

District English Language Learners (ELL) Plan

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Original signatures on Signature Pages are to be submitted to:

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

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(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
School Board of Levy County	Jaime Handlin, Director of Curriculum/ESOL	352-426-5231
(4) MAILING ADDRESS: 480 Marshburn Drive Bronson, FL 32621		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
(6) CERTIFICATION BY SCHOOL DISTRICT		
<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, Christopher Cowart, 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>		
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: Jaime Handlin		
Contact Information for District PLC Chairperson: Mailing address: 480 Marshburn Drive Bronson, FL 32621		
E-mail Address: Jaime.handlin@levyk12.org Phone Number: 352-426-5231		
Date final plan was discussed with PLC: 1/31/2022		
Signature of the Chairperson of the District PLC		1/31/2022 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, Christopher Cowart, 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

2/13/2022
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?

The Levy County School Board (LEA) registration process for ELL students includes the following:

- (1) Each school within the LEA has an identified registrar(s) who conduct(s) the enrollments at the school site.
- (2) An enrollment packet is provided to parents and students.
- (3) All enrollment packets include a Home Language Survey (HLS).
- (4) Forms are provided in English and Spanish (98% of the ESOL students and families speak Spanish)
- (5) The registrar assists parents with completion of the enrollment packet; should the parent not speak English, the ESOL Bilingual Paraprofessional, or a bilingual staff member provides translation assistance (as is feasible).
- (6) If no one is available to translate, the school utilizes an online translator such as Google Translate to assist with this process.
- (7) If a response of "YES" is marked on the HLS, a copy of the HLS is provided to the school-based ESOL Coordinator for notification and processing, and to schedule the administration of the State-approved WIDA Screener to determine if the student qualifies for ESOL services. The LEA uses the WIDA Screeners to determine eligibility for ESOL services.

Upon completion of the enrollment process, the school Data Entry Specialist enters all student demographic information into the District's SKYWARD database. This information includes native language, country of birth, immigrant status, date of entry into a U.S. school. This information is provided by the parent/guardian during the enrollment/registration process.

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

All schools within the LEA implement the same enrollment procedures for all students except for the provision of translation. At the time of enrollment all parents/guardians complete the same forms and pertinent information in student enrollment packet which contains the Home Language Survey (HLS):

- (1) Is a language other than English spoken in the home?
- (2) Does the student have a first language other than English?
- (3) Does the student most frequently speak a language other than English?

If any of the three questions is answered "yes", the school's ESOL Coordinator is notified by the registrar and the school-based ESOL Coordinator reviews the HLS and prepares for screening the student for ESOL services.

Into what languages are the HLS translated?

The HLS is provided in English and Spanish.

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

The LEA provides all schools with 15 or more students speaking the same language with a bilingual ESOL paraprofessional. In these schools, the ESOL Aide assists parents/guardians who are non-English speaking with the registration process. If an ESOL Aide is not available or the native language is not spoken by the ESOL Aide, the school utilizes bilingual staff members to translate (as is feasible). If a person is not available to provide translation, the school utilizes an online translation tool or APP such as Google Translate.

If available, translation assistance is provided for less common languages through a collaborative partnership with the ESOL Department of the University of Florida.

How do you identify immigrant students?

Immigrant students are identified through the enrollment process, a review of student records or during face-to-face interviews and the programmatic assessment process provided by the school ESOL Coordinator, Guidance Counselor, Data Entry Clerk, or school Registrar.

Immigrant student information, along with the DEUSS is also captured on the Home Language Survey (HLS). Immigrant students are identified by the following criteria:

- (1) students are ages 3 through 21; and
- (2) were not born in any State, the District of Columbia or Puerto Rico; and
- (3) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Based on this information, the student's immigrant code is Y.

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

During the registration process, all parents/guardians complete the Home Language Survey (HLS), as well as questions regarding birthdate, country of birth, and the DEUSS date—the month, day, and year the student first entered a school in the United States (any of the 50 states and the District of Columbia, excluding U. S. territories and possessions). If the question is not answered on the HLS, the school's Registrar or ESOL Coordinator can obtain this information through the Programmatic Assessment interview process or via student records (if received). If a student enters an LEA school from another District in Florida or state within the U.S., the student's records must be requested and the original DEUSS date must be entered into the LEA SKYWARD student information database.

Please include a link to your HLS.

Home Language Survey-

<https://drive.google.com/file/d/1HD2aqOZ89oujd8LzHVIZnMFhahnF5Set/view?usp=sharing>

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 Bilingual Paraprofessional

2. Listening and Speaking Proficiency Assessment

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

The LEA administers the W-APT for KG, and the WIDA Screener for grades 1-12 to determine if a K-12 student qualifies for ESOL services. A KG student qualifies for ESOL services with a score less than 27 on the W-APT. For students in grades 1-2, a listening score of 4.0 or higher and a speaking score of 4.0 or higher means proficiency. For students in grades 3-12, proficiency means a student score of a composite score of 4 or higher and a reading score of 4 or higher.

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

When a new student enrolls in an LEA school, the Registrar informs the school-based ESOL Coordinator when a HLS has a response of yes. The ESOL Coordinator/Guidance Counselor will then work with the ESOL paraprofessional (if available) to set up the time for administering the W-APT or WIDA Screener within the student's first twenty days of enrollment in the school. If the W-APT or WIDA Screener assessment is not administered to potential ELL students within the 20-day window, the school-based ESOL Coordinator sends an official notification letter to the parent/guardian to inform them that the student was not assessed within the 20-day timeline, the reason for the delay, and the anticipated date on which the student will be assessed.

All students who do not demonstrate proficiency on the Listening and Speaking L/S assessment qualify for ESOL services and will be coded as LY status. Kindergarten students scoring 27 or higher on the W-APT will not qualify for ESOL services. Students enrolled in Grades 1- 2 who score within the fluent range for Listening and Speaking in English on the assessment will not qualify for ESOL Services. Students in grades 3-12 who score proficient in Listening and Speaking will be administered the Reading and Writing components of the WIDA Screener within the 20-day timeframe, but no later than thirty (30) days after 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.

After a potential ELL student, in grades 3-12, scores proficient on the WIDA Screener for Listening and Speaking, the school-based ESOL Coordinator ensures that the student is administered the WIDA Screener Reading and Writing components to determine if a student is eligible for ESOL services. This screener must be administered within the 20-day timeframe from initial enrollment, but no later than thirty (30) days after enrollment. If the student does not score within the proficient range on the Reading and Writing components of the WIDA Screener, the student enters LY status as an active ESOL student.

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?

The school-based ELL Committee consists of the school ESOL Coordinator/Guidance Counselor, the school Administrator or designee, the student's teacher/teachers, ESOL Paraprofessional (if available), the parent/guardian, and the student. A notification letter is sent to the parent to attend this meeting, and a bilingual interpreter or staff member is provided (as is feasible). If an interpreter is unavailable, the school uses an online translation tool such as Google Translator to assist with the meeting. Should the parent be unavailable, a phone conference can be held. Should the parent not be available for the phone conference, then the ELL Committee will convene to discuss and determine student entry or placement. The parent is notified of the meeting with a meeting notice, a letter indicating that their student qualifies for ESOL Services and "Initial Placement" notification.

During this ELL Committee meeting, the committee members discuss the student's W-APT or WIDA Screener assessment data results, student test scores or monitoring data (if available), teacher input, student records, age, previous schooling, and information provided via the Programmatic Assessment interview process to determine appropriate student entry or placement. Based on this meeting and information reviewed, a student ELL Plan is created.

Should a parent not want their student to have ESOL services, the parent input is taken into consideration. The parent can refuse Title III services, but if the ELL Committee determines the student is in need of ESOL services, the Committee will place them in the ESOL program.

For a student who is determined not to be an English Language Learner (ELL) or for any student determined to be an ELL based solely on one Reading and Writing assessment, a parent or teacher can request that an ELL Committee meeting be held to discuss student needs and parent preferences. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner based on consideration of at least two (2) of the following criteria, in addition to the entry assessment results:

- (1) extent and nature of prior education or academic experiences, social experiences, and a student and/or parent interview,
- (2) written recommendation/observation of current/previous instructional staff and support staff,
- (3) level of mastery of basic skills competencies in English and heritage language according to local, state or national criterion-referenced standards,
- (4) current or previous year grades, or
- (5) test results other than the entry assessments.

After a review of the information and data, and taking into consideration the parent/guardian preference, the ELL Committee makes the final determination regarding the ELL status of the student.

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.

Newly enrolled students and parents are interviewed by the school ESOL Coordinator/Guidance Counselor as a first step in obtaining information about the student's previous academic and school experiences and placements. Information is gathered based on questions on the LEA Programmatic Assessment Form. Subsequently, the student's transcripts and other school records such as IEPs and ELL plans are reviewed/translated (as needed to determine age appropriate placement

When previous student records are not available or are unattainable, the parents are asked to provide contact information regarding prior educational enrollment or experience. Upon receipt of this information, the school Guidance department and/or Data Entry Clerk attempts to contact the previous educational institution to obtain student records and information regarding educational and testing history.

Based on all of the information provided by the parent/guardian and the student (if appropriate), and previous school records and information, the student is placed in the grade level that most appropriate for his/her grade level. The student will be screened for English language proficiency, and school-based diagnostic assessments (which vary by school and grade level) can be administered to determine skills levels in core content areas such as Reading and Mathematics and school-readiness competencies. Students with interruptions in formal education or those with limited or no prior school experiences are placed as age-appropriate grade level with supports and supplemental curriculum and programs to address skills gaps. If students qualify for Migrant services, they are also provided with individualized tutoring to address skills and grade-level gaps.

Monitoring is on-going to ensure that placement decisions were appropriate for student success. All information is documented on the Programmatic Assessment Form and is maintained in the student's ELL file

The LEA's schools employ a variety of procedures to obtain student records. These procedures include, but are not limited to: written records requests, phone contact, contacting family members in the country of origin to assist with records acquisition/ requests, assistance from the LEA's social worker and/or bilingual staff to work in collaboration with parents to obtain records, translate and initiate phone contact with schools outside of the United States, and to provide translation services to explain school procedures and the importance of obtaining previous school records. Record requests continue on a regular basis until all procedures and attempts have been exhausted.

Grade Level and Course Placement Procedures – Grades 9-12

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

Information provided by the Parent/Guardian and student upon enrollment, through the Programmatic Assessment process, is reviewed. The student and parent interview provides insight into previous school experiences.

The school Guidance Counselor will review previous school records, transcripts, and documentation provided. If documentation is not available, information gained via the student and parent interview, as well as the student's age will be considered when determining grade-level placement in grades 9-12. Academic skills assessments may be administered to determine a basis of entry for skills instruction.

The school/LEA will review/document transcripts and other evidence of educational experiences and academic achievement, and take such experiences into account in determining course placements. The LEA/school will award equal credit for courses taken in another country or a language other than English as they would the same courses taken in a U.S. school or taken in English. This will include language arts classes taken in the student's native language and foreign language credit for students taking English in their native country.

A review of graduation guidelines in the country of origin will assist the school in placing the student in a graduation plan equivalent to the one in the student's country of origin so that high school graduation is not postponed. The student will have to meet State of Florida graduation requirements for the graduation plan.

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

The LEA/school will award equal credit for courses taken in another country or 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.

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

The school ESOL Coordinator/Guidance Counselor will review and evaluate foreign transcripts. Guidance Counselors receive annual training via district staff to update them on academic student requirements and graduation requirements and State Statute. If assistance is needed regarding graduation requirements and credit assigned, the school Guidance Coordinator will contact the LEA Director of Curriculum/ESOL and/or the MIS Coordinator for data entry and student records. If further assistance is needed, the school will consult with the State Department of SALA regarding foreign transcripts evaluation. The LEA collaborative partnership with the ESOL Department of the University of Florida is an additional resource that can assist with translation and evaluation of foreign transcripts. The school ESOL Coordinator and Data Entry Clerk maintain documentation in the student's ELL file and on the LEA database—SKYWARD.

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.

An ELL student who withdraws from the LEA and re-enrolls after having been enrolled in another Florida LEA will not be reassessed upon re-enrollment; no new assessment will be necessary unless the student was gone longer than one year. ESOL services will continue as documented in the student's ELL Plan. The original HLS date and data, entry date, and DUESS date remain the same.

An ELL student who withdraws from the LEA to another state or country will be assessed with a new English Language proficiency assessment (WIDA Screener) if the length of time between enrollments is equivalent to one year or longer.

If after one year or longer the student re-enrolls, the English Language proficiency screener data will be used to assist in determining placement and current support services. The original HLS date, entry date, and DEUSS dates remain the same.

For new students enrolling from out of state, the DEUSS date will remain the same, but the HLS, entry, and classification dates are changed to reflect Florida services. For students new to the country, the DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry dates must be reported accordingly. The DEUSS date can never be after the classification and entry dates.

ELL Student Plan Development

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

The school-based ESOL Coordinator/Guidance Counselor is responsible for initiating the ELL Committee Meeting to develop the student's ELL Plan. The ELL Committee consists of the school ESOL Coordinator/Guidance Counselor, school Administrator or designee, teacher(s), Bilingual ESOL Paraprofessional (if available) or bilingual school staff (as is feasible), parent, and student. Each plan is written to reflect programs, services, and accommodations and supports that the ELL student will receive to support English language acquisition and academic achievement.

The ELL student plan reflects courses and grade level placement (student schedule), instructional program(s), teacher recommendations, and ESOL instructional strategies appropriate to support each individual ELL student. The ELL Plan narrative will provide specific details. Additional information such as the initial screener scores are also included on the ELL Plan.

The ELL student plan has a section where student progress is monitored and course placements are updated on an annual basis (report card data and LF monitoring data and dates). The ELL Plan form is also used to record an evaluation of the student's progress toward English language proficiency and specific accommodation procedures for state assessment. The original ELL Plan is filed in the student's ELL folder.

The Plan is updated on an annual basis at the beginning of the school year to reflect schedule changes and changes in supplemental program placement or strategy implementation. When this happens, the ELL Plan date is updated in the LEA student information database—SKYWARD. The ELL Plan may be updated throughout the school year if there is a schedule or program change or a change in services. Current assessment data is reviewed and documentation is placed in the ELL student file to support changes recorded in the student's ELL Plan or meeting narrative. The meeting narrative is an important part of the student's ELL Plan.

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

The ELL plan includes the following components: Demographic and Eligibility Test Data; Program Participation and Schedule of Classes (attached to Plan); Strategies, Supports, and Accommodations; Program Placement and Supplemental Program Participation; Progress Monitoring and Assessment Data for LY and LF status; ELL Committee Meeting Narratives and Signature Page.

The teacher is a participant in the ELL Committee Meeting to provide recommendations for instructional strategies; program and supplemental program participation and support; and to share student data for review when determining the appropriate student placement and support for English language development and skills achievement. Teachers should be a part of the annual update process for each student's ELL Plan with the provision of recommendations for program participation, instructional strategies, and data review to determine the most appropriate placement for each ELL student. Teachers who are unable to attend the meeting may provide input using the LEA teacher input form.

Please include a link to the ELL Student Plan.

Levy ELL Student Plan: https://docs.google.com/document/d/1DKN9_ccigU2-yQ6eK_1y9La1s0PDACaxNQFsmrmJT8s/edit?usp=sharing

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 LEA implements the Mainstream-Inclusion English Language Arts and Mainstream-Inclusion Core/Basic Subject Areas instructional models. Students are provided support through the ESOL Bilingual Paraprofessional(s) assigned to their schools—as required for schools with 15 active LY ELL students. Students also receive instructional support through highly qualified ESOL Endorsed or ESOL certified teachers and their content-area instruction which includes the District ESOL Strategies and WIDA English Language Development Standards. Students participate in supplemental programs as appropriate to meet their needs. These programs include: ESE, Gifted, MTSS, remediation and intervention intensive skills classes, tutoring, Rosetta Stone, i-READY, Read 180, Imagine Language and Literacy, Imagine Learning Math, Achieve 3000, SNAP& READ & Co-Writer, and Edgenuity or other programs specific to each school.

Local monitoring for implementation fidelity takes place at both the school and District levels. School-based Administrators attend regular PPLC meetings with the District Instructional Team to discuss program usage, review of student and school data, and to receive professional development to support them in monitoring and managing school and LEA academic goals. School-based data is discussed and reviewed for all school subgroups to include ELL students. The District ESOL Coordinator provides updates regarding ACCESS for ELLs data and on supplemental program usage throughout the year.

School administrators conduct on-going monitoring of teacher instruction through use of the Danielson Framework for observation and evaluation; monitoring of teacher compliance for State ESOL training; monitoring of student progress through review of student grades, progress monitoring data, and state assessment data; and participation in the school improvement process. Classroom walk-throughs are conducted to monitor teacher instructional practice regarding differentiation and implementation of instructional strategies and WIDA standards to support ELL student comprehension and achievement in the inclusive classroom. School administrators are ultimately responsible for the monitoring of instructional practice for all students, including that which supports English language acquisition and academic achievement for ELLs.

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

Implementing the Inclusion Model, provides for all ELLs to be present within the classroom setting during critical core curriculum instruction. Support is provided by ESOL paraprofessionals (if available) to students within the regular classroom setting. Learning materials such as textbooks are the same for all students. Supplemental support is provided to ELLs, as needed during remediation and intensive skills instruction opportunities/classes in ELL student labs and resource classrooms as appropriate. The school-based ESOL Coordinator/Guidance Counselor works collaboratively with the school Administrators to schedule ELLs into appropriate grade levels, coursework, and supplemental programs. ELLs in grades 9-12 must have appropriate access to coursework to meet graduation requirements in core subject areas—such as Edgenuity online courses provided for credit retrieval through native language translation.

In addition, ELLs should not be retained if appropriate instructional strategies, materials and assessments have not been provided to meet the student's needs. Furthermore, ELLs cannot be retained based solely on his/her English language proficiency. This determination must be made (in part) based 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.

The school-based Administrators conduct on-going monitoring of teacher instruction and lesson plans and a review of student achievement and progress through a variety of data sources to ensure that ELLs are provided educational opportunities equal to that provided to non-ELLs.

Annual reminders are sent out at the beginning of each year to all school Administrators and instructional staff regarding the documentation of ESOL strategies and WIDA standards in ELL teacher lesson plans. This reminder is sent via email, and is followed by a written memo and copies of the District ESOL Strategies Chart and WIDA Can-Do Descriptors being sent to each school Administrator to distribute to all instructional staff currently teaching ELL students. This requirement is also discussed at the Principal PLC meeting(s) and is required to be addressed by the school Administrator at faculty and staff meetings.

The LEA ESOL Coordinator annually reviews all ELL student schedules to identify teachers of ELL students. A notification email is sent to each teacher to provide them with the status of their compliance with State ESOL training requirements.

School Administrators and Guidance Counselors are ultimately responsible for monitoring this process. The LEA ESOL Coordinator requests random samples of teacher lesson plans from across the District schools as a monitoring strategy.

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

School Administrators conduct on-going teacher observations and evaluations using the Danielson Rubric to evaluate instructional practice. The District Instructional Team and the school staff conduct on-going monitoring of student academic progress from a variety of data sources and for all subgroups, including ELLs. Monitoring of ELL student participation, attendance, grades and statewide assessment, especially ACCESS for ELLs, and progress for skills mastery can be an indicator of the effective or ineffective delivery of comprehensible instruction for all students. On-going student progress monitoring is conducted through District, local and state assessments, and through the District-wide teacher and administrator evaluation and School Improvement processes.

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

ELLs are assured equal access to all programs, services, and facilities through an open enrollment process at all District schools. The school-based Administrator and ESOL Coordinator/Guidance Counselor are responsible for ensuring that ELLs are placed age appropriate, that they receive needed services, and that they are scheduled into coursework and programs appropriate to meet their educational needs. ELL students must meet the same pre-requisites as their English speaking peers for placement into advanced academic coursework or special programs.

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

Annual reminders are sent out at the beginning of each year to all school Administrators and instructional staff regarding the documentation of ESOL strategies and WIDA standards in ELL teacher lesson plans. This reminder is sent via email, and is followed by a written memo and copies of the District ESOL Strategies Chart and WIDA Can-Do Descriptors being sent to each school Administrator to distribute to all instructional staff currently teaching ELL students. This requirement is also discussed at the Principal PLC meeting(s) and is required to be addressed by the school Administrator at faculty and staff meetings.

The LEA ESOL Coordinator annually reviews all ELL student schedules to identify teachers of ELL students. A notification email is sent to each teacher and administrator to provide him/her with the status of their compliance with State ESOL training requirements.

School Administrators and Guidance Counselors are ultimately responsible for monitoring this process. The LEA ESOL Coordinator requests random samples of teacher lesson plans from across the District schools as a monitoring strategy.

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

The LEA and District schools verify the delivery of comprehensible instruction to ELLs via on-going classroom walk-through data; teacher progress monitoring and ELL student data review; frequent/weekly monitoring of implementation of supplemental skills and translation programs and services for ELLs through a variety of usage and individual student skills reports; and observation and documentation of ESOL strategies and implementation of the WIDA ELD Standards as depicted in teacher lesson plans. School level and District Administrators are responsible for monitoring of teacher instructional practice for comprehensible instruction. Student monitoring and assessment data is critical to determining ELL student needs and depicts if teachers are meeting those needs through effective and comprehensible instruction.

Data review should include: report card grades; usage and skills progress reports for supplemental programs; monitoring data—various State approved progress monitoring tools; district assessments; and State assessments.

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 conduct on-going teacher observations and evaluations using the Danielson Rubric to evaluate instructional practice. The District Instructional Team and the school staff conduct on-going monitoring of student academic progress from a variety of data sources and for all subgroups, including ELLs. Monitoring of ELL student participation, attendance, grades and statewide assessment, especially ACCESS for ELLs, and progress for skills mastery can be an indicator of the effective or ineffective delivery of comprehensible instruction for all students. On-going student progress monitoring is conducted through District, local and state assessments, and through the District-wide teacher and administrator evaluation and School Improvement processes.

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 (3rd grade)
- ☒ Other Criterion Referenced Test (Specify) PSAT/PERT/SAT/i-READY Monitoring Grades K-8 / ACHIEVE 3000
- ☐ Native Language Assessment (Specify) _____
- ☒ LEA/school-wide assessments (Specify) Levy Interim Assessments / District End-of-Course Exams / Benchmark Testing
- ☐ 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.

Levy Comprehensive Pupil Progression Plan: <http://www.levyk12.org/administration>
[Pages: 15, 18, 20, 36, 37, 40, 47, 50, 79-87](#)

☐ 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.

Limited English proficient students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program (based on the DUESS) qualify for a Good Cause Exemption.

A school-based instructional team shall review student information for those students who do not meet the mandatory reading requirement for promotion. Requests for Good Cause exemptions for Grade 3 students from mandatory retention shall be submitted to the school Principal with appropriate documentation. Requests must include documentation of prior retentions and evidence of immediate intensive intervention in an evidence-based program, implemented with fidelity.

The Principal shall review and discuss the recommendation and make the determination as to whether the student should be promoted or retained. If the Principal determines that the student meets the requirements for a Good Cause exemption and should be promoted; the Principal shall make such recommendation in writing to the Superintendent. The Superintendent or designee shall accept or reject the Principal's recommendation in writing.

The ELL Committee will meet to discuss the final decision with input from the teachers, parents, and support staff. Parents will be notified via a "Notice of ELL Committee Meeting" invitation. Should the parent be unable to attend the ELL Committee meeting, a phone conference should be held, and written documentation provided to the parent in a language that is comprehensible (as is feasible).

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

The ELL Committee will meet to review student records, data, and teacher recommendations and documentation for the recommendation of an ELL student for retention or promotion. During this meeting, the Committee will discuss student progress and achievement

with respect to the student's current grade level, and will take into consideration mandated promotion and retention requirements specific to grade level.

The ELL Committee will review the student's academic record holistically and shall consider the assessment results, teacher input, parent input, current grades, instructional practice of the teacher, provision and implementation and documentation of ESOL strategies, differentiation of instruction and assessment, and the level of supports provided to make instruction comprehensible for the student. Dependent upon the student's age and length of enrollment in the ESOL program, the prior educational or academic experience, social experience, teacher recommendation and observation, level of mastery of basic competencies or skills in English and/or heritage language, and the length of time in a United States school based on the student's DUESS date, students in grade 3 will be eligible for a third grade Waiver or Good Cause Exemption for promotion purposes. Students with less than two years in U.S. school should not be considered for retention, and no ELL student should be retained due to limited English proficiency.

The ELL Committee will document the records reviewed by the Committee and the supporting criteria shall be documented in the student's ELL Plan and meeting narrative. The Principal will have the final decision regarding retention of an ELL student within the realm of this criteria and requirements.

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:

All ELL students will participate in statewide content area assessments in accordance with State testing mandates/rule as appropriate for their grade level or course level in which they are enrolled. All KG-Grade 12 students classified as ELLs (LY) on the first day of the ACCESS for ELLs Paper test administration window shall be assessed annually on the ACCESS for ELLs Paper assessment. ELLs must be administered all components of this State assessment.

The school-based ESOL Coordinator/Guidance Counselor and the school-based Testing Coordinator(s) work collaboratively to identify and assess all ELLs at each school site. It is the primary responsibility of the school-based Testing and ESOL Coordinators, and the school Administrator to identify all students for testing, as well as the appropriate accommodations to be provided to each student, including all ELLs. The school-based Testing Coordinator is required to maintain documentation to show all students have been assessed and that appropriate accommodations have been provided for all students, including all ELLs. Accommodations for ELLs are determined through a review of the student ELL Plan and/or IEP or 504, and allowable accommodations based on guidelines specified in the state provided Test Administration Manuals.

The LEA Testing Coordinator provides train-the-trainer assessment workshops for all school-based Testing Coordinators prior to annual State testing throughout the school year. The school-based Testing Coordinators are responsible for training all school-based personnel and staff who will administer and proctor State assessments.

All ESOL paraprofessionals and school-based ESOL Coordinators are required to attend a training workshop, provided by the LEA ESOL Coordinator, prior to the administration of the ACCESS for ELLs Paper assessment. The school-based ESOL Coordinators / Guidance Counselors serve as testing coordinators for the ACCESS for ELLs Paper State assessment at each school site.

Statewide content area assessments:

All ELLs will participate in state wide content-area assessments. The LEA Testing / ESOL Coordinator provides annual training to all school Testing Coordinators to ensure security and fidelity of assessment administration procedures and to understand allowable accommodations as provided in the State Test Administration Manuals. Each school Testing Coordinator is responsible for training school staff for administering all State assessments and for monitoring and maintaining documentation of test administration and student participation. The school Testing Coordinator works collaboratively with the school-based ESOL Coordinator to determine the testing needs and accommodations for each ELL student.

The school-based ESOL Coordinator assures that ELLs are provided allowable testing accommodations: flexible setting, flexible timing, flexible scheduling, assistance in Heritage

Language, and the use of bilingual word-to-word English-to-Heritage language dictionaries and glossaries. The parents/guardians of ELLs are notified of testing accommodations in a letter sent by the school ESOL Coordinator.

ACCESS for ELLs assessment programs:

All ELL students in grades KG-Grade 12 and coded LY on the first day of the ACCESS for ELLs test administration window will be tested for English language proficiency. The school ESOL Coordinator and ESOL paraprofessionals will complete the required online training modules, and attend a face-to-face district training workshop, provided by the LEA ESOL Coordinator, for the administration of the ACCESS for ELLs Paper assessment. The school ESOL Coordinator/Guidance Counselor maintains documentation of testing procedures and assessment data for the administration of the ACCESS for ELLs assessment, and maintains student data for other statewide assessment results for ELLs. The school ESOL Coordinator informs school staff of allowable testing accommodations for ELL students and works to ensure accommodations are provided.

The school Administrator is ultimately responsible to ensure staff are trained to administer state assessments with the understanding and provision of appropriate and allowable accommodations.

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

The school Testing Coordinator(s) and the school-level ESOL Coordinator/Guidance Counselor are responsible for ensuring that all staff, who serve as Test Administrators, are aware of and understand the accommodations provided to ELL students per test administration requirements.

The school Administrator is ultimately responsible to ensure that ELL students are provided the appropriate testing accommodations.

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.

Parents of ELLs are notified of assessments and testing accommodations, and Florida's assessment mandates and student outcomes through a variety of formats: the LEA back to school Check-It-Out brochure; the LEA Assessment schedule; parent test notification letters for each test administration; by the testing accommodations parent notification letter; and by student assessment reports and guides.

Several documents can be found on the SBLC Website at: www.levyk12.org
See Resources-Parent Resource
Levy Parent ACCESS Assessment letter: <https://docs.google.com/document/d/1EF4xHj8RGj2CivNuuoAt0U5jHbVXtSIEJXPfqv2y6UU/edit?usp=sharing>

https://docs.google.com/document/d/1jhSz_CPwJJYpZDmRLWBFVyMFzst5NQnl56FitD8OUrE/edit?usp=sharing

Levy Parent testing accommodation letter English:

<https://docs.google.com/document/d/1WoEamInCoxpyY1YJdFIbu7jRydJKOfBL/edit?usp=sharing&oid=103143153813859620796&rtpof=true&sd=true>

Spanish:

<https://docs.google.com/document/d/1VIT77AHVvhKChEUaakcJOHwKN37KdKWJ/edit?usp=sharing&oid=103143153813859620796&rtpof=true&sd=true>

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

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

The school-based ESOL Coordinator/Guidance Counselor reviews ELL student assessment data annually (including ACCESS for ELLs Paper assessment domain scores and FSA ELA assessment scores) to determine if an ELL student meets State mandated proficiency levels and requirements for Exit from ESOL services.

Exit criteria includes the following:

(1) for students in grades KG-Grade 2, the student must score an English proficiency level of 4.0 or higher in the domain of Reading on the ACCESS for ELLs assessment and a Composite score of 4.0 or higher.

The exit code is H.

(2) for students in grades 3-10, the student must score an English proficiency level of 4.0 or higher in the domain of Reading on the ACCESS for ELLs assessment and a Composite score of 4.0 or higher, in addition to the scoring an achievement level of 3 or higher on the FSA ELA assessment.

The exit code is I.

(3) for students in grades 10-12, the student must score an English proficiency level of 4.0 or higher in the domain of Reading on the ACCESS for ELLs assessment and a Composite score of 4.0 or higher, in addition to scoring an achievement level of 3 or higher on the FSA ELA assessment or scoring an equivalent concordant score to meet graduation requirements on an alternative assessment such as ACT or SAT.

The exit code is J.

(4) for students with significant cognitive disabilities taking the Alternate ACCESS for ELLs assessment, the student must score a proficiency level of P1 composite score or greater to be considered for exit from ESOL services. Parents would be notified through a notification letter and the student would be exited from LY to LF status by an ELL-IEP Committee meeting.

An ELL Committee meeting will be held to review the Exit criteria, student assessment data, class grades, and to discuss student progress and achievement with the Committee making an

Exit determination decision. If it is determined that the student has met Exit criteria, the student will be exited from LY to LF status for two years of progress monitoring.

Parents will be notified of an ELL Committee meeting through a meeting notification, in addition to a letter of status change, in a language comprehensible to the parent (as is feasible).

ELL student status changes are documented in the ELL Plan and on the LEA database--SKYWARD.

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

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

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

The ELL Committee will meet to determine exit decisions for student changing status from LY to LF or from LF to LZ.

If a student is both ESE and ELL, the ELL Committee will meet to determine if the student has a language acquisition issue or if the student's learning disability is the primary factor that interferes with student academic achievement. If the ELL Committee, with input from parents, teachers and support staff, determines that the student does not have a language acquisition problem, and that the student's learning disability is predominant, then the ELL Committee may recommend that the student be exited from the District ESOL Program. All student data and records will be reviewed to support this determination.

The ELL Committee may also convene to consider exiting a student from ESOL services based on data other than State assessment data when it is determined that assessment results do not fully capture the student's academic and linguistic skills and needs. Reviewed data could include classroom grades, monitoring data, local assessment data, student portfolios or alternative assessments, and teacher and parent input. Regardless of the reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of five criteria listed below to exit a student:

- (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 support services staff
- (3) grades from current and previous years
- (4) test results other than entry assessments
- (5) level of mastery of basic competencies or skills in English

The school-based ESOL Coordinator/Guidance Counselor will monitor each student's time in the ESOL program. When the student has been in the program for three years, based on their

DUESS, an ELL Committee meeting is held to review student progress, assessment data, and student grades to determine if the student has met the exit criteria and is eligible to exit the ESOL program.

If the student qualifies for exit, the student is exited to LF status at the time the 3 year ELL Committee meeting is held. If a student meets the exit qualifications in the middle of a grading period, they will be exited at that time to LF status or LZ status dependent upon the student's current ESOL designation.

The ELL Committee may determine to exit a student from ESOL services with sufficient data or evidence that the student is proficient in English. Even if the student has not met all of the State assessment exit requirements, the ELL Committee may determine to exit based on student progress, parent request, teacher recommendation, local assessment data, and data such as the W-APT and WIDA Screener results.

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

Although ELLs are usually exited when assessment exit criteria is met, an ELL student can be exited from services at any time during the school year. 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--the W-APT or WIDA Screener--will need to be given to determine English proficiency level, as well as review of report card grades, benchmark test scores, monitoring data or portfolio documents, and parent, support staff, and teacher input will be considered to support the ELL Committee recommendation. The exit code is L, and the student ESOL status will change from LY to LF. If exiting to LF status, the ELL committee will begin the two-year monitoring process with the most current nine weeks student grades.

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?

The school-based ESOL Coordinator/Guidance Counselor will progress monitor former ELLs by reviewing their report card grades and student progress on the required intervals of: the first nine weeks in year one; the end of the first semester in year one; the end of the year in year one; and the end of the year in year two of the student's LF status.

The school-based ESOL Coordinator/Guidance Counselor will collaborate with the student's teachers to provide input regarding academic progress. Student grades and overall progress are monitored through report cards, test scores, teacher observation, and classroom performance. A copy of the student report card and assessment data is reviewed. This information is placed in the student ELL file for documentation purposes. The LEA ESOL Coordinator will review LF status periodically to assist schools in maintaining compliance for holding timely status change meetings from LF to LZ status.

The date of the monitoring and monitoring documentation is recorded on the page provided in the student ELL Plan. This information is also recorded on the ESOL Data Entry Form/Plan which is provided to the school-based Data Entry Clerk for database entry, and is then maintained in each ELL file.

Updating the student ELL plan?

The school-based ESOL Coordinator/Guidance Counselor will update the student's ELL Plan on an annual basis. The ELL Plan will be updated to show the new student schedule, with documentation in the student ELL Plan showing which courses are taught providing ESOL strategies, using the appropriate codes of C or I to code each course. The student ELL Plan is also updated to show any change in program, scheduling, or services throughout the school year.

Reclassification of ELL status in data reporting systems?

The school ESOL Coordinator works collaboratively with the Data Entry Clerk to update ELL student information in the SKYWARD data reporting system.

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 is monitored to ensure academic progress. Monitoring will occur per Consent Decree guidelines: the 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 the second year.

When the performance of former ELLs is not on grade level, the ELL Committee will convene to discuss student progress and to make a determination if the issue is due to language acquisition or due to limited English proficiency, or due to other factors such as behavior, attendance, work ethic, or instructional practice and curriculum, or other factors that could be affecting student achievement. The student may be administered a WIDA Screener assessment to determine current English language proficiency. If the student is Fluent English Proficient, the student would not be reclassified as ELL, but would enter the MTSS process to determine if there is a learning disability.

If the student does not score Fluent English Proficient, the ELL Committee would reconvene to determine if the student should be reclassified as ELL. The meeting would be documented and a copy placed in the student ELL file.

Compliance of ELL Plan and Student Performance

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

The District Instructional Team, including the LEA ESOL Coordinator, monitors all student data from formal State assessments, progress monitoring, and local and District assessment to determine areas of student need and to identify the need for teacher training and professional development. Data is shared in a variety of formats and through regular District and school Administrator PLC meetings and workshops. The data is disaggregated to show progress and skills gaps for student subgroups including ELL students.

The LEA ESOL Coordinator will provide annual training to school-based Administrators and school-based ESOL Coordinators/Guidance Counselors on the District-wide ELL Plan and ESOL process and procedure. Data Entry Clerks receive annual updates training regarding coding of ELL information and ESOL process and procedure. School Administrators and the District ESOL Coordinator will monitor ELL Plan implementation through CWTs, self-monitoring and district monitoring procedures as mandated by the State.

The LEA ESOL Coordinator reviews all ELL student schedules and data annually for placement in appropriate coursework and programs and to identify teacher training needs to meet State ESOL training requirements. Teachers are monitored for compliance on an annual basis and they are provided an email informing them that they are teaching an ELL student and whether they are in compliance or in need of completing ESOL coursework to become compliant with State ESOL training requirements. The LEA provides on-going monitoring of ESOL procedures and timelines through periodic review of ELL student information in the LEA student information database.

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

The District ELL Plan will be presented to the DAC/ESOL Parent Leadership Council for review and discussion. It will be reviewed with all school-based Administrators and school-based ESOL Coordinators/Guidance Counselors. The District ELL Plan will be available at all school sites in hard copy, and will be posted on the District ESOL webpage, as well as in hard copy for distribution to schools to be provided to parents or stakeholders upon request.

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

The LEA ESOL Coordinator will meet annually with all school-based ESOL Coordinators, ESOL Paraprofessionals, and Data Entry Clerks to review ELL student information, documents, and procedures to ensure the ELL Plan process and procedures are being implemented with compliance and fidelity. School Administrators will monitor compliance through classroom walk-throughs, observations, and documentation of compliance items.

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/schools are required to notify parents of an ELL identified for participation in the ESOL program no later than thirty (30) days after the beginning of the school year. For those children identified as ELLs during the school year, the districts/schools must notify the parents during the first two weeks of the child being identified/placed in the ESOL program. Parents will be notified by letters, maintained in the student's ELL folder, and monitored by Title I. All letters, as well as all home-school communication must be provided in to parents in a language that is comprehensible unless clearly not feasible.

Levy Parent Letter notification of ESOL services:

https://docs.google.com/document/d/1mj-vv3RHcaXD8p_WWSlcaZDy-GOhlrERpcVT9cOS2MU/edit?usp=sharing

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

The District provides translation services to schools for critical documents that are sent home to parents, as is feasible. Schools with bilingual ESOL Paraprofessionals utilize these staff members to assist with translation of documents and for translation purposes during Parent-Teacher conferences, ELL Committee meetings, parent phone calls, meeting, workshops, and other school events. Schools without bilingual ESOL paraprofessionals have identified bilingual staff members to assist student and parents with translation services, as is feasible. Online translation apps can be used when needed.

Documents sent to parents from the District Office are provided in both English and Spanish. The District collaborates and has a working partnership with the Project Stellar team in conjunction with the ESOL Department and Dr. Maria Coady, through the University of Florida, to assist with translation of documents, translation in languages other than Spanish (as is feasible), to provide bilingual mentors for students and families, during community and school meetings and to create translated documents to assist parents in understanding school procedures and other critical information.

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.

Parent outreach activities are initiated at all LEA schools. ELL parents are invited to participate in School Advisory Council meetings; District DAC and ESOL Parent Leadership Council meetings; Parent-Teacher Conferences; Data-Chats; Athletic events; Parent Workshops; Open House Night; Parent Literacy Nigh Programs; and other school related events. The LEA and each LEA school develops a Parent Involvement Plan that is distributed in translation (as is feasible) to all parents. Parents are invited via phone-home, personal calls, and flyers.

The District ESOL Coordinator periodically sends informative articles and newsletters to ESOL parents to keep them informed about school practice and policy. ESOL information is provided with links to websites and free resources. Parents are invited to attend ESOL Parent Council Meetings at the district or ESOL Family Nights in each community of Bronson, Chiefland, and Williston a minimum of two times a year. One of those meetings is an annual ESOL Celebration and Services Fair where all ELL families are invited to connect with community partners regarding resources and services.

ESOL parents are surveyed annually to provide input regarding ESOL process and procedure and to identify needs as an ELL parent. An ESOL Parent and Student Literacy Program is offered once per week, when enrollment allows, in some community schools to encourage parents to participate in the Rosetta Stone Program to learn English, and to provide additional support to ELL students for homework help and through supplemental programs. The University of Florida ESOL Department assists with translation of documents, teacher training, and parent services through collaboration with the Rural Women's Health Project to provide health fairs, legal services, and a guide to community resources and services within the District.

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 LEA has combined the District Advisory Council (DAC) and the ESOL Parent Leadership Council (EPLC) committees for LEA meeting purposes. The PLC is composed of both ELL and other parents as nominated by their school School Advisory Council to participate on this council. The LEA level PLC members serve as liaisons between the LEA and other school parents. They participate in a review of important LEA information such as: documents, District projects and plans, program review, review of grant opportunities, editing and creation of parent surveys, review of the School Improvement Process and school data, review of the District ELL Plan, and other critical school policy and procedure.

The LEA has three school or community level ESOL PLCs or ESOL Parent Councils (EPC). The EPCs have been established in each of the primary communities within the LEA. There is a Bronson EPC, a Williston EPC, and a Chiefland EPC. These ESOL Parent Councils are composed of 100% ESOL parents/guardians—all ELL families in these communities are invited to participate in these meetings in their respective communities. The meetings are held twice annually to share school level information, provide connections to community resources and services, and to provide program and policy information to keep parents informed.

School staff, Guidance Counselors, Administrators and ESOL Paraprofessionals generally attend these meetings to provide school-specific information. The EPC meetings are organized by the District ESOL Coordinator.

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

The LEA continuously strives to increase ESOL parent involvement at both the school level and LEA level activities and events. The composition of the combined LEA DAC and EPLC is approximately 20% ELL parents and 80% non-ELL parents. The LEA will continue to invite ESOL parents to participate through phone calls, flyers, and personal invitation.

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

The PLC members serve as a liaison to other parents within their school community. Invitations are extended to serve or volunteer on other school-level and district-level parent committees through information provided, discussed, and shared at the scheduled DAC and EPLC meetings. Parent involvement is a discussion topic and members are encouraged to share suggestions to increase parent involvement across the District. The LEA DAC and EPLC meet together approximately five times per year.

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

The District ELL Plan is reviewed at the LEA DAC and ESOL Parent Leadership Council meeting and feedback is given for the plan. ESOL parents are provided the ELL Plan to provide input into the plan prior to state submission. Parent input is encouraged and taken under advisement for creation and editing of the District ELL Plan. Upon completion of the review, an EPLC member will sign and approve 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.

The LEA ESOL Coordinator and the District Certification Specialist work collaboratively to identify Category I teachers who are in compliance and who are out-of-compliance or out-of-field (OOF) for teaching ELA and Reading courses to ELLs. The District Certification Specialist maintains a current listing of all instructional staff who hold the ESOL Endorsement or ESOL Certification based on teacher training, transcripts, and State Certification records. This list is shared with the LEA ESOL Coordinator who works closely with the LEA school ESOL Coordinators and Administrators to annually review ELL student schedules to identify teachers who are in compliance or who are OOF for ESOL and need to complete the state mandated 300 ESOL hours for ESOL Endorsement, or the requirements for ESOL Certification. Teachers seeking ESOL Certification have three years to complete the State ESOL Subject Area Exam and to complete 120 hours of ESOL Training. Prior ESOL training can be used and documentation is maintained by the District Certification Specialist in the LEA staff information database or NEFEC TRACK professional development system. This database consists of professional development and certification portfolios for all instructional and administrative staff, as well as a record of professional development and trainings offered by the LEA.

The District ESOL Coordinator conducts an annual review of all Category I teachers who currently have an ELL student in their classroom. All ELL student schedules are reviewed to identify these teachers.

An email is then sent to each teacher and school Administrator to notify them of their training requirements or compliance. The email provides information regarding each teacher's completed ESOL training and compliance with State ESOL training requirements for Category I, II, III teachers, as well as Administrator and Guidance Counselor ESOL requirements.

The school Administrator receives a Tracking Plan to complete with each teacher who is in need of ESOL training. The Tracking Plan depicts a timeline and commitment on the part of the teacher to complete the required ESOL coursework for compliance.

All instructional staff and school Administrators are notified of training opportunities via email, newsletters, and/or flyers. ESOL training opportunities are available online through NEFEC, Beacon, and through the Levy Literacy Solutions program. Levy Literacy Solutions is the program purchased, by the LEA General Fund, offering all required ESOL courses online and free of charge to instructional and Administrative staff.

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.

The LEA ESOL Coordinator conducts an annual review of all content-area teachers who currently have an ELL student in their classroom. These teachers are identified through a review of ELL student schedules.

An email is then sent to each teacher and school Administrator to notify them of the training requirements. The email provides information regarding each teacher's completed ESOL training and compliance with State ESOL training requirements (60 hours) for Category II teachers.

The school Administrator receives a Tracking Plan template to complete with each teacher who is in need of ESOL training. The Tracking Plan depicts a timeline and commitment on the part of the teacher to complete the required ESOL coursework for compliance.

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.

The LEA ESOL Coordinator conducts an annual review of all teachers of electives or Category III teachers who currently have an ELL student in their classroom. These teachers are identified through a review of ELL student schedules.

An email is then sent to each teacher and school Administrator to notify them of the training requirements. The email provides information regarding each teacher's completed ESOL training and compliance with State ESOL training requirements (18 hours) for Category III teachers.

The school Administrator receives a Tracking Plan template to complete with each teacher who is in need of ESOL training. The Tracking Plan depicts a timeline and commitment on the part of the teacher to complete the required ESOL coursework for compliance.

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

The LEA ESOL Coordinator works with the Principal of each school to identify Category I teachers who are out-of-field (OOF) for ESOL. Once identified, the teacher is reported to the District Certification Specialist in the Personnel Department who reports the OOF teachers to the School Board for approval. A letter notifying parents of the OOF status is sent to ELL parents in a language that is comprehensible to the parents, as is feasible.

Category I teachers are considered out-of-field (OOF) until the ESOL Endorsement or Certification requirements are completed. Once assigned an ELL student, Category I teachers must complete 60 hours of ESOL training within the first two years, and must then complete 60 hours of ESOL training each consecutive year until the ESOL Endorsement is completed. Teachers following these guidelines are considered in compliance.

The LEA schools generally do not claim FTE 130 for teachers who are OOF for ESOL; however, FTE 130 can be claimed if the teacher is in timeline compliance for completing ESOL coursework.

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

The LEA ESOL Coordinator reviews the Professional Development Portfolio of all school Administrators to determine if State ESOL requirements have been met. The school Administrator will receive an email notifying them of their compliance for State ESOL training requirements or the need to complete ESOL coursework.

The LEA provides the 60-hour ESOL course for all school-based administrators through the Levy Literacy Solutions program. Completion of training requirements is documented by the District Certification Specialist in the staff information database or NEFEC TRACK.

The LEA ESOL Coordinator works collaboratively with the District Personnel Certification Specialist to document completion of ESOL training requirements for all teachers of all Categories, as well as Administrators and school-based Guidance Counselors. An informational chart is created by the District ESOL Coordinator for each LEA school showing teachers that are ESOL Endorsed or Certified, and in compliance for their content-area or category, as well as Administrators and Guidance Counselors who are in compliance for State ESOL training. This chart is updated prior to FTE Survey 2 and Survey 3 or as staff changes occur. The chart is distributed to Administrators, Data Entry Clerks, and school-based ESOL Coordinators. The chart specifies if FTE funding should be claimed or not claimed due to non-compliance.

All instructional staff, Administrators, and Guidance Counselors are notified of training opportunities via email, newsletter, and/or flyer. ESOL training opportunities are available through NEFEC, Beacon, and through the Levy Literacy Solutions program.

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

The LEA ESOL Coordinator reviews the Professional Development Portfolio, transcripts, or certification records of all school Guidance Counselors to determine if State ESOL requirements have been met. The school Guidance Counselor will receive an email notifying them of their compliance for State ESOL training requirements or the need to complete ESOL coursework.

The LEA provides the 60-hour ESOL training course for Guidance Counselors through the Levy Literacy Solutions program. Completion of training requirements is documented by the District Certification Specialist in the staff information database or NEFEC TRACK.

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

The LEA ESOL Coordinator in collaboration with the ESOL Department of the University of Florida will continue to provide face-to-face workshops for LEA school staff for initial and refresher training on the WIDA ELD Standards and instructional best practice for teachers of ELLs, Administrators, and ESOL paraprofessionals. Staff can participate in training activities,

conferences, or courses that are provided by the District, FLDOE, University of Florida ESOL Department or WIDA facilitators. The LEA will continue to provide training in the implementation of supplemental programs provided to support ELLs in English language acquisition and content skills development. Online training modules are also available through the Resource Download Library on the WIDA website.

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.

The LEA does not currently offer dual language instruction. In schools with a World Language Teacher, ELL students may be assisted with their instruction through their native language of Spanish and in English. World Languages teachers, through a review of post-secondary training, are highly qualified in teaching in their World Language courses as verified through certification and interview processes.

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.

All schools in the LEA are provided a bilingual paraprofessional when they are serving 15 or more students who speak the same language. In some LEA schools with higher populations of ELL students, more than one bilingual paraprofessional may be provided.

Bilingual paraprofessionals are required to have a high school diploma or equivalent and two years of college with a 2.5 GPA or better or a passing score on the ParaPro test. They must be proficient or fluent in English and the appropriate native language as is determined through the interview process. They must have good interpersonal skills and the ability to relate to and work effectively with students, parents, teachers, and other staff. They must demonstrate effective oral and written communication skills, and have the ability to interpret and translate a variety of documents when working with non-English speaking individuals. The primary assignment of the bilingual paraprofessional is to be dedicated and available to working 100% of the time with ELL students and the teachers of ELL students. Bilingual paraprofessionals must assist teachers by providing resources and support to assist students in being successful.

[Levy ESOL Bilingual Paraprofessional Job Description](#)

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

The LEA ESOL Coordinator has created a ESOL Learning Community or PLC to include all ESOL Aides. The PLC meets quarterly to: receive training on ESOL strategies, review student data, understand the WIDA ELD Standards, prepare for testing, implement supplemental programs and provide reports to teachers of ELLs, and for skills development pertinent to their job requirements. Documentation of training is provided through meeting agendas, training packets, and sign-in rosters.

Bilingual paraprofessionals also receive training on School Improvement Days, through school-based and District level professional development, professional development days, and through an annual review of ESOL Process and Procedures

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

Applicants for Bilingual Education must show language fluency through an interview process and/or an oral and written screening which is conducted at the school site by the school-based Administrator.

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

[School Board of Levy County Superintendent compliance letter](#)

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

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

Within 30 days prior to an ELL student's 3-year anniversary date based on the student's DEUSS, the ELL Committee will formally meet to review the student's achievement and progress in English language acquisition and academic skills development.

During this meeting the school-based ESOL Coordinator/Guidance Counselor, Administrator or designee, teachers, ESOL paraprofessional, parents/guardians, and the student will meet to review all student data. This includes looking at student assessment data, classroom grades, teacher observation and input, state and local monitoring data, and ACCESS for ELLs Paper and FSA assessment results to determine if the student has met the State mandated criteria for exit from the ESOL program.

If the student does not meet the exit criteria, they are granted extension of services in the District ESOL program for a fourth year.

During the extension of services year, and on an annual basis, the student continues to receive ESOL services and is progress monitored in English language acquisition and academic progress. At the end of the first year in Extension of Services (fourth year in the ESOL program) and every year following, the ELL Committee will meet to review all student assessment data, including ACCESS for ELLs Paper and FSA data, to determine if the student meets the criteria for exit from ESOL services.

Documentation must be placed and recorded in the ELL student file to support the need for continuing the extension of services status for the student. A narrative and signature page must be completed and the ELL Plan must be updated to show any changes in services, programs, scheduling, or accommodations. The student can continue in the ESOL program, in extension of services, for up to six years longer if needed. After year six, FTE 130 funding is no longer

claimed for the student. However, that does not relieve the District of the responsibility to provide ESOL services to the student if needed.

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.

Results from the ACCESS for ELLs Paper assessment Listening and Speaking domains are reviewed, prior to October 1st of each year, to assist in the determination of English proficiency for extension of services for ELL students. After October 1st, the school may administer the Listening/Speaking components of the W-APT or WIDA Screener for additional data to determine if a student is English language proficient or in need of 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.

The LEA will use scores from the ACCESS for ELLs Paper assessment Reading and Writing domains if scores are reviewed prior to October 1st of each year. After October 1st, the school may administer the W-APT or WIDA Screener Reading and Writing components for additional data to determine if a student is proficient in English or in need of extension of services.