

**GLA+DES COUNTY SCHOOL DISTRICT**  
*Building Academic Excellence*

**Dr. Alice E. Barfield**  
*Superintendent*

**Andrew Biggar**  
*Director of  
Academic Services*

May 26, 2022

**Dawn Martin**  
*Director of Finance*

Bureau of Student Achievement through Language Acquisition  
Florida Department of Education  
325 West Gaines Street  
Room 1324 Turlington  
Tallahassee, Florida 32399-0400

**Brian Greseth**  
*Director of  
Administrative  
Services*

**Andrea Schillinger**  
*Director of  
Exceptional Student  
Education*

To Whom it May Concern:

**Kristi Durance**  
*Director of  
Student Services*

The Glades County School Board held its regularly scheduled meeting on May 26, 2022, and approved the Glades County District ELL Plan.

**Gabrielle Ibiatorremendia**  
*Director of  
Human Resources*

Sincerely,

**School Board Members**



Alice E. Barfield  
Superintendent  
Glades County School District

▪ **Crystal Drake**  
*District 1*

▪ **Jenny Allen**  
*District 2*

▪ **Jean Prowant**  
*District 3*

▪ **Gloria Reese**  
*District 4*

▪ **Patricia Pearce**  
*District 5*

PO Box 459 ▪ Moore Haven, FL 33471 ▪ 863.946.2083 ▪ Fax: 863.946.1529 ▪ [www.gladesedu.org](http://www.gladesedu.org)

The School District of Glades County does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in its hiring or employment practices. The District also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scouts of America Equal Access Act. Questions, complaints, or requests for additional information regarding discrimination or harassment may be sent to:  
Brian Greseth P.O. Box 459, Moore Haven, FL 33471      [brian.greseth@glades-schools.org](mailto:brian.greseth@glades-schools.org)

Board Approved on May 26, 2022



# District English Language Learners (ELL) Plan

Contact Person: Andrew Biggar  
LEA: Glades County School District  
Email: Andrew.Biggar@glades-schools.org  
Phone: 863-946-2083



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>
Glades County School District	Andrew Biggar, Director of Academic Services	863-946-2083 Andrew.Biggar@glades-schools.org
<b>(4) MAILING ADDRESS: PO BOX 459 Moore Haven, FI 33471</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, Alice E. Barfield , 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: Mrs. Rocio Paniagua

Contact Information for District PLC Chairperson:  
Mailing address: 1170 Jupiter Ave, Clewiston, FI 33440

E-mail Address: Rocioparpan@gmail.com Phone Number:561-755-2413

Date final plan was discussed with PLC:

\_\_\_\_\_  
Signature of the Chairperson of the District PLC      Date Signed by PLC Chairperson

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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Florida Department of Education  
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Glades County School District	Andrew Biggar, Director of Academic Services	863-946-2083 Andrew.Biggar@glades-schools.org

<b>(4) MAILING ADDRESS: PO BOX 459 Moore Haven, FL 33471</b>	<b>(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:</b>
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I, Alice E. Barfield, 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.

	_____	<u>For Board Approval May 26, 2022</u>
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: Mrs. Rocio Paniagua

Contact Information for District PLC Chairperson:  
Mailing address: 1170 Jupiter Ave, Clewiston, FL 33440  
E-mail Address: Rocioparpan@gmail.com Phone Number: 561-755-2413

Date final plan was discussed with PLC: 5/19/22		<u>May 19, 2022</u>
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, Alice E. Barfield, 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.

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**Superintendent's Signature**

---

**Date Signed**

Board Approved on May 26, 2022

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

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- 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, Alice E. Barfield, 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**



**GLADES COUNTY SCHOOL DISTRICT**  
*Building Academic Excellence*

**Dr. Alice E. Barfield**  
*Superintendent*

**Andrew Biggar**  
*Director of  
Academic Services*

May 18, 2022

**Dawn Martin**  
*Director of Finance*

Student Achievement through Language Acquisition Office:

**Brian Greseth**  
*Director of  
Administrative  
Services*

This letter confirms that the teachers in Glades County School District are in compliance of applicable ESOL training requirements or working toward them within the mandated timeframe.

**Andrea Schillinger**  
*Director of  
Exceptional Student  
Education*

Sincerely,

**Kristi Durance**  
*Director of  
Student Services*



Alice E. Barfield  
Superintendent  
Glades County School District

**Gabrielle Ibiatorremendia**  
*Director of  
Human Resources*

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## **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 Home Language Survey (HLS) is part of the registration packet. The guidance staff explains the registration process and the HLS to the adult responsible for completing the process. Translation services are provided as needed**

**The school conducts an academic assessment which is a review of a student's education and social experiences for placement. The principal or school site take appropriate steps in cooperation with the parent and the faculty in an effort to determine placement. Upon enrollment, parents are interviewed and asked about the student's academic achievement levels. Parents are also given the opportunity to share transcripts, records, and other pertinent information that will help in determining placement. If this information is not available, a records request is forwarded to the previous schools. If records are unobtainable, the principal/designee will use assessment data, and faculty input regarding academic performance to determine the appropriate grade placement. The student's age will also be considered. The academic assessment district forms are completed to document the process. The ELL Committee may be convened if needed.**

Into what languages are the HLS translated?

**The Home Language Survey(HLS) is written in English and Spanish.**

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

**Each school site has a person on staff to provide translation in Spanish if needed.**

How do you identify immigrant students?

**Upon initial enrollment in Glades County Schools, parent/guardians are asked to complete the Student Registration Form. The following information is obtained: Place of birth. Country of birth.**

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

**Data clerks are responsible for entering information into our student information system, Skyward, from verification of DUESS and birth certificate from students not born in the United States, including Puerto Rico**

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) School Based ESOL Coordinator/Administrator

### 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.

Name of Listening and Speaking Instrument	Grade Level	Proficient Scores
W-APT	K	27
W-APT WIDA Screener	1-2	4.0
W-APT WIDA Screener	3-12	Overall Score 5.0 with a minimum of 4.0 in each domain.

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

**The W-APT test is scheduled and administered within the prescribed time limit (normally within 20 days). The list is updated and maintained by the guidance counselors/assistant principals on a weekly basis. If a Listening and Speaking assessment was not administered within the prescribed time limit, parents are notified by postal services notification, regarding the delay and the date of the rescheduled test in their native language.**

### 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.

Name of Reading and Writing Instrument(s)
F.A.S.T. ELA
W-APT, WIDA Screener
WIDA ACCESS for ELLs 2.0, WIDA Alternate ACCESS for ELLs 2.0

### **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?

**Parents/guardians are invited to a meeting via a letter in a language they can understand, unless clearly not feasible, and via a phone call as a follow-up to the letter with an interpreter if necessary and feasible. A second copy of the letter is sent and the school attempts a call.**

**The ELL Committee makes entry (placement) decisions to determine whether or not a particular student should be classified as ELL (LY). During the meeting, all available academic data for the student will be analyzed in making the determination for ELL services. The decision will include consideration of as many of the following items are available for the student:**

- **Extend and nature of educational and social experiences, student interview**
- **Written recommendations and observation by current instructional and supportive services staff**
- **Grades from the current or previous year(s) .**
- **Level of mastery of basic competencies or skills in English**
- **Other instructional program or combinations or programs, which better meet the needs of the student**
- **Other instruments to assess English proficiency or academic achievement, as appropriate**
- **Review, at the discretion of the ELL Committee, other data in addition to oral language proficiency or tests for students in kindergarten through grade one, who have no other academic records.**

**The ELL Committee will review and discuss the documentation presented and will make a final decision. The recommendation will be documented on the ELL Committee Conference Report and placed in the student's cumulative folder. This report will also be sent to notify parents of the ELL Committee results.**

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

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

**The "Programmatic Assessment and Placement" form is used as a guide for placement. If previous school records are not available, and the previous school is known, the school office personnel sends a request to that school. When prior records are incomplete, unobtainable, and/or they have no past school experience; the student is placed at the most appropriate school/grade level depending on the age and ability as determined by the administrator/guidance counselor. The classroom teacher will observe and evaluate the student using monitoring tools in place for our district Continuous Improvement Model. This includes instructional focus units, teaching, mini assessments, tutoring on a continuous cycle of Florida State Standards. The placement of the student may change if observations and assessments indicate a more advantageous placement for the students. Sometimes and ELL Committee meeting is called by the teacher to provide targeted evaluation as to the placement of the student.**

**On the secondary level, the guidance department is responsible for making placement recommendations, pending approval of the principal. The Programmatic Assessment form is completed by one of the following: ESOL teacher, principal's designee, administrator, ELL Committee, guidance counselor, or the classroom teacher when an identified ELL student is to be placed in a grade level/specific classroom. This form includes age appropriateness, interview of parent/students to determine subject area competencies and/or grade level academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment.**

### **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.

**The principal is ultimately responsible for the initial placement of all students new to the school. The guidance department makes placement recommendations, pending approval by the principal. The Programmatic Assessment form is completed by one of the following: ESOL Teacher, principal's designee, administrator, ELL Committee, guidance counselor, or the classroom teacher when identified ELL student is to be placed in a grade level/specific classroom (i.e. basic math/algebra). This form includes age appropriateness, interview of parent/student to determine subject area competencies and/or grade level, academic experiences, review of school records, test information, and any school administered assessment results during the first 20 days of enrollment.**

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).

**Each transcript from another country is reviewed on an individual basis. A team of people including district personnel, ESOL teachers, guidance counselors, school-based administration, families/guardians, and the student are convened. If necessary a translator is brought in or contracted to review the student's records (transcripts, achievements, assessment scores, etc.) from the sending school. Acknowledging and awarding credits for language arts and foreign language is the goal in order to place the student in the most age appropriate grade level**

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

**There is no one specific person who is responsible for handling foreign transcripts-rather there is a team of individuals including district personnel, ESOL teachers, school-based administration, guidance counselor, parents/guardians and the student that make up the team. If necessary, a translator is brought in or contracted so the spirit of the foreign documents are honored and appropriate credit is given. Our district personnel and ELL contacts (guidance counselors) are trained based upon training and information shared from the state level.**

#### **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.

**Students who leave the district for another state or country during the school year and return the same year must be re-evaluated if one's testing data is not current (within one year). Teachers can obtain more recent information about a student's educational progress with additional testing if there is a need. These students are retained as inactive in our automated data system, Skyward, until testing is complete and the ELL plan will be re-activated and revised as necessary. The student will be placed in the appropriate language and subject area instruction. All attempts will be made to place a student with the teacher he/she had prior to leaving the school.**

**ELL students who have withdrawn or left Glades County, and after two or more semesters, re-enrolled from another country, state or county, are administered a new English language proficiency assessment due to an interruption of ESOL services. All prior documentation shall be maintained in the ELL folder with an explanation of new data. If a student has been withdrawn but attended**

**another Florida school district no interruption of ESOL services should occur**

## **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 guidance counselor or principal's designee develops the student ELL plan. According to the placement of the ELL student, the guidance counselor or principal's designee will update the ELL plan if the student changes classroom/service(s) or schools. The plan is also revised twice each school (prior to FTE survey), when there are significant changes in the student's academic progress, when ELL services are extended, or the student exits the program and enters follow-up monitoring. The ESOL teacher at the school site monitors the updating and revision of the student ELL plan. The guidance counselor or principal's designee maintains the ELL folders and ensures that student's ELL services/placement information is correct in the folder and in the district database.**

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

**The ELL Plan includes detailed programmatic instruction for each school semester, current history report, notice of ELL meeting, ELL committee conference report minutes, student test results, class schedules/course, notification of testing accommodations (this information may be on the file in the district office), programmatic placement, registration forms, original Home Language Survey, initial placement testing, and notification of ELL status.**

Please include a link to the ELL Student Plan.

<https://www.gldesedu.org/district-plans>

## **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.

**Students are scheduled in academic courses based on their previous school as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, and social studies).**

**Regardless of the approach implemented, ELLs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence, and quality of the instruction provided to English proficient students. Instruction is aligned with the appropriate standards, benchmarks, and course descriptions.**

**Textbooks and other instructional materials used with ELLS are the same as those used with non-ELLs in the same grade and/or same course. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials such as audiovisuals, and through gradebook notations. All teacher of ELLs document ESOL strategies used for each lesson in their plan book as appropriate.**

**All district schools in Glades County implement the Mainstream-inclusion English Language Arts and Mainstream-Inclusion Core/Basic Subject Areas. This involves placing ELLs in the same classes as non-ELLs. At the elementary level, this may involve using the student's heritage language, of possible, to teach new or difficult concepts or providing one-on-one or small group tutoring within the classroom. At the secondary level Sheltered English Language Arts is also provided for students according to their identified English language need(s). Administrators at each site monitor the fidelity of implementation during classroom observations and while reviewing lesson plans that document ELL strategies and ELL students' names**

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

**ELL students who are placed in the regular program with non-ELL students are placed in classrooms with highly qualified teachers who have or are in the process of getting their ESOL endorsement/certification and receive the same high quality instruction, geared to the Florida State Standards as other students, with ELL strategies included. All students may receive additional ELL tutorial assistance by the highly qualified, ESOL endorsed/certified teacher or their trained highly qualified paraprofessional. At all grade levels, when needed, the paraprofessional works in the classroom to ensure that ELL students understand the concepts and instructions needed to complete their assignment. The administrators at all sites make routine visits, observations, and classroom walkthroughs to observe the implementation of ELL strategies, they also check lesson plans.**

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

**All teachers are responsible to include the Florida Standards and English Language Development Standards that are addressed in each lesson. Through the progress monitoring assessments that are in place at the elementary schools, middle schools, and high school (iReady and District created assessments), teachers, school administration, and district personnel are able to see student growth and trends/patterns of our ELL population. Coupling that progress monitoring data with our summative assessment data (F.A.S.T.) and the English Language assessment data (WIDA ACCESS for ELLs 2.0), Glades County Schools is able to determine the effectiveness of the instructional models in place.**

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

**All students will have equal access to the appropriate instructional and intervention programs. Students will not be restricted because of limited English proficiency. Students classified as English Language Learners are required to have an individual ELL student plan which includes results of academic assessment and outlines the instructional services provided. The ELL student plan may serve as the progress monitoring plan if it addresses the student's academic needs in reading, writing, science, and mathematics.**

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

**The guidance counselor or the principal designee provides a copy of ELL instructional strategies to each teacher at the beginning of each school year, and throughout the year, should a new teacher be hired. All subject**

**matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible input with heritage language assistance as feasible and appropriate. Classroom teachers are instructed to document these strategies in their lesson plans for use throughout the school year. These plans are reviewed weekly by the administrators. Administrators also utilize classroom visits and walk-throughs to observe ELL strategy implementation and use this data when meeting with teachers at grade level meetings.**

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

**The primary goal of ESOL programming is to develop each child's English language proficiency as effectively and efficiently as possible while simultaneously empowering academic potential. Such programs should also provide positive development and reinforcement of the self-image of participating students, promote cross-cultural understanding, and provide equal educational opportunities.**

**Equal access to appropriate programming must include both access to intensive English language instruction and instruction in the basic subject areas of math, science, social studies and computer literacy which is:**

- **Equal and comparable in amount, scope, sequence and quality to that provided to English proficient students.**
- **Documented in the form of an ELL plan with recommendations for the student's program of study.**
- **Comprehensible to the ELL given his/her level of English language proficiency.**

**Ensuring that this happens for each ELL student is the responsibility of the principal with input from the ELL Committee (ESOL teachers, other teachers, guidance counselors, parents, students, and other stakeholders).**

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) **WIDA Model**
- Native Language Assessment (Specify) \_\_\_\_\_
- LEA/school-wide assessments (Specify) **iReady Diagnostic tests for progress monitoring (Fall, Winter, Spring)**

Other (Specify) WIDA ACCESS for ELLs 2.0; F.A.S.T. & EOCs; Progress Reports; Report cards

### 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.  
<https://www.gladesedu.org/district-plans>

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.

**Limited English proficient students who have had less than two years of instruction in an ESOL program based upon the initial date of entry into a school in the United State are eligible for good cause exemption. Requests for good cause exemptions from the mandatory retention requirement in third grade must include documentation submitted by the teacher to the school principal.**

**ELL committee meetings are required to be held throughout the year upon identification for consideration of retention in any grade. Committee members may include parents, the ESOL teacher, the classroom teacher, school administration, guidance counselors, and district personnel if needed. The principal together with the ELL committee's recommendation makes the final decision regarding good cause promotions. If parents are unable to attend the ELL committee meeting they are notified of the decision of good cause promotion in writing from the school.**

**The true rationale for authentic retention of an LY student is that lack of English proficiency was NOT the reason for failure to meet standards. The burden of proof is on the classroom teacher to prove that instruction was comprehensible throughout the year, not only that the assessments were modified. Retaining ELL students is usually NOT the most appropriate solution because the difficulty most likely stems from an inability to communicate, not an inability to learn. A stronger, more individualized ELL/ESOL program may be a better solution. Retention of ELL students will not facilitate English language acquisition. There is a fallacy of "the gift of time" for English learners.**

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

### **Statewide Assessment**

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

Statewide content area assessments:

**The school guidance counselor/testing coordinator and ESOL teacher work together to ensure that ELL students receive the accommodations necessary for them to perform to the best of their ability on all statewide content area assessments. Each site provides a list of ELL students to the guidance counselor and the ESOL teacher check this list to make certain all ELL students are included. The ESOL teacher is responsible for working with the guidance counselor in preparing the schedule and setting for the ELL students' assessment(s)**

ACCESS for ELLs assessment programs:

**The ESOL teacher and guidance counselor/testing coordinator at each site are responsible for ensuring that the setting and accommodations are in place for ELL students during statewide assessments. Utilizing the LY student list provided by the school data clerk, the ESOL teacher sends the Glades County Accommodations Letter in English/Spanish (as appropriate) to ELL students' parents/guardians. All students classified as LY at the onset of the testing window are tested in all domains of the ACCESS for ELLs 2.0 assessment. The ESOL teacher collaborates with the testing coordinator to ensure appropriate setting and test accommodations are in place and implemented for all ELL students. For ACCESS for ELLs 2.0 testing, all sites follow the ACCESS for ELLs 2.0 test accommodations format. For dually classified ESE/LY students, a copy of WIDA'S ACCESS for ELLs 2.0 Student ELP Accommodations Selections sheet is filled out jointly by ESE teacher and ESOL teacher with a copy kept in student's ESOL folder.**

**Students in grades 1-12 who are classified as ELLs and have significant cognitive disabilities that prevent their meaningful participation in the ACCESS for ELLs assessment take the Alternate ACCESS for ELLs. Alternate ACCESS for ELLs meets federal accountability requirements and provided educators with a measure sensitive to English language proficiency growth of ELLs with significant cognitive disabilities. Participation has to be decided by the student's joint IEP team/ELL Committee**

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 testing coordinator (guidance counselor or other designated person) at each school site is responsible for ensuring and documenting that ELL students are provided the appropriate accommodations for the assessment. The school site testing coordinator works in conjunction with the ELL contact, guidance counselor, ESOL teacher, and the LY paraprofessional to make sure that students receive the correct accommodations. For dually-classified ESE/LY students, a copy of WIDA'S ACCESS for ELLs 2.0 Student ELP Accommodations Selections sheet is filled out jointly by the ESE teacher and the ESOL teacher with a copy kept in the student's ESOL folder.**

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.

**Through ELL committee meetings, District ELL/Migrant PAC meetings and written communication in a variety of languages, Glades County Schools provides opportunities for parents to understand and review the assessment policies and outcomes of Florida's assessments. There is a uniform district assessment calendar on the district website that is available to all parents. Parent meetings (for all parents) are also held at the individual schools explain the different assessments and grade level expectations**

## **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.

**Each student identified as an ELL shall continue to receive appropriate English language support and ESOL strategies for instruction until such time as the student is designated English proficient and exited from the ESOL program (LY to LF). English proficiency is determined by assessing the student's performance on WIDA'S ACCESS for ELLs 2.0 and on the Florida Assessment of Student Thinking (F.A.S.T.) of English Language Arts (ELA) as delineated below by grade level, OR by ELL Committee determination, in accordance with state rules. For a student with a disability, the ELL Committee shall consider the impact of the student's disability in its decision. Upon receipt of the statewide English Language Proficiency Assessment and F.A.S.T. in ELA scores, schools shall exit students no later than the last school day of the school year. If the**

statewide English Language Proficiency Assessment or F.A.S.T. in ELA scores are received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the ACCESS for ELLS 2.0 and F.A.S.T. in ELA examination were administered as the exit date.

For students in K-2:

- A score of "proficient" on the ACCESS for ELLs 2.0 with a score of at least 4.0 in each domain (Listening, Speaking, Reading, and Writing) AND an Overall Composite score of at least 5.0, pursuant to Rule 6A-6.09021, F.A.C.

For students in 3-9:

- A score of "proficient" on the ACCESS for ELLs 2.0 with a score of at least 4.0 in each domain (Listening, Speaking, Reading, and Writing) AND an Overall Composite score of at least 5.0, pursuant to Rule 6A-6.09021, F.A.C.; AND
- A passing score (now designated "satisfactory"), level 3 or higher on the F.A.S.T. ELA assessment, or the F.A.S.T.A, pursuant to Rule 6A-1.09430, F.A.C.

For students in grades 10-12:

- A score of "proficient" on the ACCESS for ELLs 2.0 with a score of at least 4.0 in each domain (Listening, Speaking, Reading, and Writing) AND an Overall Composite score of at least 5.0 pursuant to Rule 6A-6.09021, F.A.C.; AND
- A score on the 10th grade F.A.S.T. in ELA or a score on the F.A.S.T.A, pursuant to Rule 6A-1.09430, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

For students with significant cognitive disabilities taking the Alternate ACCESS for ELLS 2.0 assessment, the proficiency level shall be a P1 composite score or greater to qualify for exit of LY status.

The school ESOL contact person, in coordination with the ESOL student's other teachers, follows the procedures below to exit students from the ESOL program:

- Identifies students who are eligible to exit the ESOL program based on the aforementioned criteria.
- Updates the exit information on the ELL Student folder for exiting students.
- Completes the appropriate section of the ELL Student folder with the assessment data used to determine the English proficiency,

date, and signature. If the ELL Committee needs to be convened, parents or legal guardians must be invited and all members of the committee must sign. Provides the school data clerk the required exit data. The required information is entered into the district's student information system,

- Notifies the parents that the student is exiting the ESOL program via Parent Notification of Student Exiting the ESOL Program Letter.
- Monitors the student for two years from the exit date to ensure success in the mainstream classroom.

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) ELL Contact, District ESOL Coordinator

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

**Also taken straight from 6A-6.0903 Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program, 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, 5-19-15, 6-23-16:**

**(c) Notwithstanding a student's statewide English Language Proficiency Assessment scores, upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in an English for Speakers of Other Languages (ESOL) program may be re evaluated for English language proficiency by convening an ELL Committee at any time, according to the following procedures:**

- 1. Any student being considered for exit by an ELL Committee shall be assessed on at least one (1) Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing. An ELL Committee, for any student with a disability being considered for exit, shall include the Individual Education Plan (IEP) Team pursuant to rule 6A-6.03028, F.A.C.**
- 2. The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the**



**assessment administered under paragraph (2)(a) of this rule, and the following criteria to determine whether the student is English language proficient:**

- a. **Extent and nature of prior educational or academic experience, social experience, and a student interview;**
  - b. **Written recommendation and observation by current and previous instructional and supportive services staff;**
  - c. **Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;**
  - d. **Grades from the current or previous years, and,**
  - e. **Test results from tests other than the assessment according to paragraph (2)(a) of this rule.**
- 3. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student shall remain enrolled in the program. For a student with a disability, the Committee shall consider the impact of the student's disability in its decision. The parents' preference as to whether a student is determined English language proficient or not English language proficient shall be considered in the final decision.**
- 4. The ELL Committee shall document the records reviewed by the Committee, which must include each of the criteria in subparagraph (2)(c)2. of this rule. The Committee's decision shall be supported by at least two of the criteria established in subparagraph (2)(c)2. of this rule, and the supporting criteria shall be documented in the student's file.**

**The ELL Committee shall be convened to review all assessments information and will make determinations for placement and additional services for any student in grades K-12 with inconsistent assessment data or discrepancies between scores for each language domain of listening, speaking, reading, and writing**

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

**In Glades County Schools, students are usually not exited during the middle of grading periods, but depending on DUESS date and required reevaluation of students, a decision may be made no earlier than thirty days before the anniversary of the DUESS which may be between quarter end/beginning dates. If so, the same procedures listed above are used. When a student has demonstrated English proficiency, academic monitoring continues to assure that the student is continuing to progress and do not need to be reclassified as LY.**

## 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 guidance counselor or Principal Designee is responsible for monitoring the follow-up of former students who have exited the program.**

Updating the student ELL plan?

**The school guidance counselor or Principal Designee is responsible for updating the student ELL Plan.**

Reclassification of ELL status in data reporting systems?

**When a student is exited from the ESOL program, his/her progress is closely monitored for two years. The mandatory follow-up dates must be collected and retained in the Skyward system at the district. A post-reclassification monitoring form is completed by the responsible staff to document these mandatory reviews. The reviews must take place:**

- 1. After the first grading period after exiting LY status to LF;**
- 2. After the second grading period (six months after beginning LF status);**
- 3. One year from the exit date, and**
- 4. Two years from the exit date (end of two-year monitoring period).**

**Any consistent pattern of continuing under performance on appropriate tests and/or grades shall result in the convening of an ELL committee with parental participation to assess the student's need for additional programming in ELL or other needed programs. The ELL teacher or Principal Designee together with the guidance department set up the ELL committee meetings. If it is determined that the student is still in need of ELL services, the student will be reclassified as ELL and an ELL student plan will be developed. The student plan shall be reevaluated yearly and until the student is re-exited.**

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) **District continuous improvement model monitoring procedures (i.e.; mini-assessments, iReady data)**

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

**If a former ELL student is experiencing difficulty in the regular classroom, the guidance counselor or the Principal Designee will meet with the classroom teacher to determine whether the problem is related to the student's understanding of the English language, specifically as it relates to understanding academic language. Should the student be experiencing difficulty due to a possible English language proficiency issue, the guidance counselor or Principal Designee and classroom teacher will plan further evaluation of the student's English language support needs. After further English language proficiency assessment, the student may remain LF or an ELL Committee Meeting may be called to decide if the student should be reclassified as an LY. All communication is documented and this is placed in the LF's ELL folder; any changes in ELL status will be updated in the district database by the guidance counselor or Principal Designee. A new ELL student plan will be developed to reflect the current services for that student. The student plan shall be reevaluated yearly until the student is re-exited.**

**If the student qualifies for any other services, he/she may be served in the ESOL program and/or other services, whatever is deemed necessary to individualize instructional services.**

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

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

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

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

**The Director of Academic Services meets with schools' ESOL staff members annually to discuss implementation of the District ELL Plan at each school site. Recommendations are made to teachers and follow-up is conducted. The Director of Academic Services meets with school-based administrators to determine that the school is in compliance with ELL records, progress monitoring, and assessment documentation. All documentation is on our student information system, Skyward, and accessible to all ELL stakeholders. The District ELL Plan is reviewed by the District Parent Advisory Council and is translated into Spanish. In addition, all items approved by the Glades County School Board, including the District ELL Plan, are available as attachments within the district website for public review.**

## 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, Glades County Schools notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parent will be notified by letters, maintained in student folders and monitored by Title I. All letters, as well as all home-school communication is provided to parents in a language that they can understand.**

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

**All communication is provided in the parent's language, unless not feasible; bilingual (Spanish/English) staff are available at each school site and the district offices.**

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.

**Glades County Schools provides ELL/Migrant Parent Advisory Council meetings twice a year within the district. These meetings outline the programs that are available for all students and specifically for ELL students and their parents. Parents are invited to these meetings through flyers sent home in with students and having the migrant advocate/recruiter call parents inviting them to the meetings. Parents are also encouraged to participate in the School Advisory Council for the school their child attends. At all of these there are bilingual (Spanish/English) staff members available to provide interpreting, as necessary, for our Spanish-speaking families.**

**Schools also make phone calls home to parents/guardians of upcoming events in both English and Spanish. Attendance phone calls are also made notifying parents of student's absence from school. In addition, each school provides assistance to parents in using the Parent Portal to access their child(ren)'s grades and other information.**

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

- 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 F.A.S.T. 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.

**The District Parent Advisory Council meets this condition.**

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

**Migrant Advocate/Recruiter, who is also paid out of Title III, recruits parents/guardians to volunteer to become members of the District ELL/Migrant Parent Advisory Council. Parents are also encouraged to join the School Advisory Council. Invitations to join are sent home in flyers and phone calls home are made in English and Spanish.**

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

**Parents/Guardians provide input on the District ELL Plan during the District ELL/Migrant Parent Advisory Council Meetings (PAC). All input during the meeting is considered in preparation for writing this plan. Final copy is submitted to the PLC President for approval/signature.**

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.

**Glades County School District has implemented the on-line record keeping for professional development, TRACK. The Academic Services department maintains this database and it is available for teachers/staff members. All ESOL courses are available through Literacy Solutions and teachers are notified if they need to work on one or more courses. The principal and teacher both receive an email of courses they need and where they are in the process of acquiring the endorsement/certification.**

**The school administrator and the Director of Academic Services collaborate in the notification of teachers concerning the certification and training requirements (i.e. timelines, areas) and opportunities for training (i.e. district training opportunities, online opportunities). Notification is made through email from the Director of Academic Services to teachers, posted on the district website via Professional Development information showing the methods for recertification and deadlines. Documentation of the training requirement is kept at each school site and with the Director of Academic Services.**

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 Director of Academic Services maintains a list of teachers who are out-of field, including compliance procedures. These teachers are notified by email of their out-of-field status or other compliance issues. The teacher is then required to follow-up with training or course work that will bring them back into compliance or infield.**

**Teachers and administrators may also obtain ELL certification by passing the ELL subject area test and applying to the state to have coverage added to their teaching certificate.**

**Teachers and administrators may also earn certification by completing (at a four year college or university) Florida DOE-approved college course that cover the ELL components. Participants are to check with the Director of Academic Services/Certification Department before taking a college ELL course as not all ELL courses are approved by the State.**

**All FTE reports must be in order for both the programmatic and funding needs for all schools by October, Survey 2 month. The data entry and Information Services personnel must run all reports as directed by the district, correct all errors from pre-survey reports and verify all student information is accurate.**

**Prior to Survey 3 (January/February) the school test coordinator will list LY students, the number years in the program, and test accommodations to be provided during F.A.S.T.. Data entry personnel in conjunction with information Services personnel will update and complete all FTE reports for Survey 3.**

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.

**Director of Academic Services maintains a list of school-based administrators needing the 60 hour ELL training and/or certification and their progress on completion. These administrators are notified by email of the district ELL training. When administrators in our district have this need, training is provided through Literacy Solutions. The district enters the professional development information into TRACK.**

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

**Director of Academic Services maintains a list of guidance counselors needing the 60 hour ELL training and/or certification and their progress on completion. These guidance counselors are notified by email of the district ELL training. When guidance counselors in our district have this need, training is provided through Literacy Solutions. The district enters the professional development information into TRACK**

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.

**Glades County Schools does not provide instruction in a language other than 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.

**The bilingual paraprofessional must have a high school diploma, be bilingual in English and Spanish. The primary responsibility of the bilingual paraprofessional is to provide interpretation and academic tutoring for ELL students. This is under the direction of a teacher, they use ELL strategies when tutoring ELL students; provide student supervision as required by the teacher or administrator; participate in training, with follow-up throughout the year; administer individual/group tests; utilize positive classroom management techniques; monitor English language development technology use; prepare and maintain student checklists(s), records and data as required by teacher/ESOL teacher/administrator; and maintain positive connection with school and parents, assisting in written translation/oral interpretation of information. Our bilingual paras do meet the qualifications for paraprofessionals and are able to communicate with our parents and students in Spanish, the predominant language of our ELL students. All posting for this position will have this requirement stipulated and persons with this qualification will have priority over other bilingual applicants,**

**The primary responsibility of the paraprofessional in this position is to assist the teacher in the ELL students' instruction. Job responsibilities may include but are not limited to:**

- 1. Translates classroom instructions for individual students in the student's home language;**
- 2. Participates in parent conferences and ELL Committee Meetings as an interpreter as appropriate;**
- 3. Assists with the registration process for potential new ELL students;**
- 4. Makes parent phone calls as requested by teachers and administrators and translates notes to be sent home in the parents' home language as appropriate;**
- 5. Assists the teacher in the preparation of bilingual bulletin boards and other bilingual instructional materials as needed;**
- 6. Interprets at school functions outside the classroom;**
- 7. Uses office equipment and other instructional devices;**
- 8. Assists in maintaining a clean, orderly, and safe classroom;**
- 9. Maintains a positive, courteous manner when interacting with children, parents, other employees, and public;**
- 10. Attends job-related workshops and training programs; and**
- 11. Performs other job-related functions as assigned.**

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

**New paraprofessionals are required to participate in training covering ELL Strategies and test administration prior to working with students. The guidance counselor or the principal designee provides this initial training follows-up through the first semester and adds additional area(s) as needed in second semester.**

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

**The administrator at the school site is responsible for determining that the bilingual paraprofessional is proficient in the target language. Each site has bilingual personnel, teachers/paraprofessionals who are able to assist in that determination**

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.

**Any LY student who has received ELL service for three years, based on Date Entered US School (DEUSS), but has not yet achieved proficiency in English listening, speaking, reading and writing is brought before the ELL committee for re-evaluation. Along with a student interview and teachers' written recommendations and observations, the committee reviews the student's academic record, most recent English proficiency assessment results, and academic/social experiences. Prior to the meeting, an invitation to an ELL Committee meeting form must be send requesting parents' attendance. If a parent does not return the invitation indicating present attendance, a second notice is sent home and a phone call is made. Parents may give permission to convene meeting in their absence or to a phone conference.**

**After the meeting, a copy of the ELL Conference Minutes Form is sent home with the ELL Committee's recommendation. Parents' signature and date of ELL Committee meeting must be on the form. If the committee determines that the student is not English language proficient, ESOL services are extended. If the committee determines that the student is English proficient, the student is exited from the program. The ELL committee decisions are documented and maintained in the student's ESOL folder and all electronic data entry to reflect ELL status change from LY to LF is completed,**

## **Listening and Speaking Proficiency Assessment**

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

**WIDA ACCESS**

## **Reading and Writing Proficiency Assessment**

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

**WIDA ACCESS**

**Students are assessed in all four domains with the WIDA MODEL (Measure of Developing English Language) as the reevaluation tool if a more recent English proficiency assessment than the previous WIDA ACCESS for ELLS 2.0 is required. This is determined by the DUESS (anniversary) date as the ACCESS scores can be used to determine extension of services if the student's reevaluation date is on or before October 1st. The same criteria for exit from ESOL services using the ACCESS would be used to determine proficiency via the WIDA MODEL assessment: 4.0 in each domain and 5.0 Overall Composite. Other assessments used to determine extension of services include formative assessments, classroom performance indicated by progress reports and report card grades as well as input from the classroom teacher(s). F.A.S.T. ELA, and iReady diagnostic tests (fall, winter, spring) are also included.**