory (during or after the two-year monitoring period), the ESOL Coordinator reestablishes and convenes the student's ELL Committee, including the parent, to discuss the student's progress and the interventions currently provided. The committee will recommend in writing appropriate alternatives for the student:

- Re-entry into the ESOL Program.
- Referral to the school's Intervention Team for evaluation.

Compliance of ELL Plan and Student Performance

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

To monitor ESOL program compliance and student academic performance:

- The district's ESOL program staff meets 2 times per year with the school-based ESOL Coordinators for training on compliance issues.
- The district's ESOL program staff performs ad hoc audits of ESOL documentation folders.
- The district's ESOL program staff performs observations of ESOL paraprofessionals employed to work with ELLs.
- School based ESOL Coordinators work closely with the school's administrators, teachers, and other staff to ensure compliance.
- School based ESOL Coordinators track the academic performance of ELL students and convene ELL Committee meetings to make recommendations when necessary.
- School administrators track academic performance of ELLs as a group to meet district and state requirements.
- The district ESOL staff tracks the academic performance of ELLs as a requirement of Every Student Succeeds Act.

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

Once the district ELL Plan is approved, it is distributed to all school sites and is uploaded to the Leon County School's website.

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

The district's ESOL program staff works with the school-based ESOL Coordinators to ensure that the schools are following the requirements and procedures stipulated in the District ELL Plan. It conducts two trainings per year for school-based ESOL Coordinators, two meetings with school-based ESOL Coordinators to review student ESOL documentation folders, and performs informal audits of ESOL documentation folders.

Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during PLC meetings with translators available, and parent input and feedback is encouraged so that there is successful implementation.

School-based ESOL Coordinators are required to attend two trainings in compliance issues per school year.

Section 8: Parent, Guardian, Student Notification and Rights

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

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

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

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents/guardians home language, i.e. pre-recorded messages with time sensitive information sent directly to the parents/guardians phones, information posted on district website and interpreted at school functions and

community venues. Translation services, specifically in less commonly spoken languages are also provided through bilingual staff, university personnel through Florida State University's Migrant and Refugee Education Alliance, as well as community volunteers which helps to build relationships with our parents.

The following procedures are used to provide assistance to parents/guardians of ELLs in their home language.

If home language assistance is needed during the registration process, bilingual staff at the school site are asked to help. If assistance in a particular language is needed but not available at the site, the school based ESOL Coordinator contacts the district's Department of Intervention Services. This office contracts with interpreters for a variety of languages and will assist the school by scheduling an interpreter, unless it is clearly not feasible.

Registrations forms, report cards, parent notifications letters and forms are available in Spanish. If a parent needs information interpreted in another language, a school site can request an interpreter through the district's Department of Intervention Services.

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.

All parents are invited in writing to participate in district level ELL PLC meetings. Parents are encouraged to attend ELL parent meetings and ELL Committee Meetings at their school sites, and to participate in other parent groups at the school level, such as parent-teacher meetings and the SAC. ELL Parent Meeting Invites are sent in translated languages via email through the school list-serves as well as to our community partners who support us with gathering parents to attend our meetings. At the district level, the ESOL program staff works closely with the Title 1 parent liaison to coordinate parent involvement at Title I schools. Parents are always encouraged to contact the teachers and the ESOL Coordinators at the school sites or the district ESOL office with concerns, questions, or problems as they arise.

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.

- ☒ 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 – online portal
- ☐ 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 *Digital Report Cards are Translated using FOCUS in 8 languages
- ☐ 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.**

At the request of a parent or guardian, an ELL Committee or parent meeting is convened and the services of an interpreter is contracted through the LCS Department of Intervention Services. Because of our limited number of ELLs, our printed report cards are only available in English, however digitally they are available in eight languages. Bilingual staff will assist teachers in interpreting grades and student expectations as needed.

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 District PLC is composed of the majority of parents of current and former ELLs, as well as classroom teachers, curriculum specialists and ESOL resource teachers. The ESOL Program Coordinator and the Professional Learning Program Coordinator serve as Ad Hoc members. Community partners such as the Director of the International Rescue Committee and the Refugee Alliance Contact from The Department of Children and Families are also Ad Hoc members.

The major functions of the district's PLC are: to monitor the implementation of district's ELL program, assist in the development of the District ELL Plan, and ensure the rights of and appropriate services to ELL students as well as keep parents informed and collaborative.

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.

N/A

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

At each PLC meeting, parents are informed of school and district committees such as the District Advisory Committee and School Advisory Committee and are encouraged to participate.

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

A copy of the draft plan is sent to the PLC members for recommendations and approval.

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.

Once an ELL student is assigned to the class of a Category I teacher, the school-based ESOL Coordinator notifies the teacher in writing of the training requirement and deadline. The ESOL Coordinator sends the ESOL Training Notification to Language Arts/English/Reading Teachers form, and the teacher signs the form to signify receipt. A copy of each notification is kept on file. The District Director of Professional Learning is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels- he completes this task through our Professional Learning Weekly notification which goes to all administrators and teachers. The process of course attendance is documented through Leon Leads' electronic files and maintained in the teacher's personnel file. The Office of Educator Certification in tandem with the Office of Professional Learning will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. This is done through our ESOL Compliance Tool and the data is updated monthly with real time data for administrators. The Office of Professional Development will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. This is done through the Professional Learning Weekly that goes to teachers and administrators as well as shared at leadership meetings monthly.

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.

Once an ELL student is assigned to the class of a content area teacher, the school-based ESOL Coordinator notifies the teacher in writing of the training requirement and deadline. The ESOL Coordinator sends the ESOL Training Notification to Content Area Teachers and Guidance Counselors form, and the teacher signs the form to signify receipt. A copy of each notification is kept on file. The school level ESOL coordinator or Assistant Principal is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels which is shared from the Director of Professional Learning. The process is documented through Leon Leads' electronic files and maintained in the teacher's personnel file. All of our ESOL Endorsement classes in Leon County Schools are offered free of charge to teachers on our own online professional development platform and is teacher led.

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.

Once an ELL student is assigned to the class of any other instructional staff, the school-based ESOL Coordinator notifies the teacher in writing of the training requirement and deadline. The ESOL Coordinator sends the ESOL Training Notification to Content Area Teachers and Guidance Counselors form, and the teacher signs to signify receipt. A copy of each notification is kept on file. The district ESOL coordinator is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels. The process is documented through Leon Leads' electronic files and maintained in the teacher's electronic 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.

The school-based ESOL Coordinator informs the principal/assistant principal of any teacher teaching reading, English or language arts to an ELL student during the year who does not hold ESOL K-12 certification or the ESOL Endorsement.

The school principal or designee reports the language arts/reading teacher "out of field for ESOL" to the School Board. The report must be received in time to place the request for approval on the Board agenda for the meeting prior to the October and February FTE reporting surveys. The principal keeps a copy of the Board agenda reflecting the Board's approval.

The language arts/reading teacher (Category 1 teacher), is reported "out of field for ESOL" the first year an ELL student is assigned, and the teacher must begin earning the required 300 ESOL points until the ESOL endorsement is met. The ESOL endorsement must be added to existing teaching certificate.

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. 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.

Each year, the ESOL Coordinator notifies in writing the parents of any ELL student assigned to a language arts, English, or reading teacher who has not yet completed the 300 points of ESOL training required. This Out of Field Notification letter is not sent to parents if the teacher is not teaching language arts/English/reading to an ELL student during the year. If a school newsletter is used to notify parents of affected ELL students, the edition must be clearly dated with month, day, and year. The notice must also reflect the same information presented in the Out of Field Notification Letter.

ESOL-weighted FTE funding cannot be claimed for courses taught by ELA, reading, or core teachers who are beyond the timeline for completion of required ESOL training, and for whom the above-mentioned procedures have not been followed. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

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

The district ESOL program staff identifies administrators in need of training and assigns study plans to those administrators. The Professional Learning department receives copies of the assigned study plans and approves the online courses to meet the 60-point training requirement. Once an administrator has completed the class, the points are posted to the in-service history report. These records can be accessed from the online ESOL Reporting tool and a report generated by TIS.

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

The district ESOL program staff identifies administrators in need of training and assigns study plans to those administrators. The Professional Learning department receives copies of the assigned study plans and approves the online courses to meet the 60-point training requirement. Once an administrator has completed the class, the points are posted to the in-service history report. These records can be accessed from the online ESOL Reporting tool and a report generated by TIS.

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

District-wide face-to-face trainings are offered to teachers, ESOL paraprofessionals, and ESOL Coordinators each year.

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

In the 2017-2018 school year, we developed an additional online class titled Empowering English Learners for Classroom Success. We provided books to go along with this online class as well as all documents translated for ease of use and quick implementation of the strategies. Schools were encouraged to use this online training to support their teachers with strategies that can be used for English Language Learners.

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.

NA

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

Bilingual paraprofessionals are required to have the same qualifications as instructional paraprofessionals who are employed with the Leon County School District, but must be proficient in English and the target language. They must hold an associate's degree or have completed two years of study at an institution of higher education, to include at least 60 semester hours of college credit, or passed a rigorous examination, such as ETS or FEA, demonstrating knowledge to instruct reading, writing and mathematics, as well as qualify as a school board employee through our rigorous background screening.

Under the guidance of the instructor, bilingual paraprofessionals work directly with ELL students and provide language support in addition to instructional support to ELLs. Such support may include translation of course content; tutoring students using their home language; assisting with computer aided Language Acquisition software participation, assisting the teacher with preparing materials and activities, grading, assessing or evaluating students, monitoring behavior, escorting students to and from classrooms as needed.

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

Bilingual paraprofessionals receive the same supplemental ESOL training in the English Language Development Standards and strategies and supports for ELLs as instructors of ELLs. The ESOL Program staff keeps sign-in records and points earned from training are posted to the in-service history report.

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

The site school administrators use bilingual teachers certified in world languages to conduct interviews of prospective bilingual paraprofessionals. The school based staff also works with the Department of Intervention Services to obtain the services of a bilingual professional to conduct an interview with the bilingual paraprofessional in the target language.

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

See attached letter.

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

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

The ESOL Coordinator administers one FDOE-approved assessment of English language proficiency covering listening, speaking, reading, and writing on or within 30 days of the student's anniversary DEUSS date. If the student's anniversary date falls between the release of the ACCESS for ELLs 2.0 scores and October 1st of the following school year, these scores are used as the assessment of English proficiency.

The ESOL Coordinator convenes an ELL Committee on or within 30 days of the student's anniversary date. If the anniversary dates falls within the first two weeks of the school year, the ESOL Coordinator has until October 1st of that school year to convene the ELL Committee.

In making decisions for extension of services, the ELL Committee considers at least two of the following documented factors--in addition to the scores on the above-named assessments:

- Extent and nature of prior educational and social experiences.
- Observations gathered through an interview with the student.
- Written observations and recommendations by current and previous instructional and support services staff.
- Level of mastery of basic competencies or skills in English.
- Grades from the current or previous years.
- Other test results.

If the majority of the ELL committee determines that the student is not English proficient,

then ESOL services are extended for one year. This process is repeated annually until the student is deemed eligible for exit.

Listening and Speaking Proficiency Assessment

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

Kindergarten ACCESS for ELLs
ACCESS for ELLs
Alternate ACCESS for ELLS
IPT
WIDA Screener

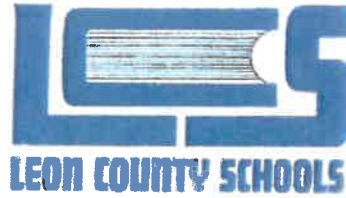
Reading and Writing Proficiency Assessment

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

Kindergarten ACCESS for ELLs
ACCESS for ELLs
Alternate ACCESS for ELLS
IRW
WIDA Screener
FSA ELA

BOARD CHAIR
Rosanne Wood

BOARD VICE CHAIR
DeeDee Rasmussen



BOARD MEMBERS
Georgia "Joy" Bowen
Darryl Jones
Alva Swafford Striplin

SUPERINTENDENT
Rocky Hanna

March 15, 2019

Department of Education
Student Achievement through Language Acquisition Office
325 West Gaines Street
Room 444, Turlington Building
Tallahassee, Florida

Dear Student Achievement through Language Acquisition Office:

This letter confirms that the teachers in Leon County Public Schools are in compliance of applicable ESOL training requirements or working towards them within the mandated timeframe. As a District, we track this through our ESOL Compliance Tool.

We are taking the steps necessary to ensure our teachers and administrators are in compliance. Currently, all ESOL endorsement courses are offered through our online PD system and are both teacher led and interactive. These courses are offered free of charge to our teachers on an ongoing basis as to provide every opportunity for them to be in compliance. In cases where teachers are not complying with the law as stated in the Consent Decree, we are documenting our efforts and taking necessary steps to ensure compliance.

Sincerely,

Rocky Hanna
Superintendent, Leon County Schools

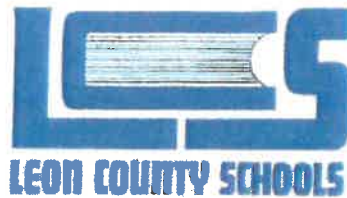
2757 West Pensacola Street • Tallahassee, Florida 32304-2998 • Phone (850) 487-7110 • Fax (850) 414-5194 •
www.leonschools.net

"The Leon County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information."

Building the Future Together

BOARD CHAIR
Rosanne Wood

BOARD VICE CHAIR
DeeDee Rasmussen



BOARD MEMBERS
Georgia "Joy" Bowen
Darryl Jones
Alva Swafford Striplin

SUPERINTENDENT
Rocky Hanna

March 15, 2019

Dear Parents,

You are invited to a meeting of the Leon County School District's ESOL Parent Leadership Council. The Parent Leadership Council is a group of parents whose children are acquiring English as their second language and who are actively involved in their children's education and academic achievement. The meeting is an opportunity for you to be informed about the ESOL Program, other programs and services offered by the district, and time to meet and learn from other parents. We look forward to an open sharing of ideas on how to increase ESOL parent involvement and how we can enrich the educational experience of English Language Learners.

Please Join Us!

Meeting nformation:

Tuesday, March 26, 2019 from 12:00pm- 12:30pm
Aquilina Howell Building in the Computer Lab,
3955 West Pensacola Street, Tallahassee, FL 32304.

Please RSVP by emailing:

Lisa Urban urbanl@leonschools.net

We look forward to seeing you.

Sincerely,

Lisa Urban
ESOL Coordinator

2757 West Pensacola Street • Tallahassee, Florida 32304-2998 • Phone (850) 487-7110 • Fax (850) 414-5194 •

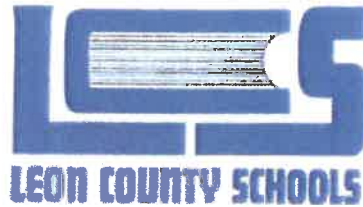
www.leonschools.net

"The Leon County School District does not discriminate against any person on the basis of sex (including transgender status, gender nonconforming, and gender identity), marital status, sexual orientation, race, religion, ethnicity, national origin, age, color, pregnancy, disability, or genetic information."

Building the Future Together

BOARD CHAIR
Rosanne Wood

BOARD VICE CHAIR
DeeDee Rasmussen



BOARD MEMBERS
Georgia "Joy" Bowen
Darryl Jones
Alva Swafford Striplin

SUPERINTENDENT
Rocky Hanna

25 de enero de 2019

Estimado padre/madre:

Le invitamos a participar del Consejo de liderazgo de padres ESOL del Distrito Escolar del Condado de León. El Consejo de liderazgo de padres es un grupo de padres cuyos hijos están adquiriendo el idioma inglés como su segunda lengua y que participan activamente en la educación y rendimiento académico de sus hijos. En la reunión se ofrecerá información relacionada al programa ESOL, programas y servicios ofrecidos por el distrito. Esperamos un intercambio abierto de ideas sobre cómo aumentar la participación de los padres ESOL y también en cómo podemos enriquecer la experiencia educativa de los estudiantes en su idioma inglés.

¡Por favor, acompáñenos!

Información de la reunión:

Martes, 26 de marzo de 2019 de 12:00pm - 12:30pm
Edificio Aquilina Howell, en el Laboratorio de Computadoras
3955 West Pensacola Street, Tallahassee, FL 32304.

Por favor, reserve su espacio por correo electrónico:

Lisa Urban urbanl@leonschools.net

¡Les esperamos!

2757 West Pensacola Street • Tallahassee, Florida 32304-2998 • Phone (850) 487-7110 • Fax (850) 414-5194 •

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Building the Future Together

Woodville PreK - 8 School

9373 Woodville Highway

Tallahassee, FL 32305

Phone (850)487-7043

FAX (850)921-4281



Dr. Lisa Mehr, Principal
Elizabeth Rudd, Asst. Principal
Steve Sears, Asst. Principal
Tracey Hall, Dean of Students

English for Speakers of Other Languages (ESOL) Program Parent Notification of Eligibility for Program Services

Date _____

To the Parents/ Guardians of _____

Grade _____ Date of Birth _____ Student ID Number _____

When you registered your child for school, you indicated on the Home Language Survey that a language other than English is either spoken by your child or is spoken in your home. Based on this information and pursuant to Florida Statutes, your child was tested for English language proficiency to determine eligibility for the school district's ESOL Program. The results of the test indicate that your child is eligible for ESOL Program services using the following criteria:

Kindergarten W-APT Score on Listening/Speaking _____
WIDA Screener Proficiency Level on Listening/Speaking _____
WIDA Screener Proficiency Level on Reading _____
WIDA Screener Overall Proficiency Level _____
ELL Committee Criteria: _____

The goal of the ESOL program is to help your child learn English in order to meet appropriate academic standards for grade promotion and graduation. As an English language Learner (ELL), your child will receive language and academic support until meeting exit criteria outlined in State Board Rule (SBR) 6A.6.0903.

Once exited from the ESOL program, your child will be monitored for two years to ensure academic success during this transition period. Although your child's projected graduation year is _____, the school's ELL Committee is available to meet with you anytime throughout your child's educational experience to review academic needs and placement recommendations. Appropriate ESOL services will also be included in the guidelines and recommendations in a student's Individualized Education Plan (IEP) if necessary.

ESOL programs adjust instruction to the child's strengths and needs by providing effective teaching strategies, as well as supplemental instructional materials or bilingual support. As a parent, you are encouraged to participate in developing your child's Student ELL Plan, as well as choose the appropriate instructional model for your child which includes:

- _____ Mainstream/Inclusion English Language Arts (instruction with both ELLs and non-ELLs)
- _____ Mainstream/Inclusion Basic Subject Areas (math, science, social studies, computer)
- _____ Sheltered English Language Arts (students receive instruction with ELLs only)

Sincerely yours,

School ESOL Coordinator

Woodville PreK - 8 School

9373 Woodville Highway

Tallahassee, FL 32305

Phone (850)487-7043

FAX (850)921-4281



Dr. Lisa Mehr, Principal
Elizabeth Rudd, Asst. Principal
Steve Sears, Asst. Principal
Tracey Hall, Dean of Students

**English for Speakers of Other Languages (ESOL) Program
Parent Notification of Eligibility for Program Services**

REFUSAL of TITLE III SERVICES

ESSA Title III guidelines allow districts to use federal funding to support their ESOL programs and provide supplemental services to ELLs. Parents may elect to refuse these supplemental Title III services.⁸ However, your child will still receive language and academic support and be annually assessed for English proficiency. If you need additional information regarding the ESOL or Title III program, please contact _____ at _____.

If you do not want your child to receive supplemental services through Title III, please indicate by signing and returning the form below.

Student Name: _____

Parent Name: _____

☐ I do not want my child to receive ESSA Title III supplemental services.

Parent/Guardian Signature: _____ **Date:** _____

English Speakers of Other Languages (ESOL) Program
ELL Student Plan (page 1)

Student name _____ (last) _____ (first) Student # _____ DOB _____ Sex _____ Race _____
Primary/Home language _____ Birth country _____
Name of Parent/Guardian _____ Relationship _____
Address _____, Tallahassee, FL ZIP code _____ Home phone _____ Work phone _____

➤ **ESOL Instructional Model:**

English instruction (check one) _____ Mainstream/Inclusion. _____ Sheltered (Godby)
Instruction in core/basic subject areas _____ ☒ Mainstream/Inclusion (all schools)

➤ **Number of Instructional Minutes:**

The number of instructional minutes for which the school is authorized to claim weighted FTE funding. Minutes must be claimed in "allowable" courses.
(Plan must be dated within 20 days of entry in ESOL Program.) *

Semester	Date	School	Grade Level	# of ESOL Minutes	Signature and Title of Person authorizing FTE Claim
1.	*			Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	

Note: ESOL-weighted funding cannot be claimed for students assigned to teachers who are beyond the timeline for completion of required ESOL training.

English Speakers of Other Languages (ESOL) Program

ELL Student Plan (page 2)

- > ELL Student's Participation in Other Categorical or Special Programs (if applicable):
Name of program _____ Entry date _____

- > **Assessment Data—Basis of Entry:** (circle one)

A = K WAPT Speaking/Listening or WIDA Screener Speaking and Listening

R = WIDA Screener Reading and Overall

L = ELL Committee Decision

Original ESOL Program entry date _____ Home Language Survey date _____ Assessment/Classification date _____

Oral Scores
(K-2)

Date: _____ K WAPT (K-1) Speaking/Listening Raw Score _____
Date: _____ K WAPT (1st) Speaking Proficiency Level _____
Date: _____ K WAPT Listening Proficiency Level _____
Date: _____ WIDA Screener Speaking Proficiency Level _____
Date: _____ WIDA Screener Listening Proficiency Level _____

Reading/Overall Scores

(Grades 3-12)

Date: _____ WIDA Screener Reading Proficiency Level _____
Date: _____ WIDA Screener Overall Proficiency Level _____

Enter scores in FOCUS:

ELL Student Plan (ATTACHMENT A)

Program Status – Change in Status Before the End of 3 Years of Program Services

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	_____
Domain	Proficiency Level
Listening	_____
Speaking	_____
Reading	_____
Writing	_____
Oral	_____
Literacy	_____
Overall/Composite	_____

FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	
<u>High School</u>	
Test _____	Year _____
Concordant score (if applicable) _____	

____ Student scored at required proficiency levels on required tests and is exited from ESOL Program:	
Exit Date _____	Basis of Exit Code _____
Change LEP code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source is "Z."	

ELL Student Plan (ATTACHMENT B)

Program Status—At the End of 3 years of Program Services (Review required after 3 years and every year thereafter.)

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	
Domain	Proficiency Level
Listening	_____
Speaking	_____
Reading	_____
Writing	_____
Oral	_____
Literacy	_____
Overall/Composite	_____

FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	
High School	
Test _____	Year _____
Concordant score (if applicable) _____	

(Check one box)

— Student scored at required proficiency levels on required tests and is exited from ESOL Program: Exit Date _____ Basis of Exit Code _____ Change LEP code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source is "Z."	
— Student did not score at required proficiency levels on required tests and ELL Committee determined the student's ELL status: Decision was made to exit student. _____ Basis of Exit code is "L." Change ELL code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source code is "Z." Decision was made to extend instruction. ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS.	

English Speakers of Other Languages (ESOL) Program
ELL Student Plan (ATTACHMENT C)

**Program Status— At the End of 4 years of Program Services
Assessment Data**

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	Grade Level _____
Domain _____	Proficiency Level _____
Listening _____	_____
Speaking _____	_____
Reading _____	_____
Writing _____	_____
Oral _____	_____
Literacy _____	_____
Overall/Composite _____	_____

FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	_____
High School Test _____	Year _____
Concordant score (if applicable) _____	

(Check one box.)

<p>____ Student scored at required proficiency levels on required tests and is exited from ESOL Program: Exit Date _____ Basis of Exit Code _____</p> <p>Change LEP code to "LF." Use Post-Exit Monitoring Form. . Courses cannot be coded 130 and Fund Source is "Z."</p>
<p>____ Student did not score at required proficiency levels on required tests and ELL Committee determined the student's ELL status:</p> <p>____ Decision was made to exit student. Basis of Exit code is "L" Change LEP code to "LF." (Courses cannot be coded 130 and Fund Source code is "Z.")</p> <p>____ Decision was made to extend instruction. ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS. Allowable courses will be coded 130 and fund source is "E" through year six in the program, starting from the DEUSS.</p>

ELL Student Plan (ATTACHMENT D)

Program Status— At the End of 5 years of Program Services

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	
Domain	Proficiency Level
Listening	_____
Speaking	_____
Reading	_____
Writing	_____
Oral	_____
Literacy	_____
Overall/Composite	_____

FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	
High School Test _____	Year _____
Concordant score (if applicable) _____	

(Check one box.)

<p>____ Student scored at required proficiency levels on required tests and is exited from ESOL Program: Exit Date _____ Basis of Exit Code _____</p> <p>Change LEP code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source is "Z."</p>
<p>____ Student did not score at required proficiency levels on required tests and ELL Committee determined the student's LEP status:</p> <p>____ Decision was made to exit student. Basis of Exit code is "L" Change ELL code to "LF." (Courses cannot be coded 130 and Fund Source code is "Z.")</p> <p>____ Decision was made to extend instruction. ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS. Allowable courses will be coded 130 and fund source is "E" through year six in the program, starting from the DEUSS.</p>

ELL Student Plan (ATTACHMENT E)

Program Status— At the End of Six Years of Program Services.

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	Proficiency Level _____
Domain _____	
Listening _____	
Speaking _____	
Reading _____	
Writing _____	
Oral _____	
Literacy _____	
Overall/Composite _____	

FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	
High School _____	
Test _____	Year _____
Concordant score (if applicable) _____	

(Check one box.)

— Student scored at required proficiency levels on required tests and is exited from ESOL Program:
Exit Date _____ Basis of Exit Code _____

Change LEP code to "LF." Use Post-Exit Monitoring Form. . Courses cannot be coded 130 and Fund Source is "Z."

— Student did not score at required proficiency levels on required tests and ELL Committee determined the student's LEP status:

_____ Decision was made to exit student. Basis of Exit code is "L"
Change ELL code to "LF." (Courses cannot be coded 130 and Fund Source code is "Z.")
_____ Decision was made to extend instruction.
ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS.
Courses cannot be coded 130. Fund source is "E".

English Speakers of Other Languages (ESOL) Program
ELL Student Plan (ATTACHMENT F)

Program Status— At the end of Seventh Year of Program Services and Beyond

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	Year _____
Domain	Proficiency Level
Listening	_____
Speaking	_____
Reading	_____
Writing	_____
Oral	_____
Literacy	_____
Overall/Composite	_____

FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	
High School	
Test _____	Year _____
Concordant score (if applicable) _____	

<p>— Student scored at required proficiency levels on required tests and is exited from ESOL Program: Exit Date _____ Basis of Exit Code _____</p> <p>Change LEP code to "LF." Use Post-Exit Monitoring Form. . Courses cannot be coded 130 and Fund Source is "Z."</p>
<p>— Student did not score at required proficiency levels on required tests and ELL Committee determined the student's ELL status:</p> <p>_____ Decision was made to exit student. _____ Basis of Exit code is "L" Change ELL code to "LF." (Courses cannot be coded 130 and Fund Source code is "Z.") _____ Decision was made to extend instruction. ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS. . Courses cannot be coded 130. Fund source is "E".</p>

ELL Student Plan (ATTACHMENT G)

Program Status— After Exit and Two-year-Follow-up Period

____ Student's progress on report cards and tests has been successful.
Change ELL code to "LZ."

____ Student's progress has not been successful and the ELL committee has determined that the student needs to be re-enrolled in the ESOL program.
Change ELL code to "LY." Code allowable courses "130." Fund Source is "E." Reclassification Entry Date is date of ELL Committee Meeting date.

English Speakers of Other Languages (ESOL) Program
ELL Student Plan (page 1)

Student name _____ (last) _____ (first) Student # _____ DOB _____ Sex _____ Race _____
Primary/Home language _____ Birth country _____
Name of Parent/Guardian _____ Relationship _____
Address _____, Tallahassee, FL ZIP code _____ Home phone _____ Work phone _____

➤ **ESOL Instructional Model:**

English instruction (check one) _____
Instruction in core/basic subject areas _____ ➔ _____ Mainstream/Inclusion. _____ Sheltered (Godby)
_____ X _____ Mainstream/Inclusion (all schools)

➤ **Number of Instructional Minutes:**

The number of instructional minutes for which the school is authorized to claim weighted FTE funding. Minutes must be claimed in "allowable" courses.
(Plan must be dated within 20 days of entry in ESOL Program.)*

Semester	Date	School	Grade Level	# of ESOL Minutes	Signature and Title of Person authorizing FTE Claim
1.	*			Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	
1.				Sem. 1	
2.				Sem 2.	

Note: ESOL-weighted funding cannot be claimed for students assigned to teachers who are beyond the timeline for completion of required ESOL training.

ELL Student Plan (page 2)

- **ELL Student's Participation in Other Categorical or Special Programs (if applicable):**
Name of program _____ Entry date _____

- **Assessment Data—Basis of Entry:** (circle one) _____

A = K WAPT Speaking/Listening or WIDA Screener Speaking and Listening

R = WIDA Screener Reading and Overall

L = ELL Committee Decision

Original ESOL Program entry date _____ Home Language Survey date _____ Assessment/Classification date _____

**Oral Scores
(K-2)**

Date: _____ K WAPT (K-1) Speaking/Listening Raw Score _____
Date: _____ K WAPT (1st) Speaking Proficiency Level _____
Date: _____ K WAPT Listening Proficiency Level _____
Date: _____ WIDA Screener Speaking Proficiency Level _____
Date: _____ WIDA Screener Listening Proficiency Level _____

Reading/Overall Scores

(Grades 3-12)

Date: _____ WIDA Screener Reading Proficiency Level _____
Date: _____ WIDA Screener Overall Proficiency Level _____

Enter scores in FOCUS:

ELL Student Plan (ATTACHMENT A)

Program Status – Change in Status Before the End of 3 Years of Program Services

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)		FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test Year _____		Test _____	Year _____
Domain	Proficiency Level	Level scored _____	
Listening	_____	High School	
Speaking	_____	Test _____	Year _____
Reading	_____		
Writing	_____		
Oral	_____		
Literacy	_____		
Overall/Composite	_____	Concordant score (if applicable) _____	

____ Student scored at required proficiency levels on required tests and is exited from ESOL Program:

Exit Date _____ Basis of Exit Code _____

Change LEP code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source is "Z."

English Speakers of Other Languages (ESOL) Program

ELL Student Plan (ATTACHMENT B)

Program Status—At the End of 3 years of Program Services (Review required after 3 years and every year thereafter.)

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	
Domain	Proficiency Level
Listening	_____
Speaking	_____
Reading	_____
Writing	_____
Oral	_____
Literacy	_____
Overall/Composite	_____

FSA-ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	
High School Test _____	Year _____
Concordant score (if applicable) _____	

(Check one box)

<p>— Student scored at required proficiency levels on required tests and is exited from ESOL Program: Exit Date _____ Basis of Exit Code _____</p> <p>Change LEP code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source is "Z."</p>
<p>— Student did not score at required proficiency levels on required tests and ELL Committee determined the student's ELL status:</p> <p>— Decision was made to exit student. Basis of Exit code is "L." Change ELL code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source code is "Z."</p> <p>— Decision was made to extend instruction. ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS.</p>

English Speakers of Other Languages (ESOL) Program
ELL Student Plan (ATTACHMENT C)

Program Status— At the End of 4 years of Program Services

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)		FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test Year _____	Grade Level _____	Test _____	Year _____
Domain	Proficiency Level	Level scored _____	
Listening _____	_____	High School _____	
Speaking _____	_____	Test _____	Year _____
Reading _____	_____	Concordant score (if applicable) _____	
Writing _____	_____		
Oral _____	_____		
Literacy _____	_____		
Overall/Composite	_____		

(Check one box.)

<p>— Student scored at required proficiency levels on required tests and is exited from ESOL Program: Exit Date _____ Basis of Exit Code _____</p> <p>Change LEP code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source is "Z."</p>	<p>— Student did not score at required proficiency levels on required tests and ELL Committee determined the student's ELL status:</p> <p>Decision was made to exit student. Basis of Exit code is "L" Change LEP code to "LF." (Courses cannot be coded 130 and Fund Source code is "Z.")</p> <p>Decision was made to extend instruction. ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS. Allowable courses will be coded 130 and fund source is "E" through year six in the program, starting from the DEUSS.</p>
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ELL Student Plan (ATTACHMENT D)

Program Status— At the End of 5 years of Program Services

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	_____
Domain	Proficiency Level
Listening	_____
Speaking	_____
Reading	_____
Writing	_____
Oral	_____
Literacy	_____
Overall/Composite	_____

FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	
High School	
Test _____	Year _____
Concordant score (if applicable) _____	

(Check one box.)

— Student scored at required proficiency levels on required tests and is exited from ESOL Program:
Exit Date _____ Basis of Exit Code _____

Change LEP code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source is "Z."

— Student did not score at required proficiency levels on required tests and ELL Committee determined the student's LEP status:

_____ Decision was made to exit student.

Basis of Exit code is: "L"

Change ELL code to "LF." (Courses cannot be coded 130 and Fund Source code is "Z.")

_____ Decision was made to extend instruction.

ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS.

Allowable courses will be coded 130 and fund source is "E" through year six in the program, starting from the DEUSS.

ELL Student Plan (ATTACHMENT E)

Program Status— At the End of Six Years of Program Services.

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	Proficiency Level _____
Domain _____	_____
Listening _____	_____
Speaking _____	_____
Reading _____	_____
Writing _____	_____
Oral _____	_____
Literacy _____	_____
Overall/Composite _____	_____

FSA ELA/FCAT 2.0 Reading/FSAA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	_____
High School Test _____	Year _____
Concordant score (if applicable) _____	

(Check one box.)

— Student scored at required proficiency levels on required tests and is exited from ESOL Program:

Exit Date _____ Basis of Exit Code _____

Change LEP code to "LF." Use Post-Exit Monitoring Form. Courses cannot be coded 130 and Fund Source is "Z."

— Student did not score at required proficiency levels on required tests and ELL Committee determined the student's LEP status:

Decision was made to exit student.

Change ELL code to "LF." (Courses cannot be coded 130 and Fund Source code is "Z.")

Decision was made to extend instruction.

ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS.

Courses cannot be coded 130. Fund source is "E".

English Speakers of Other Languages (ESOL) Program
ELL Student Plan (ATTACHMENT F)

Program Status— At the end of Seventh Year of Program Services and Beyond

Assessment Data

ACCESS for ELLS 2.0/Alternate ACCESS for ELLS (Circle one.)	
Test Year _____	
Domain	Proficiency Level
Listening	_____
Speaking	_____
Reading	_____
Writing	_____
Oral	_____
Literacy	_____
Overall/Composite	_____

FSA ELA/FCAT 2.0 Reading/FSA Gr. 3-12 (Circle one.)	
Test _____	Year _____
Level scored _____	
High School	
Test _____	Year _____
Concordant score (if applicable) _____	

<p>— Student scored at required proficiency levels on required tests and is exited from ESOL Program:</p> <p>Exit Date _____ Basis of Exit Code _____</p> <p>Change LEP code to "LF." Use Post-Exit Monitoring Form. . Courses cannot be coded 130 and Fund Source is "Z."</p>
<p>— Student did not score at required proficiency levels on required tests and ELL Committee determined the student's ELL status:</p> <p>_____ Decision was made to exit student. Basis of Exit code is "L"</p> <p>Change ELL code to "LF." (Courses cannot be coded 130 and Fund Source code is "Z.")</p> <p>_____ Decision was made to extend instruction.</p> <p>ELL code remains "LY." Activate data element "Extended Instruction" on ELL screen in FOCUS. .</p> <p>Courses cannot be coded 130, Fund source is "E".</p>

ELL Student Plan (ATTACHMENT G)

Program Status— After Exit and Two-year Follow-up Period

____ Student's progress on report cards and tests has been successful.
Change ELL code to "LZ."

____ Student's progress has not been successful and the ELL committee has determined that the student needs to be re-enrolled in the ESOL program.
Change ELL code to "LY." Code allowable courses "130." Fund Source is "E." Reclassification Entry Date is date of ELL Committee Meeting date.

(School Letterhead)

English for Speakers of Other Languages (ESOL) Program
Parent Notification of Testing Accommodations

Today's date _____

Dear _____:

During the school year your child _____, will be given one or more of the tests below:

Florida Kindergarten Readiness Screener (FLKRS).
Statewide Science (NGSS) Assessment (5th and 8th grade)
Florida Comprehensive Assessment Test 2.0 (FCAT2.0) Reading Retakes (high school only))
Florida Standards Assessment (FSA) English Language Arts (3-10 grade)
Florida Standards Assessment (FSA) English Language Arts – Writing (4-10grade)
Florida Standards Assessment (FSA) Mathematics (3-8 grade)
Florida Standards Alternate Assessment (FSAA) (3-10)
Progress Monitoring Assessments in ELA, math, science, civics, and U.S. History.
End of Course Exams (EOC) in Algebra I, Algebra II, Geometry, Biology, Civics, and US History (middle & high school)
Post-secondary Education Readiness Test (PERT) (high school)
Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0) (K-12)

These tests are required by the Florida Department of Education and/or school district to give us more information about the academic skills of our students and to help us see how well we are meeting the needs of our students.

Because your child is participating in our ESOL Program, he/she is eligible for the following testing accommodations:

1. Taking the test in a separate setting (when possible).
2. Taking tests in shorter sessions.
3. Taking more time to complete the test.
4. Using an Approved word-to-word translation dictionary or glossary —with the exception of ACCESS for ELLs 2.0.
5. Receiving limited assistance in his or her native language—with the exception of ACCESS for ELLs 2.0.

Sincerely yours,

School ESOL Coordinator

IMPORTANT: We are required to ask for your wishes concerning the test setting you prefer for your child.
Please sign and return this letter to the school as soon as possible.

Parent:

Please check one of the following statements so that we will know your wishes concerning the setting in which your child is tested. If we do not hear from you, we will provide the setting we think is most appropriate.

____ I would like my child to be tested in a separate setting when possible.

____ I would like my child to be tested in a regular classroom setting.

Parent/guardian signature _____ Date _____

Programa del inglés para hablantes de otros idiomas (ESOL)
Notificación a los padres de las adaptaciones para exámenes

Fecha _____

Estimado Sr. / Sra. _____

Durante el año escolar su hijo/a _____, tomará uno o más de los siguientes exámenes:

Florida Kindergarten Readiness Screener (FLKRS) – un examen para evaluar la preparación para empezar la escuela al nivel Kindergarten.

Florida Comprehensive Assessment (FCAT) Science (grados 5 y 8) – un examen comprensivo y acumulativo de ciencias

Florida Comprehensive Assessment Test (FCAT) Reading Retakes (sólo secundaria) – un examen de lectura

Florida Standards Assessment (FSA) English Language Arts (grados 3 a 10) – un examen comprensivo de lectura, lengua, y gramática del inglés

Florida Standards Assessment (FSA) English Language Arts - Writing (grados 4 a 10) – un examen comprensivo de escritura, lengua, y gramática del inglés

Florida Standards Assessment (FSA) Mathematics (grados 3 a 8) – un examen comprensivo de las matemáticas

Florida Standards Alternate Assessment (FSAA) (grados 3 a 10) – un examen comprensivo y alternativo para estudiantes cuya participación en el programa de evaluación general del estado no es apropiado, aun con adaptaciones.

Progress Monitoring Assessments – exámenes en las matemáticas, las ciencias, la educación cívica, y la historia de los Estados Unidos (escuela secundaria).

End of Course Exams (EOC) (secundaria) – exámenes comprensivos en la álgebra, la geometría, la biología, la educación cívica, y la historia de los Estados Unidos

Post-secondary Education Readiness Test (PERT) (escuela secundaria) – un examen comprensivo de las matemáticas, la lectura, y la escritura.

Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs 2.0) (grados Kinder a 12) – un examen de capacidad en el idioma inglés en escritura, lectura, la comprensión auditiva, y el discurso.

El Departamento de Educación de Florida o el distrito escolar exige estos exámenes para darnos más información sobre la capacidad académica de nuestros estudiantes y ayudarnos a evaluar si satisfacemos las necesidades de nuestros estudiantes.

Su hijo es elegible para las siguientes adaptaciones para exámenes porque está participando en nuestro programa de ESOL:

1. Tomar el examen en un sitio separado (cuando sea posible).
2. Tomar los exámenes en sesiones más cortas.
3. Tomar más tiempo para terminar el examen.
4. Usar un diccionario o glosario de traducción aprobado—con la excepción del examen ACCESS for ELLs 2.0.
5. Recibir ayuda limitada en la lengua materna de su hijo—con la excepción del examen ACCESS for ELLs 2.0.

Sinceramente,

Coordinador ESOL de la escuela

Importante: Estamos obligados a solicitar sus deseos con respecto al ambiente de evaluación preferido para su hijo.

(School Letterhead)

**English for Speakers of Other Languages (ESOL) Program
Parent Notification of ESOL Program Exit**

Date _____

Grade _____

Dear Parents/Guardians of _____:

We are pleased to inform you that your child no longer needs services through the ESOL Program. This decision was based on a review of the following data:

- ☐ Teacher recommendation.
- ☐ Results of a recent assessment of English language proficiency.
- ☐ Recent report card grades.
- ☐ Performance on tests required by the State and district.

Florida law requires that we monitor your child's progress in school for the next two years. If at any time during the two years there is indication that your child is having academic difficulties, a meeting of the ELL Committee will be called to determine if he/she needs to be placed in the ESOL Program again. You will be invited to attend this meeting. You may request a meeting of the committee to review your child's progress at any time during the next two years.

If you have any questions or need further information regarding this matter, please contact me at

_____.

Sincerely yours, _____

School ESOL Coordinator

Distribution:

original: Parents/guardians
copy: Student's cumulative folder

(School Letterhead)

El programa de inglés para hablantes de otros idiomas (ESOL)
Notificación a los padres de la salida del programa de ESOL

Fecha _____

Grado _____

Estimados padres / tutores de _____ :

Estamos encantados de informarle de que su hijo ya no necesita los servicios del programa de ESOL. Esta decisión se basó en una revisión de los datos siguientes:

- ___ Recomendación del maestro/a.
- ___ Los resultados de una evaluación reciente de sus habilidades en el idioma inglés.
- ___ Recientes boletines de calificaciones.
- ___ Su éxito en los exámenes requeridos por el estado y distrito.

La ley de Florida requiere que observamos el progreso de su hijo en la escuela para los próximos dos años. Durante los dos años, si en cualquier momento hay indicios de que su hijo tiene dificultades, nos reuniremos para decidir si él/ella debe entrar en el programa de ESOL de nuevo. Le invitaremos a asistir a esta reunión. Además, usted puede solicitar una reunión del comité para revisar el progreso de su hijo en cualquier momento durante los próximos dos años.

Según nuestros archivos, su hijo asistirá a la escuela de _____ el próximo año escolar.

Si usted tiene alguna pregunta o necesita más información sobre este asunto, por favor comuníquese conmigo al

_____.

Sinceramente,

English for Speakers of Other Languages (ESOL) Program
Post-Exit Monitoring Form (page 1)

Student name: _____ Student number _____

ESOL Program exit date: ____/____/____ Basis of Exit Code: _____

First report card following program exit:

Report card date ____/____/____ Grade level _____ School _____

I have reviewed the student's grades and test scores and found the following information:

- ☐ The student is making satisfactory progress.
- ☐ The student is having difficulties which are being addressed by _____.
- ☐ The student is not making satisfactory progress. The ELL Committee will meet to discuss the student's progress.

Reviewed by _____ Title _____

End of first semester report card (or closest to 6 months following exit):

Report card date ____/____/____ Grade level _____ School _____

I have reviewed the student's grades and test scores and found the following information:

- ☐ The student is making satisfactory progress.
- ☐ The student is having difficulties which are being addressed by _____.
- ☐ The student is not making satisfactory progress. The ELL Committee will meet to discuss the student's progress.

Reviewed by _____ Title _____

End of First Calendar Year following program exit:

Report card date ____/____/____ Grade level _____ School _____

I have reviewed the student's grades and test scores and found the following information:

- ☐ The student is making satisfactory progress.
- ☐ The student is having difficulties which are being addressed by _____.
- ☐ The student is not making satisfactory progress. The ELL Committee will meet to discuss the student's progress.

Reviewed by _____ Title _____

LEON COUNTY SCHOOLS
ESOL Program

English for Speakers of Other Languages (ESOL) Program

Student name _____

End of Second Calendar Year following program exit:

Report card date ____/____/____ Grade level ____ School _____

I have reviewed the student's grades and test scores and found the following information:

___ The student is making satisfactory progress.

___ The student is having difficulties which are being addressed by _____.

___ The student is not making satisfactory progress. The ELL Committee will meet to discuss the student's progress.

Reviewed by _____ Title _____

ESOL Program Status after Two Years of Monitoring

(Student name)

Date

___ "LF" code has been changed in Genesis to "LZ," meaning that no further program services are needed.

___ "LF" code has been changed in Genesis to "LY," meaning that the ELL Committee has determined the student's need for "Reclassification" and re-entry into the ESOL Program.

Attach this form to the ELL Student Plan

(School Letterhead)

English for Speakers of Other Languages (ESOL) Program

Parent Notification of Re-Entry and Re-enrollment

Date _____

Grade _____

Dear Parents/Guardians of _____:

Under Florida law we are required to monitor your child's progress for two years following his/her exit from the ESOL Program.

The ELL Committee met on _____ to review your child's progress. Based on the decision of the ELL Committee, your child will be re-enrolled in the ESOL Program at our school and will receive English instruction in "mainstream" classes taught by teachers who have completed ESOL training or are in the process of completing training.

If you have any questions or need further information regarding this matter, please contact me at _____

Sincerely yours, _____

School ESOL Coordinator

Distribution:

Original: Parents/Guardians

Copy: Student's cumulative folder

(School Letterhead)

Programa de inglés para hablantes de otros idiomas (ESOL)

Notificación a padres acerca del reingreso y reinscripción al programa ESOL

Fecha _____

Grado _____

Estimados Padres/Guardianes de _____:

Bajo la ley de la Florida se requiere que se monitoree el progreso de su niño durante dos años después de su salida del Programa ESOL.

El Comité ELL se reunió el _____ para revisar el progreso de su hijo. Basado en la decisión del Comité ELL, su hijo será inscrito nuevamente en el programa ESOL en nuestra escuela y recibirá instrucción en inglés en las clases regulares por maestros que han completado el entrenamiento o están terminado el entrenamiento de ESOL.

Si tiene alguna pregunta o necesita más información sobre este asunto, póngase en contacto conmigo al _____.

Sinceramente,

Coordinador ESOL de la escuela

Distribution:

Original: Parents/Guardians

Copy: Student's cumulative folder

Gilchrist Elementary School
1301 Timberlane Road
Tallahassee FL 32312

Scotty Crowe, Principal* Rusty Edwards, Assistant Principal *April Knight, Assistant Principal

**English for Speakers of Other Languages (ESOL) Program
Parent Notification of Continuing Eligibility for ESOL Program Services**

Date _____

To the Parents/ Guardians of _____

Grade _____ Date of Birth _____ Student ID Num _____

Federal and state law require that students in an English for Speakers of Other Languages (ESOL) program are assessed yearly to show linguistic growth and academic proficiency and these results impact placement decisions. Based on your child's assessment data below and/or the recommendation of your child's ELL Committee, he/she is still eligible for ESOL program services and will continue to receive such services during the 2017-2018 academic year.

ACCESS for ELLS 2.0 (spring, 2017)

Proficiency Levels (Level 1-6)

Reading _____

Overall/Composite _____

Alternate ACCESS for ELLS 2.0 (spring, 2017)

Overall/Composite Proficiency Level _____

Florida Standards Assessment/English Language Arts (spring, 2017)

Score (Levels 1-5) _____

Florida Standards Alternate Assessment (spring, 2016)

Score _____

The goal of the ESOL program is to help your child learn English in order to meet appropriate academic standards for grade promotion and graduation. As an English language Learner (ELL), your child will receive language and academic support until meeting exit criteria outlined in State Board Rule (SBR) 6A.6.0903.

Once exited from the ESOL program, your child will be monitored for two years to ensure academic success during this transition period. Although your child's projected graduation year is _____, the school's ELL Committee is available to meet with you anytime throughout your child's educational experience to review academic needs and placement recommendations. Appropriate ESOL services will also be included in the guidelines and recommendations in a student's Individualized Education Plan (IEP) if necessary.

ESOL programs adjust instruction to the child's strengths and needs by providing effective teaching strategies, as well as supplemental instructional materials or bilingual support. As a parent, you are encouraged to participate in developing your child's Student ELL Plan, as well as choose the appropriate instructional model for your child which includes:

_____ Mainstream/Inclusion English Language Arts (instruction with both ELLs and non-ELLs)

_____ Mainstream/Inclusion Basic Subject Areas (math, science, social studies, computer)

_____ Sheltered English Language Arts (students receive instruction with ELLs only)

Sincerely yours,

School ESOL Coordinator

Gilchrist Elementary School
1301 Timberlane Road
Tallahassee FL 32312

Scotty Crowe, Principal* Rusty Edwards, Assistant Principal *April Knight, Assistant Principal

English for Speakers of Other Languages (ESOL) Program
Parent Notification of Continuing Eligibility for Program Services

REFUSAL of TITLE III SERVICES

ESSA Title III guidelines allow districts to use federal funding to support their ESOL programs and provide supplemental services to ELLs. Parents may elect to refuse these supplemental Title III services. However, your child will still receive language and academic support and be annually assessed for English proficiency. If you need additional information regarding the ESOL or Title III program, please contact _____ at _____.

If you do not want your child to receive supplemental services through Title III, please indicate by signing and returning the form below.

Student Name: _____

Parent Name: _____

☐ I do not want my child to receive ESSA Title III supplemental services.

Parent/Guardian Signature: _____ Date: _____
