

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

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Original signatures on Signature Pages are to be submitted to:

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<b>(4) MAILING ADDRESS:</b>  6032 Hwy 90 Milton, FL 32570		<b>(5) PREPARED BY: (If different from contact person)</b> <b>First Name:</b> <b>Last Name:</b> <b>Mailing Address:</b> <b>Phone No:</b>
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>		
<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, Dr. Karen R. Barber, 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> <div style="display: flex; justify-content: space-between;"> <div data-bbox="105 957 711 1098">         Signature of Superintendent or Authorized Agency Head     </div> <div data-bbox="748 978 971 1098">         Date Signed     </div> <div data-bbox="992 1021 1365 1098">       Pending March 8, 2022 approval        Date of Governing Board Approval     </div> </div>		
<b>(7) Chairperson representing the District ELL Parent Leadership Council (PLC)</b>		
<p><b>Name of Chairperson representing the District ELL PLC:</b> Katherine Jackson</p> <p><b>Contact Information for District PLC Chairperson:</b>  <b>Mailing address:</b> 6032 Hwy 90, Milton, FL 32570</p> <p><b>E-mail Address:</b> jacksonkl@santarosa.k12.fl.us    <b>Phone Number:</b> 850-983-5150</p> <p><b>Date final plan was discussed with PLC:</b> 2/16/22</p> <div style="display: flex; justify-content: space-between;"> <div data-bbox="105 1425 657 1532">         Signature of the Chairperson of the District PLC     </div> <div data-bbox="1047 1425 1437 1532">         Date Signed by PLC Chairperson     </div> </div>		

## **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, Dr. Karen R. Barber, 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**

  
\_\_\_\_\_  
**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:

At the time of registration all parents/guardians complete a Student Enrollment/Registration form at their child's school or online which contains the Home Language Survey:

- (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?

Upon completion of the Student Enrollment/Registration form, the school Data Entry Clerk enters on the district student information system mainframe all student demographic information, including native language, country of birth, immigrant student status, HLS answers, and date of entry into US school (DEUSS) which is provided by parent/guardian during the registration process.

If any of the three questions on the HLS are answered "yes", the school's ESOL Resource Teacher is notified by the registrar and the student is given the WIDA Screener (Grades 1 – 12) or the WIDA Screener for Kindergarten.

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

Registration procedures are the same for all students. All parents must complete the Student Enrollment/Registration form and the Home Language Survey, as well as other pertinent student data and information. The only difference is home language assistance is provided if feasible and ESOL Resource Teachers are notified if there are one or more affirmative answers on the HLS.

Into what languages are the HLS translated?

Online registration, which contains the Home Language Survey, is available in Spanish, Haitian Creole, and Portuguese.

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

ELL families are given assistance from bilingual school staff if needed for registration. Where available, community language facilitators can also assist with translating or

interpreting registration documents, as well as transportation and other pertinent school information. Through Title III funds, iPads used as translation kiosks are placed at the front desk of every school. For less commonly spoken languages in our district, we contract with Language Line for assistance.

How do you identify immigrant students?

Immigrant student information, including the place of birth and DEUSS, is also captured on the Student Enrollment/Registration form.

The term immigrant children and youth means individuals who:

(A) are ages 3 through 21; and

(B) were not born in any State, the District of Columbia or Puerto Rico; and

(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

This statement is listed on the registration form and based on this definition, the student's immigrant code is Y and data element number is 131785.

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

At the time of registration, parents complete the Home Language Survey, as well as questions regarding birthdate of student, country of birth, and the 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). If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system-data element 197237.

Home Language Survey

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

### **1. English Language Proficiency (ELP) Assessment**

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

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

### **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.

Students entering grades 1-12 are administered the WIDA Screener and kindergarten students are administered the WIDA Screener for Kindergarten.

Kindergarten students are administered the listening and speaking portions of the WIDA Screener for Kindergarten. All students who score below proficiency (below Level 4 in either the Listening or Speaking) qualify for ESOL services and are coded as LY. Kindergarten students who score proficient (Level 4 or higher in both Listening and Speaking) are determined as non-ELL (ZZ).

Students in grades 1-2 are administered the listening and speaking domains of the WIDA Screener. Those who score proficient (Level 4 or higher in both Listening and Speaking) are determined as non-ELL (ZZ). Students who score below level 4 in either listening or speaking qualify for ESOL services and are coded as LY.

Students in grades 3-12 are administered all four domains (Listening, Speaking, Reading, and Writing) of the WIDA Screener. Those who score proficient (Level 4 or higher in Reading and Level 4 or higher Overall) are determined as non-ELL (ZZ). Students who score below level 4 in either reading or overall qualify for ESOL services and are coded as LY.

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

If the parent answers yes on the HLS, the ESOL Program Facilitator notifies the ESOL Resource Teacher and enters the student as an LP in the district student information system. The ESOL Resource Teacher schedules the assessment, records test results and then immediately notifies the classroom teacher, parents and ESOL Program Facilitator of completed testing to ensure that the listening and speaking test is conducted within 20 days of enrollment. In addition, the district ESOL office monitors the list of LPs to help ensure that testing deadlines are met. If the student enrolls after the beginning of the school year, students are tested and parents are notified of placement within 10 days.

### **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 is used to determine whether students in grades 3-12 are an ELL. They are administered all four domains (Listening, Speaking, Reading, and Writing) of the WIDA Screener within 20 days of enrollment. Those who score proficient (Level 4 or above in Reading and Level 4 or above Overall) are determined as non-ELL (ZZ). Students who score below level 4 in either reading or overall qualify for ESOL services and are coded as LY. If the student enrolls after the beginning of the school year, students are tested and parents are notified of placement within 10 days.

### **3. ELL Committee**

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

Upon request of a parent or teacher, a student who is determined not to be an 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

Decisions are documented in the ELL Committee Minutes and on the ELL Committee Review Form and are kept in the student's ELL folder.

### **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.

Upon enrollment, every effort to determine prior academic experience of ELLs is made by school personnel. The guidance department, registrar, and/or ESOL Resource Teacher make a records request and attempts are made to contact the student's previous schools to obtain as much information as possible regarding educational and testing history. Effort to review student transcripts is a priority.

In the absence of transcripts or for ELLs with limited or no prior school experience, students may be assessed for skills and school-readiness competencies in addition to English language assessments. Parent/guardian and student interviews, as well as ELL

Committee meetings, may also be conducted to help determine grade placement. Placement decisions for each student consider the age of the student, level of academic skills, social experience, parent/guardian preference, and any other pertinent data available. ELLs are then placed accordingly, and academic success is monitored to ensure that accurate placement decisions were made. This information is documented on the programmatic assessment form and is maintained in the student's ELL folder.

### **Grade Level and Course Placement Procedures – Grades 9-12**

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9<sup>th</sup>-12<sup>th</sup> 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." An academic skills assessment may be administered in the home language if possible.

Students must have documentation of completed courses to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement. School ELL Committees may call upon the District ELL Committee to review documents to assist in making the most appropriate placement decision for students.



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

The school district shall award equal credit for courses taken in another country or in a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language 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.

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

School counselors receive training periodically throughout the school year on transcript evaluation resources, such as acceptable websites and guides, and is documented through sign-in sheets. When school staff have questions or need clarification, they will contact the ESOL office and/or district-based guidance counselors for assistance.

### **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.

If the time frame for re-entering the LEA from another state or country has been longer than six months, a current English language proficiency assessment will be administered to ELLs who have an affirmative response on the HLS at the time of reentry/registration. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remain the same.

For LYs transferring from one Florida school district to another, no new assessment is necessary unless the student is due for reevaluation/extension of instruction based on DEUSS. ESOL services continue as indicated by previous school records. All original reporting data stays the same, but the reevaluation data if applicable and revised student ELL Plan date are entered into the district student information management system.

### **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 Teacher at the home school completes the Student ELL Plan with input from the guidance counselor, classroom teacher(s), administrator (or designee), parent, and other interested participants.

Parents and classroom teachers are invited to confer with the ESOL Resource Teacher in the development of the ELL Plan. The teacher is notified of the aural/oral and reading/writing competencies assessed on the WIDA Screener. The student's academic progress may be reviewed, and records from previous schools are examined, if available.

The plan will be updated annually at the beginning of the school year and whenever services change. It will be maintained in the student cumulative record folder. The ESOL Program Facilitator is responsible for updating the reporting elements into the district's database.

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 elements of the student ELL plan will include the following:  
Student's name. Date the plan was completed. Instruction by program, current services, including programs other than the ESOL provided. Amount of instructional time or the instructional schedule with program code 130. 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. Assessment data used to exit students from the ESOL program. Most recent English Language proficiency scores. Documentation of appropriate ESOL strategies.

It will also include documentation of the use of appropriate ELL strategies and services, as well as specific accommodation procedures for state assessment programs and classroom assessments. Current state assessment data and English language proficiency data is included on the ELL plan along with can do descriptors which serve as goals and objectives for English language proficiency.

Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting. A copy of the ELL Plan is sent home and signed by the parent.

#### Student ELL Plan

### **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 instructional models used in the district are Sheltered English Language Arts where available and mainstream/inclusion for all classes with language acquisition support and/or academic support provided by itinerant ESOL Resource Teachers. The ESOL Resource Teachers provide support, materials, and intervention for ELLs and teachers in the home schools on a schedule supervised by the Director of Federal Programs.

The guidance counselor at the home school (with input from the ESOL Resource Teacher) 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) Director of Federal Programs and/or ESOL Resource Teacher will provide teachers with an orientation in the use and documentation of ESOL strategies and comprehensible instruction. All instructional personnel are required to document the use of ESOL strategies to deliver comprehensible instruction in their lesson plans; (4) Primary focus of the instructional program is mainstream/inclusion, along with focused, intense instruction from the ESOL Resource Teacher in a small group or push-in model during the first 30 days of attendance, 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 small group 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 Director of Federal Programs and are expected to complete required training in a timely manner.

When available, high schools and middle schools may offer an elective course for one period per day to provide additional support for newcomers in academic language and content area courses.

All new hires in Santa Rosa District sign a Preservice Agreement to complete ESOL training within the timeline for their training category once a student identified as ESOL has been enrolled in their classroom. Transcripts and professional development documentation are monitored by the district ESOL office and entered in the district information system. Meeting the requirements within the timeline is a condition of continued employment. The LEA monitors these requirements through hold-for-rehire list which is generated from the district information system.

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

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained in the student data management system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. Equal access evidence will be observed by school site administrators through classroom visits, lesson plans and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

Grading recommendations have been developed by the district and are shared with all teachers. ELLs should not be retained if appropriate instructional strategies, materials and assessments have not been provided to meet their needs. Furthermore, ELLs cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios and native language assessments to determine if content standards have been met. School based administrators are responsible for monitoring and ensuring comprehensible instruction takes place.

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

English Language Learners' 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 ELLs. Teacher input is also requested. If the instructional model does not show that

positive student performance goals are being met, then a different model may be considered.

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

The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The school-based ESOL Resource Teacher and district program facilitator serve as advocates for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paras regarding equal access to all programs and services for ELLs.

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

Teachers' lesson plans document instructional strategies for ELL students and are monitored by school administrators. Teachers are encouraged to receive additional training in the areas of Comprehensible Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, to target specific weaknesses identified by the ACCESS for ELL, STAR, FSA, and EOC.

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

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using a modified Marzano Teacher Evaluation System. A part of that system includes providing evidence of planning and preparing for the special needs of students.

School administrators, counselors, ESOL resource teachers, or MTSS teams will meet with the teacher(s) of ELL students to conduct reviews to monitor the appropriateness of the student's program. Such reviews may include the following:

- A. Reviewing of the student's grades in all subject areas.
- B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools
- C. Monitoring of the student's performance on Statewide Assessments.
- D. Classroom observations

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

School administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom observation and teacher interviews will be conducted, as well as instructional material evaluation to monitor the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL staff may also conduct monitoring visits and site-based ESOL Resource Teachers provide modeling and curriculum development support.

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) STAR Early Literacy or STAR Reading/Math
- ☐ Other (Specify) \_\_\_\_\_

### **Student Progression**

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

- ☐ Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.
- ☒ No (Specify) \_Specific placement for ELLs is addressed in our District ELL plan and it will be added to the SPP in the 2022-2023 school year.

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

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

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

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELLs, information and documentation may include, but not be limited to classroom performance, benchmark testing results, statewide assessment data, progress towards English Language acquisition, progress monitoring tools such as STAR Reading/Math, and parent/student interview. The committee makes a recommendation to the principal.

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

### **Statewide Assessment**

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

The District Assessment Coordinator, along with the MIS director, generates and disseminates digital rosters of all ELLs who will be assessed at the school sites, as well as guidelines and materials that school-based testing supervisors use to cross reference and ensure that all ELLs are appropriately assessed. Train the trainers workshops are provided for testing supervisors who in turn train all school-based personnel responsible for administering assessments to ELLs, including a specific emphasis on testing accommodations. A designated school counselor is the testing supervisor at the elementary and secondary level. The Office of Assessment provides recording documents for schools to maintain and document ELL accommodations, as well as procedural policies and accountability data.

ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered the accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student and recommendations of the student's team. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

Accommodations will be offered to any student who has exited from the ESOL program and is in the two-year follow-up period per Rule 6A-6.09031, F.A.C., Post Reclassification of English Language Learners.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ESOL Program Facilitator works with the District Assessment Coordinator, school-based assessment coordinators and

teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

The ESOL Resource Teacher assures that the accommodations for statewide assessment include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries. Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment. 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:

Students coded LY by the first day of the ACCESS for ELL test administration must be tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS for ELLs is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

School counselors  
School based testing administrators  
ESOL Resource Teachers  
Teachers administering assessments

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

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



conferences may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results.

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

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

Exit criteria is based on assessment scores per 6A-6.0903. For students 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 1-2 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. The exit code is H.

For students in grades 3-9 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 Resource Teacher notifies the District ESOL Program Facilitator of exit data and the student code is changed from LY to LF, and the student is monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

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

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

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

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. 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 are 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. The exit code will be L, and the student code will change from LY to LF.

## **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? Guidance Counselors and/or ESOL Resource Teachers

Updating the student ELL plan? ESOL Resource Teacher

Reclassification of ELL status in data reporting systems? ESOL Program Facilitator

At the beginning of each school year, the District ESOL Department sends each school that school's ESOL Monitoring Master List with monitoring dates listed. At appropriate intervals—First Report Card after exiting the ESOL program, at the end of the first semester, at the end of the first year; and at the end of second year, the school guidance counselor and/or ESOL Resource Teacher is the person responsible to check progress of students and document monitoring in the district data reporting system and on the ELL Plan for LFs located in each student's cumulative ELL folder. If reclassification occurs, the ESOL Program Facilitator updates the ELL status in the data reporting system. If no reclassification occurs, the ESOL Program Facilitator codes the student LA at the end of the 2nd year, and LZ at the end of the 4<sup>th</sup> year.

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?

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

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

1st report card after exiting the ESOL program;  
at the end of the 1st semester;  
at the end of the first year; and  
at the end of the second year.

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

- a. Student is referred to the ELL Committee.
- b. ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency.

- c. ELL Committee may determine that the student continues in the regular program.
- d. ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY and re-entered into the program or be referred for further evaluation.

The ESOL Resource Teacher is responsible for initiating a new Student ELL Plan and providing the District ESOL Office with the student reclassification data to be entered into the district student information system. The school guidance counselor is responsible for ensuring the appropriate classroom and course placement after the student has been assessed. Original student data stays the same. The student may be reported in the ELL program for an additional year or extended annually for a period not to exceed a total of six years of funding based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district of providing ESOL services beyond the six years of state ELL program funding.

### **Compliance of ELL Plan and Student Performance**

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

Student progress is monitored in the ESOL folder by the ESOL Resource Teacher and by District ESOL Staff and is based on the targeted skills identified during initial testing, ACCESS for ELL and academic assessment. Assessment results and targeted skills are kept in the ESOL folder and monitored throughout the course of the school year to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ESOL Resource Teacher. Teacher training records are monitored for compliance with ESOL requirements by the ESOL Program Facilitator and certification specialist.

Student ELL Plans and schedules are updated annually and monitored by the ESOL Program Facilitator to ensure that ELLs are being provided the appropriate program 130.

Comprehensible instruction is monitored by the school-based administrator through classroom observations and review of teacher lesson plans.

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

District ELL plans are available on the district's website. Parents can request copies of the plan at any time. Although the District ELL plan is in English, bilingual school staff will help translate components of the plan as requested. The district office has approved translation software, *DeepL*, so that the District ELL Plan can be uploaded to the district's website in multiple languages.

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

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

- Monitoring ELL students' schedules and checking to make sure teachers have met ESOL in-service requirements
- 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 for comprehensible instruction 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 Teachers 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. Student academic performance is monitored at the school and district level through the MTSS process.

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.

## **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. The notification letter contains all the information as outlined in 1-8 above.

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parent/guardian's home language. ESOL Resource Teachers can use apps that translate messages to parents via text. Translation services, specifically in less commonly spoken languages, are also provided through *Language Line*. Additionally, the district has purchased iPads with translation software for the front office of each school to use in assisting parents and guardians with registration and other paperwork.

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.

The ESOL Department hosts various events throughout the school year to involve parents, including ESOL Open House, homework help workshops, and ESOL Family

Night. Most of these events are held in conjunction with school-based events. In addition, the ESOL Parent Leadership Council meets three times each year to ensure that ELL parent needs and concerns are being addressed. The district ESOL Department works in cooperation with other district-wide family involvement initiatives such as Title I family events, as well as community agencies to provide additional services that can include English Language classes, assistance with immunization, dental services, and immigration information.

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.): School to Home Links

- ☒ 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.

In the past, report cards were available in other languages as feasible. This past year our district moved to a new IT system that did not offer that option. We are currently working to remediate this issue. While this process is occurring ESOL teachers are working with all inquiries and providing information to parents.

## **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.) Parent Leadership Council

- ☒ LEA Level  
☐ School Level

Please address the functions and composition of the PLC:

District PLC invites parents of current and former ELLs, as well as classroom teachers, curriculum specialists and ESOL resource teachers to be active members. Community leaders and ELL advocates are also invited to participate as members. The primary function of the PLC is to make recommendations for the District ELL plan, and review policies which are instrumental in the approval process. This committee continues to focus on ways schools can involve ELL parents in meaningful ways.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

Due to the small number of ELLs in our district, there are often meetings when very few ELL parents attend the PLC, but other district staff serve as advocates for our ELLs.

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

The District Level Title I Parent Advisory Council partner to bring awareness of the ELL program to the school level. This PAC develops an environment that encourages two-way communication between the home and the school to discuss issues that promote school involvement and provide parents of ELLs with leadership training and opportunities to be represented on existing school and district advisory councils. PLC members are actively involved in School Advisory Committees, Textbook Adoption Committees, ELL District Plan Committee, and Parent Teacher Association.



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

The LEA PLC provides input during the development of the ELL Plan and reviews the final District ELL Plan prior to it being submitted for School Board and State DOE approval. Translators are available to provide language assistance and clarification. PLC members may request an emailed version of the plan if they cannot attend meetings. Parental feedback is encouraged and will be addressed in subsequent meetings, if necessary. Upon completion of the review by the members of the PLC, the Chairperson signs and approves the District ELL Plan.

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

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.

All new hires in Santa Rosa District view an ESOL training video as part of their New Teacher Orientation and sign a Preservice Agreement detailing their ESOL training requirements and the timeline for completion according to their area of assignment. Meeting the requirements within the prescribed timelines is a condition of continued employment.

The LEA monitors compliance using the district information system of teacher training hours. 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 and training opportunities are made by the District ESOL Facilitator with assistance from Human Resources and Inservice Departments. ESOL Program information is presented regularly at school faculty meetings and administrative conferences; e-mail and courier messages provide regular notification of training opportunities to all personnel.

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.

All new hires in Santa Rosa District view an ESOL training video as part of their New Teacher Orientation and sign a Preservice Agreement detailing their ESOL training

requirements and the timeline for completion according to their area of assignment. Meeting the requirements within the prescribed timelines is a condition of continued employment.

The LEA monitors compliance using the district information system of teacher training hours. 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 and training opportunities are made by the District ESOL Facilitator with assistance from Human Resources and Inservice Departments. ESOL Program information is presented regularly at school faculty meetings and administrative conferences; e-mail and courier messages provide regular notification of training opportunities to all personnel.

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.

All new hires in Santa Rosa District view an ESOL training video as part of their New Teacher Orientation and sign a Preservice Agreement detailing their ESOL training requirements and the timeline for completion according to their area of assignment. Meeting the requirements within the prescribed timelines is a condition of continued employment.

The LEA monitors compliance using the district information system of teacher training hours. 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 and training opportunities are made by the District ESOL Facilitator with assistance from Human Resources and Inservice Departments. ESOL Program information is presented regularly at school faculty meetings and administrative conferences; e-mail and courier messages provide regular notification of training opportunities to all personnel.

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 District ESOL Office reports Category I teachers who are out of field to the Human Resource Department who then reports the teachers' names to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents and a copy is given to the school administrator, guidance counselor, and teacher. A copy is filed in the student's ESOL folder. Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Category I teachers must complete 60 hours of ESOL training before July 15 after first having an ELL rostered to their class, and must complete at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement or certification must be added to existing teaching certificate

immediately after the hours are completed. 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. However, they are responsible for completing 60 hours of ESOL training before July 15 after first having an ELL rostered to their class unless they have previously completed the 60 hours. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

The district purchases online ESOL staff development to meet teacher needs, and previous equivalent college coursework may be applied. 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.

New school-based administrators sign the District Preservice Agreement which requires them to meet their in-service requirements within the prescribed timeline as a condition of continued employment. The district purchases online ESOL staff development to meet administrator needs. Prior ESOL coursework can be used to meet this requirement. The administrator in-service records are tracked through the in-service department's electronic records.

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 in-service requirements at annual meetings. New guidance counselors sign a pre-service agreement and are notified by the District ESOL Office that they must complete a minimum of 60 hours of ESOL in-service before July 15 of their first school year. This is a condition of continued employment. The district purchases online ESOL staff development to meet guidance counselor needs. Prior ESOL coursework can be used to meet this requirement. Guidance counselors are included in the ESOL in-service electronic database and are available through the in-service department's electronic records. New guidance counselors sign the District Preservice Agreement which requires them to meet their in-service requirement within the prescribed timelines as a condition of continued employment.

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

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

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 in-service 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, the ESOL Resource Teacher for the school provide

training and assistance to the paraprofessional. ESOL paraprofessionals are encouraged to continue their training by attending district in-service.

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.

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), the ELL Committee convenes annually to re-evaluate the student's progress towards English Language proficiency. The ELL Committee meets no earlier than thirty days prior to the third anniversary of the student's initial date of entry into a United States school (DEUSS) and no later than the anniversary date unless the anniversary date falls within the first two weeks of any school year. Then, the ELL committee may convene no later than Oct. 1. 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 between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's WIDA ACCESS scores and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required. 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.

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.

WIDA Screener



Dr. Karen R. Barber  
Superintendent of Schools

6032 Highway 90 Milton, Florida 32570

Phone: 850/983-5150

*Mission: Preparing Students for Success by Providing a Superior, Relevant Education*

February 16, 2022

To Whom It May Concern,

I, Dr. Karen R. Barber, am assuring that Santa Rosa County School District follows all ESOL training requirements. The district ESOL Program Facilitator works with the Office of Professional Learning to keep a record of all staff, professional development progress, and student placement to ensure ESOL training requirements are met in a timely fashion. The district offers the five ESOL courses required for the ESOL Endorsement throughout the school year.

Please accept this letter as assurance that Santa Rosa County School District is in compliance with all ESOL training requirements.

Sincerely,

A handwritten signature in blue ink that reads "Dr. Karen R. Barber".

Dr. Karen R. Barber  
Superintendent of Schools

*Vision: Our students will be productive, successful contributors to society.*

DISTRICT 1

DISTRICT 2

DISTRICT 3

DISTRICT 4

DISTRICT 5

Linda Sanborn

Elizabeth Hewey

Carol Boston

Charles Elliott

Wei Ueberschaer