

## STATE BOARD OF EDUCATION

### Action Item

April 26, 2017

**SUBJECT:** Approval of Amendment to Rules relating to ELLs: 6A-6.0902, Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners; 6A-6.09021, Annual English Language Proficiency Assessment for English Language Learners (ELLs); 6A-6.0905, Requirements for the District English Language Learners Plan; and 6A-6.09091, Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners

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### **PROPOSED BOARD ACTION**

For Approval

### **AUTHORITY FOR STATE BOARD ACTION**

Sections 1003.56, 1008.22, 1011.62, Florida Statutes

### **EXECUTIVE SUMMARY**

Rule 6A-6.0902, F.A.C., is amended to meet the requirements of the Every Student Succeeds Act of 2015 (ESSA), namely that prospective ELLs are assessed and placed in the English for Speakers of Other Languages (ESOL) program within 30 days and that parents receive timely notices that include information required under ESSA. The rule currently allows for up to 40 days.

Rule 6A-6.09021, F.A.C., currently establishes the annual English language proficiency assessment only for the 2015-16 school year. The proposed amendment adopts the assessments as an ongoing requirement. In addition, the name of the Kindergarten assessment will be updated, and the proposed rule will clarify the current English language proficiency level. The WIDA consortium has updated the ACCESS for ELLs 2.0 suite of assessments proficiency levels resulting from standard-setting activities. Scores will be different, meaning it will be more difficult for a student to score a composite proficiency level 5.0 than it was last year. In an effort to maintain consistency and ensure the best options for students, the department is recommending new exit criteria reflecting the updated assessment scale. It is important to note that although a student could score lower based on the proficiency level number, that same student actually would have scored a higher number last year with the previous scale. The department is recommending an updated proficiency level score so that ELLs continue to qualify for exit from the ESOL program and continue to be afforded the same opportunities as all students.

Rule 6A-6.0905, F.A.C., is amended to update the District English Language Learners (ELL) Plan incorporated by reference.

Rule 6A-6.09091, F.A.C., is amended to include the use of a bilingual glossary in addition to a bilingual dictionary as an approved accommodation.

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**Supporting Documentation Included:** Proposed Rules 6A-6.0902, 6A-6.09021, 6A-6.0905, 6A-6.09091, F.A.C., and Form ESOL 100, District English Language Learners (ELL) Plan

**Facilitator/Presenter:** Mary Jane Tappen, Executive Vice Chancellor, K-12 Public Schools

**6A-6.0902 Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners.**

(1) No change.

(2) Assessment to determine eligibility for appropriate services and funding.

(a) Each student who responded “yes” to any question on the home language survey shall be assessed to determine if the student is limited English proficient based on one of the standards set forth in this subsection. Any student identified by the home language survey who also meets one of the standards in subparagraphs (2)(a)1., 2. and 3. of this rule shall be classified as an English Language Learner (ELL) and shall receive appropriate instruction and funding as specified in Sections 1003.56 and 1011.62, F.S.

1. Any student in grades K through 12 who scores within the limited English proficient range as determined by the publisher’s standards on a Department of Education approved aural and oral language proficiency test or scores below the English proficient level on a Department of Education approved assessment in listening and speaking, shall be classified as an English Language Learner and shall be provided appropriate services. Assessment of each student’s aural and oral proficiency or listening and speaking should be completed as soon as possible after the student’s initial enrollment but not later than twenty (20) school days after the student’s enrollment, ~~unless documented in the following manner:~~

~~a. The documentation shall include the reason for the delay, evidence that the student is accorded the programming required for ELLs pending the delay, and a specific timetable for completing the assessment.~~

~~b. This documentation shall be mailed to the parents in the language they understand, unless clearly not feasible no later than eight (8) weeks after initial enrollment.~~

~~e. A copy shall be retained in the student’s files for a minimum of one (1) year.~~

Prospective kindergarten students may be assessed prior to enrollment during a kindergarten roundup evaluation so long as the assessment is given no earlier than May 1 of the calendar year the student will enroll.

2. Any student in grade 3 or above, who scores at or below 32nd percentile on reading comprehension and writing or language usage subtests of a nationally norm referenced test or scores below the English proficient level on a Department of Education approved assessment in reading and writing shall be classified as an English Language Learner and provided appropriate services. The assessment in reading and writing shall be completed as soon as possible after initial enrollment, but not later than thirty (30) ~~twenty (20) school~~ days after enrollment ~~the~~

~~aural and oral assessment or listening and speaking assessment.~~

3. No change.

(b) through (d) No change.

(e) Notice. Each school or school district shall provide notice to parents of an ELL identified for participation or participating in a language instruction educational program, within thirty (30) days after the beginning of the school year or, for students who were not identified prior to the beginning of the school year, but were identified during the school year, within the first two (2) weeks of the student being placed in a language instruction educational program.

The notice shall inform the parent of the following:

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.

(3) Programmatic Assessment.

(a) through (c) No change.

(d) Parents have the right to have their child immediately removed from a language instruction educational program and to decline to enroll the student in such a program or choose other instructional options, if available. For purposes of this subparagraph, a “language instruction educational program” means an instruction course in which an ELL is placed for the purpose of developing and attaining English proficiency and which may make instructional use of both English and a child’s heritage language. Nothing herein shall alter the duty of the district to provide highly qualified, duly certified or endorsed ESOL instructors in accordance with Rule 6A-1.09441, F.A.C., and the Course Code Directory and Instructional Personnel Assignments that is incorporated by reference therein. If any parent or guardian of an ELL communicates a refusal to have his or her child enrolled in an ELL program, the District shall have the student’s principal or another representative of the school meet with the parent to:

1. through 3. No change.

*Rulemaking Authority 1001.02, 1003.56 FS. Law Implemented 1003.56, 1011.62 FS. History–New 10-30-90, Amended 5-19-08, 10-26-11.*

**6A-6.09021 Annual English Language Proficiency Assessment for English Language Learners (ELLs).**

(1) All students classified as ELLs on the first day of the test administration shall be assessed annually on the Assessing Comprehension and Communication in English State-to-State for English Language Learners 2.0 suite of assessments (ACCESS for ELLs 2.0), including Kindergarten ACCESS for ELLs ~~2.0~~ for kindergarten students, ACCESS for ELLs 2.0 for grades 1-12 students, or Alternate ACCESS for ELLs ~~2.0~~ for students with significant cognitive disabilities. Students pending assessment and classification and former ELLs shall not be assessed on ACCESS for ELLs 2.0 suite of assessments.

(2) The ACCESS for ELLs 2.0 suite of assessments shall be administered in accordance with standard written instructions appropriate for the examination. The written instructions will be issued by the Commissioner in the

form of directions for administration and other written communications, and provided to school districts in sufficient time prior to each test.

(3) No change.

(4) For students taking any ~~the 2015-2016~~ administration of the Kindergarten ACCESS for ELLs or the ACCESS for ELLs 2.0 assessments, the English language proficiency level shall be a 4.0 ~~5.0~~ composite score or greater and at least 4.0 in the all domains of reading . For students with significant cognitive disabilities taking any ~~the 2015-2016~~ administration of the Alternate ACCESS for ELLs ~~2.0~~ assessment, the proficiency level shall be a P1 composite score or greater.

*Rulemaking Authority 1001.02, 1003.56 FS. Law Implemented 1003.56 FS. History—New 10-26-11, Amended 6-25-14, 6-23-16,*

#### **6A-6.0905 Requirements for the District English Language Learners Plan.**

(1) Each school district shall submit a school district English Language Learner (ELL) plan to the Department of Education describing the district’s proposed procedures and methodologies for serving ELLs and must receive the Commissioner of Education’s approval prior to program implementation.

(2) through (4) No change.

(5) School district ELL plan format.

(a) A district’s ELL plan shall include: standards for entry, exit and post-reclassification monitoring; a description of instructional, categorical and student services; provisions for and plans to employ qualified staff; and evidence of consultation with the district’s Parent Leadership Council or other parent advisory body representative of parents of ELL students.

(b) The school district ELL plan shall be submitted to the Department utilizing the Department’s Form ESOL 100 entitled, “District English Language Learners (ELL) Plan

(<http://www.flrules.org/Gateway/reference.asp?No=Ref-06767>),” (~~June 2016~~ May 2017) which is hereby

incorporated by reference to become a part of this rule. Copies of this form may be obtained from the Bureau of Student Achievement through Language Acquisition, K-12 Public Schools, Department of Education, 325 West Gaines Street, Room 501, Tallahassee, Florida 32399-0400.

*Rulemaking Authority 1001.02, 1003.56 FS. Law Implemented 1003.56 FS. History—New 10-30-90, Amended 5-28-09, 8-23-12,*

12-23-14, 6-23-16,

**6A-6.09091 Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.**

(1) The Department of Education shall provide accommodations for English Language Learners (ELLs) to enable them to fully participate in the statewide standardized assessment program as defined in Section 1008.22, F.S.

(2) Each school board shall utilize appropriate and allowable accommodations for statewide standardized assessments within the limits prescribed herein. Accommodations are defined as adjustments to settings for administration of statewide standardized assessments, adjustments to scheduling for the administration of statewide standardized assessments to include amount of time for administration, assistance in heritage language during the administration of statewide standardized assessments, and the use of an approved translation dictionary or glossary to facilitate the student's participation in statewide standardized assessments. Accommodations that negate the validity of statewide standardized assessments are not allowable.

Accommodations shall include:

(a) through (c)1. No change.

2. The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not ~~NOT~~ be provided for words or phrases in Reading and Writing passages.

(d) Approved Dictionary and Glossary. ELLs ~~should~~ must have access to English-to-heritage language/heritage language-to-English dictionaries or glossaries or both, such as those made available to ELLs in an instructional setting. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used.

(3) through (7) No change.

*Rulemaking Authority 1001.02, 1008.22 FS. Law Implemented 1008.22 FS. History—New 10-17-00, Amended 5-5-09, 10-26-15,*

# District English Language Learners (ELL) Plan

Contact Person: \_\_\_\_\_

LEA: \_\_\_\_\_

Email: \_\_\_\_\_

Phone: \_\_\_\_\_

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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

FDOE INTERNAL USE ONLY

<b>(1) NAME OF THE DISTRICT:</b>	<b>(2) CONTACT NAME/TITLE:</b>	<b>(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:</b>

<b>(4) MAILING ADDRESS:</b>	<b>(5) PREPARED BY: (If different from contact person)</b> First Name: Last Name: Mailing Address: Phone No:

**(6) CERTIFICATION BY SCHOOL DISTRICT**

The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, \_\_\_\_\_, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

\_\_\_\_\_  
Signature of Superintendent or Authorized Agency Head      Date Signed      Date of Governing Board Approval

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

Name of Chairperson representing the District ELL PLC:

Contact Information for District PLC Chairperson:

Mailing address:

E-mail Address:      Phone Number:

Date final plan was discussed with PLC:

\_\_\_\_\_  
Signature of the Chairperson of the District PLC

\_\_\_\_\_  
Date Signed by PLC Chairperson

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

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

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

By signature below, I, \_\_\_\_\_, 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:

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.

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

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

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

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

### **2. Listening and Speaking Proficiency Assessment**

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

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

## **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.

### **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?

## **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.

### **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.

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?

### **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.

### **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.

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?

Please include a link to the ELL Student 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.

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

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

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

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

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.

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) \_\_\_\_\_
- 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) \_\_\_\_\_

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.

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.

## **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:  
ACCESS for ELLs assessment programs:

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)?

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.

## **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.

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?

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

## 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?

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?

### 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?

## 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.

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

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.

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

- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs
- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change
- Invitation to participate in an ELL Committee Meeting

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

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

### **Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)**

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- LEA Level
- School Level

Please address the functions and composition of the PLC:

The 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.

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

How is the LEA PLC involved in the development of 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.

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.

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.

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

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.

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

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

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.

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.

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

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

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.

#### **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.

#### **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.