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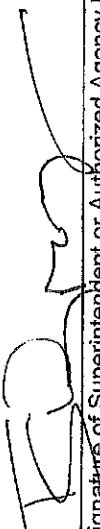
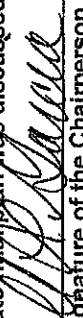
**District
English Language Learners (ELL) Plan**

Contact Person: Patti Petrie
LEA: Santa Rosa School District
Email: petriep@santarosa.k12.fl.us
Phone: 850-983-5045

Original signatures on Signature
Pages are to be submitted to:

Bureau of Student Achievement

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(1) NAME OF THE DISTRICT: Santa Rosa School District	(2) CONTACT NAME/TITLE: Patti Petrie	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS: petriep@santarosa.k12.fl.us 850-983-5045
(4) MAILING ADDRESS: 5086 Canal Street Milton, FL 32570	(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:	
<p>(6) CERTIFICATION BY SCHOOL DISTRICT</p> <p>The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.</p> <p>I, Tim Wyrosdick, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p> <p> _____ Signature of Superintendent or Authorized Agency Head Date Signed: 9/8/16</p> <p>_____ Date of Governing Board Approval</p> <p>(7) Chairperson representing the District ELL Parent Leadership Council (PLC)</p> <p>Name of Chairperson representing the District ELL PLC: Monica Garcia</p> <p>Contact Information for District PLC Chairperson:</p> <p>Mailing address: 1260 Oriole Beach Rd. Gulf Breeze, FL 32563</p> <p>E-mail Address: garciam@santarosa.k12.fl.us Phone Number: 850-934-5160</p> <p>Date final plan was discussed with PLC: 09/07/2016</p> <p> _____ Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson: 9/7/16</p>		

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN ASSURANCES AND CERTIFICATION

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- 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, Tim Wyrosdick, 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

9/8/16
Date Signed

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

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

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

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

Into what languages are the HLS translated?

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

How do you identify immigrant students?

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

Please include a link to your HLS.

Each parent or guardian is required to answer the three questions on the Home Language Survey as part of the registration process. Spanish translation of the document is available to school registration personnel. Home language assistance is provided when needed and feasible. The ESOL Coordinator facilitates the process by maintaining a list of appropriate resources to provide assistance at the school level. This process is the same for non-ELL students. The Date Entered U. S. schools (DUESS) is requested on the Home Language Survey for all students. The registration form includes the definition of an immigrant student. Immigrant students are identified by comparing the place of birth with the DUESS date. Any student aged 3 through 21 not born in any state, District of Columbia or Puerto Rico and who has not attended schools in one of the states for more than 3 full academic years is identified as an immigrant student.

<https://www.santarosa.k12.fl.us/langarts/esolForms.htm>

Section 2: 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) *ESOL Resource Specialists*

2. Listening and Speaking Proficiency Assessment

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

<i>IDEA Oral Language Proficiency Test, IPT I</i>	<i>K-2</i>	<i>Raw Score</i>	<i>53</i>
<i>IDEA Oral Language Proficiency Test, IPT I</i>	<i>3-6</i>	<i>Raw Score</i>	<i>67</i>
<i>IDEA Oral Language Proficiency Test, IPT II</i>	<i>7-12</i>	<i>Raw Score</i>	<i>71</i>

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

Student records are based on the date of entry into a United States school (DEUSS) and the responses in the Home Language Survey, which do not change. Therefore, student records are not changed or restarted. Such data along with assessment data resides in the district's student management system. Data entry clerks receive training concerning ELL data elements so that they are aware of requirements.

ESOL Resource Specialists at the home school will administer the appropriate level of the aural/oral form of the IDEA Proficiency Test (IPT) within 20 days of enrollment and follow the appropriate procedure. Data clerks or guidance counselors provide the ESOL Resource Specialist at the home school a copy of the Home Language Survey. In addition, the district data management system generates a report listing students who have an ELL code of LP. The district ESOL office reviews the data and notifies ESOL Resource Specialists the names of those students who must be tested. The district ESOL office monitors the list of students needing testing to ensure that testing deadlines are met. If a student has been correctly identified as LP, we always meet the timeline. It is when the student has not been identified as LP by the home school that we miss the timeline.

If testing is delayed for any reason, the ESOL Resource Specialist notifies the parents in writing in home language if feasible. Documentation for the delay in testing will provide the reason for the delay; evidence the student will receive the programming required for ELLs pending the delay, and a timeline for completing the assessment. The documentation will be mailed to the parents no later than eight weeks after initial enrollment. A copy of the letter will be filed in the student's file and the ESOL Department office.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

The classroom teacher of the students in K - 2 is notified that the student had at least one yes answer on the Home Language Survey. The teacher can request additional testing if he/she feels there is a need. For students in second grade, the IDEA Reading, IRW, IPT 1-3 can be given to evaluate his reading and writing skills.

ELLs in grades 3-12 who scored English proficient on the Listening and Speaking assessment will immediately be administered the IPT Reading and IPT Writing assessment in order to determine eligibility for the ESOL program. An LP student receiving a score of limited proficiency in the reading or writing assessment is eligible for the ESOL program and will receive an ELL code of LY.

**When technology requirements allow, the online version of the WAPT will replace the IPT and IRW.*

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

IDEA Reading, IRW, IPT 1-3

IDEA Writing, IRW, IPT 1-3

**When technology requirements allow, the online version of the WAPT will replace the IPT and IRW.*

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

Student records are based on the date of entry into a United States school (DEUSS) and the responses in the Home Language Survey, which do not change. Therefore, student records are not changed or restarted. Such data along with assessment data resides in the district's student management system. Data entry clerks receive training concerning ELL data elements so that they are aware of requirements.

ESOL Resource Specialists at the home school will administer the appropriate level of the aural/oral form of the IDEA Proficiency Test (IPT) within 20 days of enrollment and follow the appropriate procedure. Data clerks or guidance counselors provide the

ESOL Resource Specialist at the home school a copy of the Home Language Survey. In addition, the district data management system generates a report listing students who have an ELL code of LP. The district ESOL office reviews the data and notifies ESOL Resource Specialists that students must be tested. The district ESOL office monitors the list of students needing testing to ensure that testing deadlines are met. If a student has been correctly identified as LP, we always meet the timeline. It is when the student has not been identified as LP by the home school that we miss the timeline.

If testing is delayed for any reason, the ESOL Resource Specialist notifies the parents in writing in home language if feasible. Documentation for the delay in testing will provide the reason for the delay; evidence the student will receive the programming required for ELLs pending the delay, and a timeline for completing the assessment. The documentation will be mailed to the parents no later than eight weeks after initial enrollment. A copy of the letter will be filed in the student's file and the ESOL Department office.

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?

If a student Students who are referred to the ELL Committee may be placed in the ESOL program according to consideration of at least two of the following criteria in addition to test results:

- (1) extent and nature of prior educational and social experiences and student interview;*
- (2) written recommendation and observation by current and previous instructional and support services staff;*
- (3) level of mastery of basic competencies according to criterion-referenced tests;*
- (4) grades from current or previous years;*
- (5) tests results from tests other than CELLA or WIDA and applicable FCAT or FSA scores.*

If a placement decision is made, an initial eligibility form will also be completed together with the ELL Committee form and ELL Committee Minutes. The student will have an LY ELL code and Basis of Entry code will be L. The ELL Committee may also place students in the regular program.

Student records are based on the date of entry into a United States school (DEUSS), which does not change. Therefore, student records are not to be restarted.

*ESOL Committee Minutes form can be found at
<https://www.santarosa.k12.fl.us/langarts/ESOLforms.htm>*

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.

Students are placed aged appropriately with academic and language support provided by the ESOL Resource Specialist at the home school. Each LP student will be given a programmatic assessment to determine appropriate grade placement. Transcripts will be evaluated and parent/student interviews conducted. No student identifiable information will be sent through email, faxes, etc.

Every effort to determine prior academic experience of ELLS is made by the school personnel. Efforts to translate a student's transcripts is a priority as well as interviews with parents/guardians play a role in this determination. Previous schools are contacted by phone, fax, and/or email with official requests for school records. Every effort is made to obtain these records.

In the absence of transcripts or prior school experience, diagnostic/placement tests and interviews may be used as a guideline. Parent/guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. Translators are provided if feasible. The school principal or designee, guidance counselor, ESOL Resource Specialist, teachers and parent(s) may be included to determine each student's prior educational experiences and level of academic skills. Placement decisions for each student consider the age of the student, level of academic skills, social experiences, parental/guardian preference, and any other pertinent data available. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

ESOL placement, promotion, and retention is currently covered in the Student Progression Plan in a number of places in the elementary, middle school, and high

school sections, but revisions will be made in future Student Progression Plans to delineate each of these clearly in each section.

If consensus cannot be reached by the school based ELL committee, the District ELL Committee will be convened and the final determination will be made. The District ELL Committee will be comprised of the school based administrator, the school based ESOL Resource Specialist, the Grade Level Director, and the Coordinator of Literacy/ESOL. Parents will be invited to participate in the district ELL Committee meeting to make the final determination.

Grade Level and Course Placement Procedures – Grades 9-12

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

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

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

Santa Rosa has never had a situation in which documentation was not available for high school students with credits from other countries. Such a situation would require individual analysis and study to determine appropriate grade and course/class placement. The District shall seek to document the prior schooling experience of English Language Learners by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. 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.

ESOL placement, promotion, and retention is currently covered in the Student Progression Plan in a number of places in the elementary, middle school, and high school sections, but revisions will be made in the 2017-18 Student Progression Plan to delineate each of these clearly in each section.

Students who are fluent in their native language may be eligible for a waiver of foreign language requirements and/or a foreign language credit in their native language.

Guidance Counselors, Administrators, and ESOL Resource Specialists will share the responsibility for evaluating foreign transcripts. The final decision for evaluating foreign transcripts will become the responsibility of the district ESOL Coordinator and ESOL Facilitator if there is not an agreement with the parents, students, and school level team.

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 after having been either in another LEA, state, or country. 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:

Moving from another state to Florida LEA:

Moving from another country to Florida LEA.

The student's original Home Language Survey date and original test information will remain in the student information system. The date of the initial Home Language Survey never changes.

If a year has passed since the student's withdrawal to another state or country, a new English language assessment is administered when the ELL re-enrolls in the district. If an ELL withdrew from a school in Santa Rosa County and attended another Florida school district, no new assessment is necessary and ESOL services will continue as documented in their ELL plan. If the student has exited the ESOL program and is within the two-year monitoring window, the grades will be monitored at the appropriate intervals. An ELL Committee Meeting may be called to reclassify the student as an ELL and provide re-entry into the ESOL program.

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 ESOL Resource Specialist at the home school completes the Student ELL Plan. Each plan is created with input from mainstream/inclusion classroom teachers, and other interested parties, to reflect the student's instructional program, amount of instructional time, documentation of the use of appropriate ESOL strategies, placement, teachers and a description of all provided services. Primary focus of the instructional program is mainstream/inclusion, including but not limited to individual and intense instruction from ESOL Resource Specialists in a pull-out or push-in model, support in the classroom by ESOL certified or endorsed teachers and/or a bilingual para professional and/or a combination of those models based on student need to enhance rapid language acquisition and/or provide academic support. The ELL plan includes an evaluation of the student's progress toward English language proficiency and specific accommodation procedures for state assessment programs in the individual student learning plan. The original plan is mailed to the parent in English and in the home language as feasible and filed in the student's cumulative folder and a copy is filed at the district ESOL office. The ESOL Resource Specialist updates the plan annually at the start of the school year, based on WIDA and FSA scores. A weekly service schedule documenting the delivery of services is filed by each ESOL Resource Specialist and monitored at the district level. Updated plans are shared with the student's teacher(s), parents, guidance personnel, and school administrators.

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 Santa Rosa ELL student plan is a readily identifiable written document that is maintained as a separate student record. Teacher input is solicited in the form of anecdotal records, observation notes, and academic data to be utilized along with assessment data to develop language and academic goals. Each completed plan is maintained as a separate student record and is not replaced or over-written by subsequent data entries.

Santa Rosa's ELL Plan contains the following:

- student's name*
- date the student entered a United States school (DEUSS)*
- date the plan was completed*
- instruction by program, including programs other than the ESOL provided*

- amount of instructional time or the instructional schedule,
- the date the student's limited English proficiency is identified,
- assessment data used to classify or reclassify the student as an English Language Learner
- date of exit and assessment data used to exit students from the ESOL program.

The Student Progression Plan includes ELL placement, promotion, and retention policies and procedures. The plan is revised annually to ensure compliance with new State Board Rules. The start date for Good Cause Exemption of third grade mandatory retention for ELLs based on less than 2 years of instruction in an ESOL program will be the Date of Entry into a United States School (DEUSS), starting with the assessment cycle.

Please include a link to the ELL Student Plan.

<https://www.santarosa.k12.fl.us/langarts/ESOLforms.htm>

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 appear in the current Florida Department of Education (FDOE) Database Manuals. (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 instructional model used in the district is mainstream/inclusion for all classes with language acquisition support and/or academic support provided by itinerant ESOL Resource Specialists. The ESOL Resource Specialists provide support, materials, and intervention for ELLs and teachers in the home schools on a schedule supervised by the

district ESOL Coordinator.

The guidance counselor at the home school (with input from the ESOL Resource Specialist) schedules the student as follows: (1) counselor schedules ELL into English/Language Arts and core/basic classes taught by certified and/or trained personnel whenever possible; (2) uncertified or untrained teachers with whom the ESOL student is placed will begin the formal ESOL training required by the Consent Decree; (3) district ESOL Coordinator and/or ESOL Resource Specialist will provide teachers with an orientation in the use and documentation of ESOL strategies. All instructional personnel are required to document the use of ESOL strategies to deliver comprehensible instruction; (4) Primary focus of the instructional program is mainstream/inclusion, including but not limited to individual and intense instruction from ESOL Resource Specialists in a pull-out or push-in model, support in the classroom by ESOL certified or endorsed teachers and/or a bilingual para professional and/or a combination of those models based on student need to enhance rapid language acquisition and/or provide academic support. ESOL Resource teachers collaborate with classroom teachers to ensure that this pull out does not deny equal access to regular classroom instruction. Counselors place ELLs in the class(es) of teachers who have met ESOL training requirements whenever possible. School personnel who are not appropriately trained are notified in writing of their training requirements by the district ESOL Coordinator and expected to complete required training in a timely manner.

All new hires in Santa Rosa District sign a Preservice Agreement to complete ESOL training within the timeline for their training category. Meeting the requirements within the timeline is a condition of continued employment.

Upload a list of each school in the district and the school's instructional model(s). (Max file size 1 MB) If all schools in the district use the same instructional model(s), click the box below.

All schools in the district use the same instructional model.

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' classroom teachers in all subject areas will document that appropriate ESOL instructional strategies and accommodations are regularly used in lessons that address the appropriate benchmarks of applicable Florida Standards. An ELL Plan describing services, goals and objectives, evaluation and accommodation procedures, and ESOL strategies used in the classroom is created for every ELL. Itinerant ESOL Resource

Specialists will monitor and facilitate accommodations and standards mastery for all ESOL students to ensure that instruction provided to ELLs in mainstream/inclusion classrooms is equal in amount, sequence, and scope to that provided to Non-ELLs. Because ELLs are an integral part of the school and district accountability plans, disaggregated data from state and alternative assessments will be used to document the annual progress of ELLs. Through the ESOL Resource Specialists, the district ESOL Coordinator will monitor school procedures to assure appropriate assessment, placement, instruction, and compliance with the Consent Decree for all ELLs. Accordingly, the district ESOL Coordinator will keep on file for each ELL student the following: (1) a copy of the ESOL Eligibility and Programmatic Assessment form, (2) a copy of the IPT answer sheet(s) (3) a copy of the ELL Plan, and (4) copies of any ELL Committee reports and minutes.

In addition, the school principal or designee will monitor classrooms to assure understandable instruction and compliance with the State Standards and will check student records at least annually to determine progress.

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

Teachers of ELLs document the use of ESOL instructional strategies by listing the strategies used with the ELL student(s). This list is turned in to the ESOL Resource Specialist at the home school who monitors the use of the strategies and offers assistance when needed. The original list is filed in the student file and a copy file at the ESOL Department office. Test scores and grades will be evaluated by ESOL Resource Teachers as well as guidance and administration at each school. ESOL students may be monitored through the MTSS process at each school site. If student performance does not indicate positive growth, changes may be made to the strategies, programs, or amount of time with the ESOL Resource Specialist to better meet student needs.

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

In Santa Rosa District, ELLs have the same rights and access to all programs and facilities that non-ELLs have. ESOL Resource Specialists and the district ESOL Coordinator serve as advocates for ELLs to assure equal access to all programs. The district ESOL Coordinator or Facilitator provides staff development to school-based administrators, guidance, ESE personnel and any other departments within the district that provide special programs to ensure their understanding of the rights of ELLs to equal access to all programs and facilities.

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

The district ESOL Coordinator or Facilitator shares information with school administrators pertaining to the best ESOL Strategies for ELLs.

School level administrators are provided with training in the instructional strategies, and are responsible for ensuring that teachers are providing comprehensible instruction in their school.

Classroom teachers are responsible for providing comprehensible instruction and documenting the strategies used in their plans.

ESOL Resource Specialists share the Can Do WIDA descriptors and the language acquisition levels students are at with classroom teachers and provide a list of strategies to be used with the ELLs.

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

The district ESOL Coordinator or Facilitator shares information with district grade level Directors and school administrators pertaining to the best ESOL Strategies for ELLs.

School level administrators are provided training in the instructional strategies, use walk-throughs during instruction, and are responsible for ensuring that teachers are providing comprehensible instruction in their school.

Classroom teachers are responsible for providing comprehensible instruction and documenting the strategies used in their plans.

ESOL Resource Specialists share the Can Do WIDA descriptors and the language acquisition levels students are at with classroom teachers and provide a list of strategies to be used with the ELLs.

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) ___IPT, IRW, ___

☐ Native Language Assessment (Specify) _____

☒ LEA/school-wide assessments (Specify) ___FSA, EOC___

☒ Other (Specify) ___WIDA, a progress-monitoring assessment, STAR Early Literacy, STAR, iReady assessments___

Student Progression

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

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

☐ No (Specify) _____

<https://www.santarosa.k12.fl.us/files/opdocs/spp.pdf>

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.

The Student Progression Plan includes ELL placement, promotion, and retention policies and procedures. The plan is revised annually to ensure compliance with State Board Rules. The start date for Good Cause Exemption of third grade mandatory retention for ELLs based on less than 2 years of instruction in an ESOL program will be the Date of Entry into a United States School (DEUSS). This policy was implemented with the 2014-15 assessment cycle.

No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process.

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.

A formal promotion or retention recommendation regarding an ELL may be made through action of an ELL committee. The documentation would include teacher notes, report card grades, assessment scores from all criterion reference tests and any other relevant testing information.

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:

Statewide content area assessments: *The District Assessment Coordinator and the school-based administrators and guidance counselors ensure that all students participate in FSA and EOCs. The District Assessment Coordinator provides annual training to at least one school-based administrator and guidance counselor from each school in policies and procedures of test administration. The Assessment Coordinator also communicates regularly with this group via district email to maintain the flow of FSA and EOC testing information as it comes from the Department of Education.*

Our district does not exempt ELL students from Florida statewide assessment programs. Students who are classified as ELL are given individual accommodations on state-mandated and other standardized assessments in accordance with the provisions of the specific assessment instrument and program. Guidance counselors and other test administrators are informed of these provisions through test manuals and training. Appropriate accommodations are made available to eligible students as a matter of course.

ACCESS for ELLs assessment programs: *The ACCESS test is administered by ESOL Resource Specialists. The District Assessment Coordinator and the ESOL Program Facilitator meet with the ESOL Resource Specialists to provide information about the ACCESS test. All ESOL Resource Specialists will complete all on-line training to earn certification for all grade levels they will be testing. ESOL Resource Specialists provide the appropriate levels for each ELL student for testing on ACCESS.*

In preparation for WIDA testing of all ELLs, DP submits to the District ESOL Coordinator demographic data for all ELLs classified as LY and for ELLs dismissed during the exit window delineated by DOE. The district ESOL office checks the resulting data, making deletions and additions as needed. The District Assessment Coordinator provides training WIDA test administrators and communicates testing requirements to school guidance counselors and administrative personnel. All ESOL Resource Specialists will complete all on-line training to earn certification for all grade levels they will be testing. ESOL Resource Specialists administer WIDA to all eligible students.

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 District Assessment Coordinator and the ESOL Resource Specialists.*

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.

At the beginning of the school year or when new ELLs arrive, parents receive either a continuation of ESOL services letter or a letter advising them that their child qualifies for ESOL. Both of these documents explain accommodations. Parents will receive a copy of the student ELL Plan. Parents are also invited to ELL Committee meetings, and receive a copy of the ELL Committees recommendations for their child. Information is also provided at parent meetings. <https://www.santarosa.k12.fl.us/langarts/esolForms.htm>

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.

The procedure for determining if ELLs in grades K-2 are ready to exit the LEA's ESOL Program are as follows.

The student must score a 5.0 or above on the Overall score on WIDA Access. In addition, in each of the four domains—Listening, Speaking, Reading and Writing –the student must score at a level of 4.0 or above.

ESOL students in grades 3-12 must meet the same exit criteria scores on WIDA Access and also score proficient within the state assessment with a score of level 3 in FSA ELA.

ELLs are exited upon receipt of the WIDA Access and FSA ELA scores no later than the last school day of the school year. If the scores are received after the end of the school year, ELLs are exited within the first two weeks of the following school year and the exit date is the last day in which the WIDA Access or FSA ELA was administered.

Any status change in the ESOL program are documented in the district reporting data base by the ESOL Program Facilitator.

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

☒ School/LEA based testing administrator

☒ ESOL Teacher/Coordinator

☐ Other (Specify) _____

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

ESOL Resource Specialists examine the WIDA Access test scores and the FSA test scores as soon as they are released by the state along with other criteria for exiting an ELL in grades K-2 and grades 3-12. If an ELL meets the criteria to exit ESOL, the ELL committee convenes to exit the student no later than the last school day of the school year. If the scores are received after the end of the school year, ELLs are exited within the first two weeks of the following school year and the exit date is the last day in which the WIDA Access or FSA was administered.

An ELL who is referred to the ELL Committee may be exited from the ESOL program after the student's academic record has been assessed in a holistic manner, considering the results from the WIDA Access and FSA assessments and according to consideration of at least two of the following criteria in addition to test results: (1) extent and nature of prior educational or academic experience, social experience, and a student review; (2) written recommendation and observation by current and previous instructional and supportive services staff; (3) level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any; (4) grades from the current and previous years; and (5) test results from tests other than WIDA Access and FSA.

If the ELL Committee determines the student is English proficient, the student shall be exited from the program, but if a majority of the committee determines the student is not English language proficient, the student shall remain in the program. The parents' preference shall be considered in the final decision.

The ELL Committee shall document the records reviewed according to the rule's criteria. At least two of the criteria shall support the Committee's decision and the supporting criteria will be documented in the student's file.

The district ESOL Program Facilitator is responsible for updating the student's exit data in the district student information system.

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

Exit criteria must be consistent with rule 6A.6.0903. If the student meets exit criteria, the student will exit the program and be monitored for the next two years at appropriate intervals. An ELL who is being considered for exit by an ELL Committee will be assessed with one department approved assessment, which shall be administered within 30 school days prior to the meeting to determine exit. The assessment shall cover all four domains: listening, speaking, reading, and writing.

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?

At the beginning of each school year, the District ESOL Department sends each school that school's ESOL Monitoring Master List and a Data Processing report with the LF students for the school. At appropriate intervals—First Report Card, First Semiannual Review, Second Semiannual Review and End of Second Year, the school guidance counselor is the person responsible to check progress of students and documents monitoring on the ELL Monitoring School Master List, which is submitted to the ESOL Coordinator at the end of the year. In addition, the guidance counselor updates the Reclassification/Exit form located in each student's cumulative folder. The ESOL Resource Specialist at the home school also monitors progress of students.

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify) WIDA Access, FSA, District-determined progress monitoring tool, Early Childhood Observation

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

A student who has been exited from the ESOL Program shall be referred to the ELL Committee under any of the following circumstances:

- 1. Monitoring shows that the student is not progressing satisfactorily.*
- 2. A pattern of declining grades or test scores is demonstrated.*

3. *A teacher, parent, counselor, or administrator requests a referral.*

The ELL Committee must be convened to reclassify a student. The ELL Committee will consider all available information, including parent preference, and determine the appropriate programmatic placement for the student. If the student is reclassified as LY, the ESOL Resource Specialist will complete a new Student ELL Plan, which is filed in the cumulative folder. A copy of the new Student ELL Plan will be sent to the District ESOL Coordinator. The ESOL Department updates new data in the student information system.

Compliance of ELL Plan and Student Performance

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

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

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

The ESOL Department monitors compliance, student academic performance, and the schools' implementation of the District ELL Plan by:

- *Monitoring ELL students' schedules and checking teachers have met ESOL inservice requirements*

Student academic performance is monitored at the school and district level through the MTSS process.

- *Letting the administrator know when a teacher is out of field or out of compliance for them to remedy the situation, if possible and as soon as possible*

- *Monitoring school procedures to assure appropriate assessment, placement, instruction, and compliance with the Consent Decree for all ELLs*

- *Having classroom teachers document ESOL instructional strategies and accommodations regularly used in addressing the appropriate benchmarks and goals and objectives in the ELL Plan*

- *Reviewing ESOL monitoring master lists for LF monitoring at each school and providing a list of LF students for each school.*

- *Supporting the ESOL Resource Specialists as they work with the classroom teachers to monitor and facilitate accommodations*

- *Keeping school administrators informed of any changes pertaining to ELLs*

- *Helping schools communicate with parents of ELLs by providing a list of translators*

- *Monitoring compliance with the Consent Decree at the school level*

The approved district ELL plan is approved by the Santa Rosa County School Board minutes and therefor becomes a public document. The ELL Plan is posted on the District Web site and is available upon request from DOE.

Section 8: Parent, Guardian, Student Notification and Rights

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

The Santa Rosa School District has a relatively small, but growing ELL population. In most cases, there is at least one family member or family acquaintance who understands the English language; therefore, most communication is achieved through personal and/or telephone contact.

The district office maintains a list of community resources for translators, tutors, or volunteers to maintain understandable communication with families of ELLs. The district office also has a file of relevant documents in a variety of languages to be used when feasible. Efforts will continue to expand the file to include additional languages. School personnel who are bilingual assist in home-to-school communication, whenever feasible. Software programs or purchased translation services will be used to translate written communications, whenever feasible.

All required school reports are published according to statute in local media, parent letters, and on the district website. Information is provided to parents in a language they can understand unless clearly not feasible.

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 parent training initiatives offered by the District are available to parents of ELLs on an equal basis. ESOL Resource Specialists make every effort to keep parents informed of opportunities and to ensure that all training is comprehensible to them. Information about such initiatives is provided in writing, in home language, if feasible. In addition, telephone contact may be employed as well as publication of information on school bulletin boards, newsletters and websites, etc. Most schools within the district use an automated callout system to inform parents of training initiatives and special school functions. Parent Involvement Plans and School Advisory Committees attempt to include ESOL parents on an equal basis.

The ESOL Department also conducts ESOL parent meetings in which parent involvement is always addressed and encouraged.

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

- ☒ Delay in language proficiency testing
- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☐ Program delivery model option(s)

- ☒ Extension of ESOL instruction
- ☒ Exit from ESOL program
- ☐ Post-reclassification of former ELLs monitoring
- ☒ Reclassification of former ELLs

- ☒ State and/or LEA testing
- ☐ Accommodations for testing (flexible setting)
- ☒ Annual testing for language development
- ☒ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
- ☐ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change

- ☒ Invitation to participate in an ELL Committee Meeting
- ☒ Invitation to participate in the Parent Leadership Council (PLC)
- ☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- ☒ Free/reduced price lunch
- ☒ Parental choice options, school improvement status, and teacher out-of-field notices
- ☒ Registration forms and requirements
- ☐ Disciplinary forms
- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards
- ☐ Information about community services available to parents
- ☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☒ Report Cards*
- ☐ Other (Specify) _____

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

<https://www.santarosa.k12.fl.us/langarts/esolForms.htm>

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:

Santa Rosa School District PLC is composed of the Director of Federal Programs, the ESOL Coordinator, the ESOL Program Facilitator, and at least two ESOL Resource Specialists, and very few parents. The main function of the PLC in our district is to draft the District ELL Plan and amend it when required. The PLC has met on occasion to discuss ways to improve parent participation in the council and ESOL parent meetings. ESOL parents are also invited to participate in the Title I Parent Advisory Council meetings as many of these students attend Title I schools.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected. *The PLC in the Santa Rosa School District does not meet this condition. At general meetings for parents of ELLs held at least twice annually for north and south ends of the district, parents are invited to participate in the district PLC. Parents who indicate a willingness to participate in the PLC are contacted by phone and invited to attend the district PLC meeting. We have also invited local businesses that employ parents/guardians of ELLs to participate. Had all parents who expressed a willingness to participate attended the district PLC meeting, the composition would have been composed of a majority of parents of ELLs. We will continue to invite parents of ELLs to participate in the PLC by phone contact and by mail. Because the total number of ELLs in the district is small but growing, numbers of parents who participate in the general ESOL parent meetings and the PLC meetings still remains small. Compliance with Rule 6A-6.0904 is expected when some issues affecting our ESOL parents can be addressed. Lack of transportation and fear of calling attention to themselves because of their immigration status continue to be blocks to parent participation in our district.*

How does the LEA involve the PLC in other LEA committees? *At school sites, School Advisory Council members are elected and are representative of the school population. Parents of ELLs are encouraged to participate in this and other parent-student-teacher organizations at the school. Parents of ELLs are invited and encouraged to participate in ELL Committee meetings. The written notification of student placement in the ESOL Program provides specific contact information and direction for parents to get involved in their children's schools. All parent training initiatives offered by the District are*

available to parents of ELLs on an equal basis. ESOL Resource Specialists make every effort to keep parents of ELLs informed of opportunities and to ensure that all training is comprehensible to them.

How is the LEA PLC involved in the development of the District ELL Plan? A subcommittee of the district PLC developed an initial draft of the District ELL Plan. Parents who indicated a willingness to participate in the District PLC the previous school year were contacted and invited to attend a meeting to discuss and revise the initial draft. In addition, local businesses that employ parents/guardians of ELLs were also invited to participate. At the meeting, parents and other members of the PLC offered recommendations for revision. Consensus was reached during the meeting on changes, deletions, and/or additions that should be made. A second draft reflecting the revisions was developed. The Chairperson of the PLC and other members of the PLC met to approve the final copy and sign it prior to submission for School Board 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. When an ELL student is placed in a teacher's class for the first time, the District ESOL office sends a letter to the teacher outlining the teacher's specific responsibilities regarding training, timelines, documentation of ESOL-appropriate strategies, and delivery of understandable instruction. A database showing teacher training hours in ESOL is maintained by the ESOL Coordinator's office. The Human Resources Department is notified when teachers are to be reported out-of-field.

Vigorous efforts to make all principals and teachers aware of the ESOL requirements are made by the District ESOL Facilitator with assistance from Human Resources and Inservice Departments. ESOL Program notes are presented regularly at school faculty meetings and administrative conferences; e-mail and courier messages provide regular notification of training opportunities to all personnel.

All new hires in Santa Rosa District sign a Preservice Agreement detailing the ESOL training category and the time line for completion of ESOL requirements. Meeting the requirements within the prescribed timelines is a condition of continued employment. Category I teachers (English Language Arts and Intensive Reading) have 6 years to

complete the ESOL endorsement or certification. The ESOL Facilitator or Coordinator meets with all new hires to explain the ESOL inservice requirements and the timelines.

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. *When an ELL student is placed in a teacher's class for the first time, the District ESOL office sends a letter to the teacher outlining the teacher's specific responsibilities regarding training, timelines, documentation of ESOL-appropriate strategies, and delivery of understandable instruction. A database showing teacher training hours in ESOL is maintained by the ESOL Coordinator's office. The Human Resources Department is notified when teachers are to be reported out-of-field.*

Vigorous efforts to make all principals and teachers aware of the ESOL requirements are made by the District ESOL Coordinator with assistance from Human Resources and Inservice Departments. ESOL Program notes are presented regularly at school faculty meetings and administrative conferences; e-mail and courier messages provide regular notification of training opportunities to all personnel.

All new hires in Santa Rosa District sign a Preservice Agreement detailing the ESOL training category and the time line for completion of ESOL requirements. Meeting the requirements within the prescribed timelines is a condition of continued employment. Category II and III beginning teachers have two years to complete their ESOL inservice requirements. The ESOL Facilitator or Coordinator meets with all new hires to explain the ESOL inservice requirements and the timelines.

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. *When an ELL student is placed in a teacher's class for the first time, the District ESOL office sends a letter to the teacher outlining the teacher's specific responsibilities regarding training, timelines, documentation of ESOL-appropriate strategies, and delivery of understandable instruction. A database showing teacher training hours in ESOL is maintained by the ESOL Coordinator's office. The Human Resources Department is notified when teachers are to be reported out-of-field.*

Vigorous efforts to make all principals and teachers aware of the ESOL requirements are made by the District ESOL Coordinator with assistance from Human Resources and Inservice Departments. ESOL Program notes are presented regularly at school faculty meetings and administrative conferences; e-mail and courier messages provide regular notification of training opportunities to all personnel.

All new hires in Santa Rosa District sign a Preservice Agreement detailing the ESOL training category and the time line for completion of ESOL requirements. Meeting the requirements within the prescribed timelines is a condition of continued employment.

Category II and III beginning teachers have two years to complete their ESOL inservice requirements. The ESOL Facilitator or Coordinator meets with all new hires to explain the ESOL inservice requirements and the timelines.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses. When a teacher is reported out of field, the teacher's name will be on a list submitted to Human Resources at the beginning of both first semester and second semester. The teacher and school administrators are also notified. If the student can be moved to another class where the teacher has the ESOL requirement, the student is moved to that class. After the teacher has been approved by the School Board, a letter is mailed to the ELL's parents or guardian informing them of the teacher's out-of-field status. The teacher signs the Memorandum of Understanding to Complete ESOL Training at her/his school, and a copy is kept at the school in the teacher's file. The original form is sent to Human Resources for their records. The teacher is again provided with information about the required ESOL inservice.

When the out-of-field teacher has been approved by the School Board, the District claims FTE if the teacher is in compliance. The district ESOL Program Facilitator enters the 130 code as appropriate in the student information system. The District does not claim ESOL weighted FTE when the teacher has been out of field and out of compliance or just out of compliance more than once and has not taken any ESOL inservice to remedy the situation. Administrators try to place students in classes where teachers have the required ESOL training, but there are times when it is not possible, especially in middle school and high school where there is only one teacher teaching a particular class the ELL student must have.

Since the District put in effect the Preservice Agreement to Complete ESOL Training in October 2003, we have seen the number of out-of-field/out-of-compliance teachers diminish every year. Completion of the ESOL training requirements is a condition for continued employment in Santa Rosa.

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. Administrators receive regular updates on the ESOL Program and inservice requirements at monthly Principal Meetings and the annual District Administrative Conference. New school-based administrators are notified that they must complete a minimum of 60 hours of ESOL inservice within three years of their hire dates. The district purchases online ESOL staff development to meet school-based administrator needs. School-based administrators are included in the ESOL inservice database. In addition, administrator inservice records are available through the web-based Santa Rosa Professional Growth

System. Administrators have access to the information on PGS at any time. New school-based administrators sign the District Preservice Agreement which requires them to meet their inservice requirements within the prescribed timelines as a condition of continued employment. The administrators receive written notification from the ESOL Department informing them of their inservice requirements.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system. *Guidance counselors receive regular updates on the ESOL Program and inservice requirements at annual Student Services Meetings. New guidance counselors are notified that they must complete a minimum of 60 hours of ESOL inservice within one to two years of the hire date. The district purchases online ESOL staff development to meet guidance counselor needs. Guidance counselors are included in the ESOL inservice database. In addition, guidance counselors can access their inservice record through the web-based Santa Rosa Professional Growth System at any time. New guidance counselors sign the District Preservice Agreement which requires them to meet their inservice requirement within the prescribed timelines as a condition of continued employment. The guidance counselors receive written notification from the ESOL Department informing them of their inservice requirements.*

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 supplemental professional development is offered during the summer based on teacher need. Professional development will include understanding English Language Development standards, WIDA Access score reports, WIDA Can-Do descriptors, implementation of best practices for instruction of ELL students, and implementation of available digital/technology programs that will increase ELL student language acquisition and academic knowledge. Individual school sites may request professional development specific to their grade level and population needs.*

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. *Instruction is not provided in a language other than English in Santa Rosa District schools. All teachers who provide instruction to ELL students are fluent in English.*

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

GENERAL DESCRIPTION: Assists teachers by providing support for ELL students within the core subject classrooms in a wide variety of activities for academic and language acquisition.

SKILLS: Speak and write fluently in the targeted language as well as in the English language.*

**Targeted language is the one spoken by 15 of the English Language Learners in the school where the position is.*

MINIMUM QUALIFICATIONS:

- 1. Graduation from high school or GED; and*
- 2. Successfully pass Educational Testing Service Paraprofessional Assessment Test; and complete 12 hours of approved inservice in Paraprofessional Training Components; or successfully complete a minimum of 48 semester college hours or Associate's degree.*

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

Initial training for the bilingual paraprofessional is provided by the district through Beacon. The course for the bilingual paraprofessional is ESOL – An Overview (18 hrs.). The school-based administrator and the ESOL Resource Specialist for the school provide training and assistance to the paraprofessional. ESOL paraprofessionals are encouraged to continue their training and the district pays for the other courses required for the ESOL Endorsement. ESOL paraprofessionals are expected to attend the monthly ESOL Resource Specialists meetings and training to continue to maintain and increase their knowledge of strategies to increase learning.

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served. *The school-based administrator at the school to which the bilingual paraprofessional is assigned conducts an in-depth interview of the candidate, verifies educational background and checks references. The interview may include participation of bilingual educator(s) when feasible.*

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

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

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting

documentation is used in determining if continued ESOL services are necessary. *When an ELL has been in the ESOL Program for three years based on date of entry into a U. S. school (DEUSS), the ELL Committee convenes annually to determine if extension of services is required. The ELL Committee meets no earlier than thirty days prior to the third anniversary of the student's date of entry into a United States school (DEUSS). The student is assessed no earlier than thirty school days prior to the student's anniversary date on at least one Department-approved assessment instrument covering all four domains of listening/speaking, reading, and writing. If the anniversary date falls within the first two weeks of the school year, WIDA Access and FSA ELA scores from the previous spring are used. This process will be conducted annually until the student exits the program. The student's academic record will be reviewed considering the assessment results and at least two of the following five criteria: (1) Extent and nature of prior educational or academic experience, social experience, and a student interview; (2) Written recommendation and observation by current and previous instructional and supportive services staff; (3) Level of mastery of basic competencies or skills in English according to state or national criterion-referenced standards, if any; (4) Grades from the current or previous years; and (5) Test results other than WIDA Access, FSA, and Department-approved assessment instrument.*

If the Committee determines the student is not proficient, services are extended. If it is determined the student is proficient, the student is exited from the program. The parents' preference shall be considered in the final decision. The Committee will refer the student for appropriate service evaluations and programs if applicable. The ELL Committee form and minutes as to the decision reached will be filed in the student's cum file.

If FSA and WIDA Access scores are not available or extension of services determination is made after October 1, the ELL Committee uses Department-approved assessment instrument scores.

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.

Name of Listening and Speaking Assessment(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Language Proficiency Test, IPT I	K-2	53		
Idea Oral Language Proficiency Test, IPT I	3-6	67		
Idea Oral Language Proficiency Test, IPT II	7-12	71		

- (1) A raw score represents the number of points a student received for correctly answering questions on a test.
- (2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
- (3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

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.

Name of Reading and Writing Assessments:
Idea Proficiency Test Reading (IRW)
Idea Proficiency Test Writing (IRW)