

District English Language Learners (ELL) Plan

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Rule 6A-6.0905
Form ESOL 100
(May 2017)

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

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

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

By signature below, I, Dr. David K. Moore, Ed.D., 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

3/01/2022

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).

The parent/guardian who is registering the student completes the Home Language Survey (HLS), which is embedded in the School District of Indian River County (SDIRC) enrollment form.

At the time of registration, all parents/guardians complete the following Home Language Survey questions:

- Is a language other than English used in the home?
- Did the student have a first language other than English?
- Does the student most frequently speak a language other than English?

Completion of the HLS is required for all students during the registration process. Families registering for traditional public schools utilize the district's online enrollment process or may complete registration at the school site. Students who will attend one of the charter schools in Indian River County enroll at the charter school site. Bilingual personnel are available at school sites, as feasible, to aid students and families who have limited English proficiency. Translation technology (e.g., Google Translate, Microsoft Immersive Reader, Microsoft Translator, Translation phone apps and Language Lines) is available for registrars and front office staff to facilitate communication as needed. Home Language Surveys are available in the following languages: English, Spanish, Haitian Creole, and French.

Note regarding foreign exchange students: According to the Code of Federal Regulations, Part 62.10 (a) (2), student sponsors ensure that "the exchange visitor possesses sufficient proficiency in the English language to participate in his or her program." When foreign exchange students enroll in the District, it will be indicated in the District's Student Information System, FOCUS SIS, that the student is coded as PK12 foreign exchange student. This practice will ensure that foreign exchange students who enroll in the District are not flagged with the TT code (pending English for Speakers of Other Languages (ESOL) program eligibility testing). As per Foreign Exchange Program requirements, foreign exchange students must provide evidence of sufficient English language proficiency, including reading, writing, listening and speaking, that will enable the student to successfully function at the academic level in which he/she is enrolled. It is not the District's responsibility to provide any form of English language acquisition supports; therefore, foreign exchange students are not eligible for ESOL services.

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

The School District of Indian River County (SDIRC) follows the same registration procedures for ELL students as to those followed for non-ELLs in traditional public schools, Indian River Virtual School, and public charter schools.

All elementary and secondary students register online via the FOCUS Student Information System (SIS)/ Parent Portal or at their home school site according to school attendance zones. Public school choice options and magnet school registration is coordinated for all students, ELL and non-ELL, by the SDIRC Student Enrollment Department. Registration for the full-time virtual school operated by the district, Indian River Virtual School, is completed by the Coordinator of Assessment and Virtual Education. Students who will attend one of the charter schools in Indian River County enroll at the charter school site.

Into what languages are the HLS translated?

Home Language Surveys are available in English, Spanish, Haitian Creole, and French.

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

For those students and parents for whom English is not the primary language, bilingual personnel are available at school sites, as feasible. Translation technology (e.g., Google Translate, Microsoft Immersive Reader, Microsoft Translator, Translation phone apps and Language Lines) is available for registrars and front office staff to facilitate communication with families. Additionally, the SDIRC website has the capability to select from multiple languages to aid families in understanding the enrollment process. The District enrollment form is available in English, Spanish, Haitian Creole, and French.

How do you identify immigrant students?

District personnel from the ESOL Department, Student Enrollment department, and Information Systems (IS) department coordinate efforts to review the procedures for identification of Immigrant students with school registrars. If the student meets the criteria as an Immigrant Student, he/she is then coded under the Federal/State tab as “Y-Yes” on the Immigrant Data Field on the District’s Student Information System (FOCUS).

FOCUS Code Definition/Examples:

- N-No, the student is not an immigrant student.
- Y-Yes, the student is an immigrant student.
- Z-Not applicable

Per the Florida Department of Education (FLDOE) Database Manual, the term

immigrant children and youth refers to individuals who:

(A) are ages 3 through 21; and

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

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

Note: The children of U.S. military personnel born overseas are to be included in any count of immigrant children or youth.

Based on this definition, the student's immigrant code is Y and data element number is 131785.

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

At the time of registration, parents complete the enrollment form which includes demographic data and the Date Entered US School (DEUSS) date. DEUSS is the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding US territories and possessions). DEUSS is reported by all parents/guardians regardless of responses to the HLS questions and is a required field on the District's Student Information System (SIS), FOCUS SIS. The schools' registrars and/or Student Enrollment personnel will assist the parent/guardian in determining the DEUSS date if needed. In addition, ESOL personnel will assist school district personnel responsible for student registration and parents/guardians to determine the DEUSS. Research using FOCUS SIS, the student's cumulative folder, previous school records, including contact with the previous school/district, and parent/student interviews are methods utilized to accurately report this data field. The original DEUSS date is entered into our student information system, FOCUS (FLDOE data element 197237).

Please include a link to your HLS.

<https://www.indianriverschools.org/enrollment>

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

1. English Language Proficiency (ELP) Assessment

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

Registrar

ESOL Coordinator/Administrator

Other (Specify) ESOL Resource Teachers, ESOL Teacher Assistants

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.

- PreLAS 2000, Form C for Kindergarten/1st grade students up to 7 years old
- LAS Links (Language Assessment Scale) grades K-1, 2-3, 4-5, 6-8, 9-12; Form A
- LAS Links Online; Form A
- IPT (Individualized Developmental English Activities [IDEA] Proficiency Test)
- WIDA Screener

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

Upon completion of the student enrollment form, if an affirmative or “yes” response is indicated for any of the three HLS questions, the student’s record automatically triggers an ELL enrollment alert in the District’s student information system, FOCUS SIS. The ESOL Resource Teacher reviews the student’s demographic information, including the Primary Home Language, Student Native Language and Secondary Student Language. After review, the ESOL Resource Teacher changes the English Language Learner status to a “TT” (to be tested) code in FOCUS SIS. Students are scheduled for an English language proficiency assessment at their school site as soon as possible, but no later than twenty (20) school days from the student’s initial date of enrollment. All students who are not proficient on the Listening and Speaking (L/S) assessment qualify for ESOL services and are coded as “LY” in FOCUS SIS. Please note all students who have pending initial eligibility testing for the ESOL program, “TT” coded students, will receive the benefit of ESOL supports until ESOL program eligibility is determined. The basis of entry is indicated as “A,” Aural/Oral in FOCUS.

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.

- LAS Links grades 2-3, 4-5, 6-8, 9-12; Form A
- LAS Links Online; Form A
- IPT – Reading/ Writing
- WIDA Screener

Pursuant to 6A-6.0902 F.A.C. - Requirements for Identification, Eligibility, and Programmatic Assessments of English Language Learners, the reading and writing test is administered to students in grades 3-12. The reading and writing test is administered at the same time as the aural/oral test portion is administered. For students in grades 3-12, assessment for language proficiency will be completed within thirty (30) days of the student’s initial enrollment date. Please note all students who have pending initial eligibility testing for the ESOL program, “TT” coded students, will receive the benefit of ESOL supports until ESOL program eligibility is determined. The basis of entry is indicated as “R,” Reading/Writing in FOCUS.

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 ELL committee advocates for appropriate educational programming of ELL students. English language proficiency levels, grades, progress monitoring information, standardized assessments, and other data are reviewed. An established ELL committee is required at every school for continued articulation of the state-approved District ELL plan. Participants may include, but are not limited to: parents/guardians, school administrators, teachers, school counselors, ESOL Resource Teachers, advocates, ESE resource specialists, bilingual interpreters, instructional coaches, and other pertinent school staff.

Pursuant to 6A-6.0902 F.A.C., upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision. The ELL Committee will review the student's academic record holistically. The ELL Committee may determine a student to be an English Language Learner (ELL) or not to be an ELL considering at least two (2) of the criteria listed below, in addition to the entry assessment results. The following criteria is reviewed to determine whether the student is English language proficient:

- Extent and nature of prior educational or academic experience, social experience, and a student interview;
- Written recommendation and observation by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards;
- Grades from the current or previous years; or
- Test results from tests other than the ELL eligibility assessment

The ELL committee meeting documentation will be maintained in the FOCUS Student Services System, FOCUS SIS ELL panel, and in the student's ESOL folder within the cumulative records folder. The basis of entry is indicated as "L," ELL Committee.

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 school registrars and/or school counselors send a request for student records via fax, scan, email, and/or U.S. mail upon all students' initial enrollment. If student records are not received in a timely manner, follow-up requests to the prior school/district are made. School records, including but not limited to transcripts, report cards, standardized testing information, ELL Student Plans, Gifted Educational Plans (EP), Individual Education Plans (IEP) and Section 504 Plans, are reviewed for appropriate grade level/ programmatic placement. Placement is reviewed again upon receipt of prior school records. When a student who is potentially eligible for the ESOL program enters a school in Indian River County and it is determined that the student's prior schooling records are incomplete or unobtainable, the student's age is an important consideration in appropriate grade/course placement. School-based teams, in coordination with the ESOL program staff, conduct interviews with the parent and/or student to assist in the determination of the most appropriate grade and course placement. Pursuant to 6A-6.0902 F.A.C., for foreign-born students, the same age-appropriate placement shall be followed as are followed for students born in the United States. The student is tested in a timely manner to assess English language proficiency. Every effort shall be made by school administration to place the ELL student in a classroom taught by an ESOL endorsed/certified teacher. All ELL students must have equitable access to all district programs and services for which they meet eligibility criteria. A programmatic assessment form is completed for all newly identified ELL students and is maintained in the FOCUS Student Services System, FOCUS SIS ELL panel, and the cumulative folder.

Grade Level and Course Placement Procedures – Grades 9-12

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

Registrars, school counselors, and other instructional and administrative personnel, in conjunction with ESOL personnel, review the educational background of the student. Prior coursework, grades, credits, parent and/or student interviews, and other pertinent data are used to determine appropriate grade and course/ program placement. Records are requested from the previous school, including from countries outside the United States. Pursuant to 6A-6.0902 F.A.C., for foreign-born students, the same age-appropriate placement shall be followed as are followed for students born in the United States. As described in the District's Student Progression Plan (SPP) the requirements outlined in the State Uniform Transfer of Students in Middle Grades and High School (6A-1.09941, F.A.C.) regarding grade level placement and acceptance of credits for transfer students, to include students from out of state and from foreign countries, are followed. The purpose of 6A-1.09941, F.A.C. is to establish uniform procedures relating to the acceptance of transfer work and credit for students entering Florida's public schools.

- (1) The procedures relating to the acceptance of transfer work and courses for

students in middle grades 6, 7, and 8 from out of state or out of country shall be as follows:

(a) Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in paragraph (1)(b) of this rule.

(b) Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined in paragraph (1)(c) of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district student progression plan shall be used for validation purposes as determined by the teacher, principal and parent:

1. Portfolio evaluation by the superintendent or designee,
2. Demonstrated performance in courses taken at other public or private accredited schools,
3. Demonstrated proficiencies on nationally normed standardized subject area assessments,
4. Demonstrated proficiencies on a statewide, standardized assessment, or
5. Written review of the criteria utilized for a given subject provided by the former school.

(2) The procedures relating to the acceptance of transfer work and credits for students in high school from out of state or out of country shall be as follows:

(a) Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in paragraph (2)(b) of this rule. Assessment requirements for transfer students under section 1003.4282, F.S., must be satisfied.

(b) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure, as outlined in paragraph (2)(c) of this rule.

(c) Alternative Validation Procedure. If validation based on performance as described above is not satisfactory, then any one of the following alternatives shall be used for validation purposes as determined by the teacher, principal and parent:

1. Portfolio evaluation by the superintendent or designee,
2. Written recommendation by a Florida certified teacher selected by the parent and approved by the principal,
3. Satisfactory performance in courses taken through dual enrollment or at other public or private accredited schools,

4. Satisfactory performance on nationally normed standardized subject area assessments,
5. Satisfactory performance on a statewide, standardized assessment, or
6. Written review of the criteria utilized for a given subject provided by the former school.

Pursuant to School District of Indian River County (SDIRC) Board Policy 5463 – Credit from Other Schools, work and credits transferred from other states shall be evaluated in terms of the requirements of the state where such credit was earned, and District graduation requirements are not retroactive. Students who enter a Florida public high school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if they would have met graduation requirements from the school district, state, or country from which s/he is transferring. Such students who are not proficient in English should receive immediate and intensive instruction in English language acquisition. However, to receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the required assessments under F.S. 1008.22, or the alternate assessment(s) as specified in F.S. 1008.22(9).

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).

Pursuant to 6A-6.0902 F.A.C., the school district shall seek to document the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts courses completed in languages other than English, which include literature, composition and technical text are used to document completion of required courses in English. For example, credit should be given for each course in English (based on the home language course, as the course content would be similar to that of a language arts course taught in English) and credit for electives for the English, as this would be the same as a foreign language credit. Per SDIRC Board Policy 5463 - Credits from Other Schools, students who enter a Florida public high school at the eleventh or twelfth grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school requirements if they would have met graduation requirements from the school district, state, or country from which s/he is transferring. To receive a standard high school diploma, a transfer student must earn a 2.0 grade point average and pass the required assessments under F.S. 1008.22, or the alternate assessment(s) as specified in F.S. 1008.22(9).

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

School counselors, registrars/records specialists, and school administrators are

responsible for evaluating foreign transcripts. Personnel from the Department of Student Services and Department of Academic Success provide technical assistance around statutory requirements and collaborate to ensure a common understanding of awarding credit and high school graduation cohort requirements. The process for awarding credit is documented in the SDIRC Board-approved Student Progression Plan (SPP).

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.

To ensure the District identifies potential ELL students that re-enroll after having been in another Local Education Agency (LEA), state, or country, the Student Information System database, FOCUS, automatically generates an ELL enrollment alert that identifies a student as having a language other than English on their demographic page (i.e., HLS survey). If the time period between the ELL's withdrawal and re-enrollment exceeds one calendar year, the student will be reassessed with a new English Language Proficiency assessment to determine ESOL program eligibility, extension of services or exit from the program. ELLs who withdraw from the district and re-enroll after having been either in another district, state, or out of the country within the same school year are not administered a new English Language Proficiency assessment. The school's principal, assistant principal, and/or school counselor, in coordination with an ESOL Resource Teacher, review the educational background and history of the student, conduct parent and/or student interviews and use all pertinent data in determining the appropriate grade level and/or subject area placement for the student. The original HLS, entry, classification and DEUSS dates shall remain the same and are not changed in the Student Information System.

Moving from one Florida LEA to another:

If the registration form indicates that the student is entering SDIRC from another Florida county, and responses to the HLS indicate a "yes" to any of the three HLS questions, school personnel will make every attempt to receive the ESOL school records from the previous county. ESOL school records include: DEUSS, HLS date, assessment data, entry date, ELL plan date, and ELL classification date. The SDIRC ESOL program staff will review the student's ESOL designation from the former LEA. The information is updated on FOCUS in accordance with the ESOL school records provided by the previous Florida school district.

Moving from another state to Florida LEA:

If the time period between the ELL's withdrawal and re-enrollment exceeds one calendar year, the student will be reassessed with a new English Language Proficiency assessment to determine ESOL program eligibility. The information must be updated in FOCUS in accordance with the documentation provided from the previous school district.

Moving from another country to Florida LEA:

If the time period between the ELL's withdrawal and re-enrollment exceeds one calendar year, the student will be reassessed with a new English Language Proficiency assessment to determine ESOL program eligibility. The information must be updated in FOCUS in accordance with the documentation provided from the previous school.

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 ELL Student Plan is developed annually at the beginning of the school year and updated throughout the school year if educational programming changes for the student. The ELL Plan is developed within the FOCUS Student Services System, uploaded to the FOCUS SIS ELL panel, and is maintained as a hard copy in the student's cumulative folder. ESOL Resource Teachers, in coordination with school administration and faculty, are responsible for ensuring the ELL Student Plan is developed. ESOL Resource Teachers, in coordination with school administration and faculty, review student records to reflect current services and/or additional program changes (e.g., schedule of classes, related services) throughout the school year. The ELL Student Plan is developed after the initial eligibility language proficiency testing is conducted and the student qualifies as an ELL (LY). The ELL Student Plan includes student demographic information, eligibility testing data, current state-wide language proficiency assessment data, specific accommodations for state and classroom assessments, Date Entered US School (DEUSS), instructional programming/instructional model, and additional student programs or services. Extension of services information, exit information, and reclassification data are also included when applicable. Home-school communications, such as parent notification of ESOL eligibility, is sent to parents annually in their native language, whenever feasible. The ELL Student Plan is a running record of participation in the ESOL program.

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?

Pursuant to 6A-6.0901 F.A.C., the SDIRC ELL Student Plan is a written document or an electronic file, which contains the student's name, the date the plan was completed, instruction by program, including programs other than ESOL, amount of instructional time or the instructional schedule that will reflect the student's full-time equivalency (FTE) in the instructional program 130, the date the student's limited English proficiency is identified, and state-wide language proficiency assessment data (ACCESS for ELLs) used to classify or reclassify the student as an English Language Learner, date of exit and assessment data used to exit students from the ESOL program. In addition, the SDIRC ELL Student Plan includes the Home Language Survey (HLS) date, the Date Entered US School (DEUSS), next evaluation date, and additional comments pertinent

to the student's instructional programming/ supports. Annually, each completed plan is maintained as a separate record (not replaced or over-written by subsequent data entries) in the FOCUS Student Services System, FOCUS SIS ELL panel, and in the student's cumulative folder. School administrators, school counselors, general education teachers, and other instructional staff that provide support to an ELL student are responsible to annually review all contents of the student's cumulative folder, FOCUS SIS and/or the FOCUS Student Services System that includes the ELL Plan. These reviews facilitate the annual development of the ELL Plan and provide the teacher(s) of an ELL student pertinent information for the ELL student's instructional programming.

Please include a link to the ELL Student Plan.

<https://sdirc.focusschoolsoftware.com/focus/>

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.

School site administrators are responsible for monitoring the utilization of language acquisition strategies and accommodations within all instructional models. Evidence is documented during classroom observations, including but not limited to informal and formal observations as required by the School District of Indian River County (SDIRC) teacher evaluation system (Marzano model), through lesson plan citations, and within the curriculum, materials, and district curriculum/pacing guides that are utilized.

- At the elementary level, all ELLs are enrolled in Mainstream- Inclusion English Language Arts and Mainstream- Inclusion Core/Basic Subject Areas or participate in Dual Language (two-way) Developmental Bilingual Education programming.

- At the secondary level, ELLs may be enrolled in Mainstream- Inclusion English Language Arts, Mainstream- Inclusion Core/Basic Subject Areas, and/or Sheltered English Language Arts

Pursuant to 6A-6.0904 F.A.C. - Equal Access to Appropriate Instruction for English Language Learners, the instructional services delivered to ELL students are equal in scope, sequence, and quality to those provided to non-ELL students regardless of the instructional delivery model implemented. The school level administration is responsible to plan for and monitor the fidelity of the implementation for each instructional model at the school site. Teachers of ELL students in all instructional models are also required to complete the ESOL training as specified in the Consent Decree and deliver comprehensible instruction to students by using ESOL strategies as detailed in the five courses identified in the Consent Decree and/or the state-approved SDIRC ESOL Add-On Endorsement/ Certification Plan. The SDIRC Human Resources Department's Certification Analyst and the Department of Educator Quality monitor teachers' progress toward fulfilling the ESOL certification/endorsement requirements.

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

Pursuant to School District of Indian River County (SDIRC) Board Policy 5780- Student/Parent Rights, all K-12 students in Florida are entitled to a uniform, safe, secure, efficient, and high-quality system of education, one that allows students the opportunity to obtain a high-quality education. Additionally, limited English proficient students have the right to receive English for Speakers of Other Languages (ESOL) instruction designed to develop the student's mastery of listening, speaking, reading, and writing in English as rapidly as possible.

The Multi-Tiered System of Supports (MTSS) is the framework SDIRC utilizes to implement an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention are delivered to students in varying intensities (multiple tiers) based on student need to accelerate the performance of ALL students, ELL and non-ELL, to achieve and/or exceed proficiency. ELL students and non-ELL students shall have equal access to all course offerings, programs and services, including Exceptional Student Education (ESE) services and Gifted programming, as appropriate.

School site administrators are responsible for monitoring the utilization of appropriate instructional strategies and accommodations. Regardless of the delivery model implemented, ELLs must receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. ESOL teacher assistants are available to support teachers with the delivery of comprehensible instruction to ELL students if 15 or more students speak the same native language and are enrolled at the school. Per the SDIRC and Indian River County Education Association (IRCEA) collective bargaining agreement, teachers of ELL students will formulate and implement lesson plans that are reflective of the

utilization of applicable ESOL strategies. Core and supplemental materials incorporate features and structures that support comprehensible instruction. Instructional strategies and/or accommodations shall be provided that support comprehensible instruction. A student's lack of English language proficiency cannot be used as a reason for course failure or to denial of access to equal programming. Students cannot be retained based solely upon his/her lack of English language proficiency. No promotion or retention decision may be made for any ELL student based solely on any single assessment, where such assessment instrument is part of the statewide assessment program or of a district's formal assessment process. A formal retention recommendation regarding an ELL student may be made through the action of an ELL committee meeting (6A-1.09432 F.A.C.).

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

Pursuant to SDIRC Board Policy 5410 – Student Progression, the District is committed to the implementation of MTSS to improve educational outcomes and meet the academic and behavioral needs of all students. By implementing a comprehensive MTSS, the District will ensure that all students are provided with every reasonable opportunity and support to succeed in the general education environment prior to determining that the student has a disability. The comprehensive MTSS includes the following essential components: high-quality instruction; intervention matched to student needs; learning rate and level of performance measured over time; multiple tiers of evidence-based instruction service delivery; problem-solving process to guide decisions about instruction and interventions needed to improve learning and/or behavior; and a data based system to inform decisions at each tier of service delivery.

Among other district platforms for data collection and analyzation, the School District of Indian River County utilizes Power BI, a Microsoft product, to generate interactive data visualizations that share real-time trends, outliers, and new insights about the information represented in large data sets. The Power BI application is the vehicle for student achievement data analysis, ELL and non-ELL, through grade-span specific (K-2, 3-5, 6-8, and 9-12) dashboards. The SDIRC dashboards give district- and school-based personnel real time access to local and state academic and behavioral data, as well as the ability to manipulate the data across a variety of demographic and geographical data points. It is the responsibility of the Coordinator of Accountability and Research to build and maintain the dashboards with live data throughout the school year and train quarterly, at a minimum, on the use of this application and a variety of quantitative and qualitative data to engage in the problem-solving process.

The progress of ELLs is monitored throughout the school year to ensure that ELL students are developing English language proficiency and progressing towards grade level academic standards. Progress monitoring tools to ensure that ELLs are making progress may include, but are not limited to, student portfolios, unit assessments in ELA, Math, and Science, AIMSWEB ORF and MAZE, easyCBM, Achieve 3000, i-Ready, Lexia, Teacher-created assessments and Florida Statewide Assessments.

Teachers utilize ELL strategies and accommodations, as appropriate, to increase student engagement and differentiate instruction while maintaining higher order thinking opportunities, ensuring that instruction is comprehensible to ELLs. Strategies and accommodations that scaffold language and content may include, but are not limited to, the use of flexible setting, flexible scheduling, including additional time, assistance in heritage language, visuals, audio supports, gestures, graphic organizers, anticipation guides, cognates, sentence frames, word walls, community building strategies, academic games, physical movement, varied text, accountable talk, peer mentors, technology accessibility tools, such as Microsoft Immersive Reader, Snap & Read, ESL Reader, and the use of English-to-Heritage language dictionaries/glossaries. The utilization of strategies and accommodations across the content areas promote a focus on academic language, literacy, and vocabulary, link background knowledge and culture to learning, increase comprehensible input and language output, promote classroom interaction, and stimulate higher order thinking and the use of learning strategies.

Additionally, the district monitors the rate that ELLs matriculate out of English for Speakers of Other Languages (ESOL) program in the FOCUS Student Information System. While the timeline for students to achieve English language proficiency is variable based on the needs of the individual student, the objective is to transition ELLs to full English proficiency in as few years as possible. The MTSS framework will be used as a primary strategy to close identified student achievement gaps and support students' progress in attaining English language proficiency.

The commitment to all students is evident throughout the strategic plan and highlighted by specific goals that will be attained by the conclusion of the 2025 academic year. These goals are aligned to each focus area, with clearly defined metrics to quantify goal attainment. Specific, evidence-based approaches that support identified focus areas are designed to enact change throughout the system and are assessed annually via an annual district-developed report card.

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

Pursuant to SDIRC Board Policy 2260 – Nondiscrimination and Access to Equal Educational Opportunity, the School Board recognizes that any form of discrimination or harassment can be devastating to an individual's academic progress, social relationships, and/or personal sense of self-worth. Therefore, all ELL students, as all non-ELL students, shall have access to all facilities, course offerings, programs and services for which they meet eligibility criteria. School administrators conduct classroom observations and review lesson plans to document the use of ELL strategies and accommodations on an ongoing basis to ensure that instruction is equal in amount, sequence, quality, and scope to that provided to non-ELLs. A student's lack of English language proficiency, lack of previous education, including limited and/or interrupted formal education, and length of time attending a US school, must not be used as a reason to delay a student's access to necessary programming and/or appropriate support services, including MTSS referrals and additional programming, such as ESE

and Gifted services.

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

Per the SDIRC-IRCEA collective bargaining agreement, teachers of ELL students will formulate and implement lesson plans that are reflective of the utilization of applicable ESOL strategies. ELL strategies are documented in accordance with the SDIRC-IRCEA collective bargaining agreement. School site administrators are responsible for monitoring the utilization of language acquisition/ESOL strategies and accommodations. The teacher, in coordination with the school administrator(s), school counselor(s), ESOL staff, and other instructional personnel, assist in the provision of a comprehensible instructional program for all ELL students. This effort is maintained as a continual, ongoing process with the implementation of an evidence-based framework of instruction, supports, and interventions, referred to as a Multi-Tiered System of Supports (MTSS).

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

Thorough classroom observations, walkthroughs, collaborative planning sessions, lesson plans, data reviews, and other activities, school administrators observe and monitor the utilization of ELL strategies and the provision of comprehensible instruction. Administrative and instructional personnel are encouraged to participate in professional development for differentiated instructional methodologies throughout the school year and are responsible to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction. Throughout the school year, professional development may be delivered in multiple modalities, including but not limited to face-to-face sessions, live virtual sessions, self-paced modules, webinars, professional learning communities, and/or blended learning models. Summer professional development opportunities may also be available. In addition, ESOL Resource Teachers, professional development specialists, curriculum specialists, ESE program specialists, ESE resource specialists, instructional coaches, graduation coaches, school counselors, administrators, interventionists, and other pertinent personnel provide on-going support and training to teachers and teacher assistants to utilize appropriate instructional strategies designed to meet the needs of 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 school-based leadership teams engage in data reviews, problem solving, and action planning to support student needs. School administrators will ensure equal access and comprehensible instruction is provided to ELL students by providing feedback, engaging teachers and staff in professional development, sharing best

practices and requirements for ELLs, supporting collaborative planning, conducting classroom observations and teacher/staff/student/parent conferences.

At the LEA level, ESOL Resource Teachers, professional development specialists, curriculum specialists, ESE program specialists, ESE resource specialists, and other pertinent district personnel provide regular support and training to school-based instructional and administrative staff regarding comprehensible instruction designed to meet the needs of all students, including ELLs. Resources and strategies to support comprehensible instruction may include, but are not limited to, Power BI apps, IMPACT school walkthroughs, district level data reviews, WIDA Can Do Descriptors, SDIRC *Making Connections for ELLs* Canvas course, and job-embedded professional development.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? (Check all that apply)

- Student Portfolios
- Other Criterion Referenced Test (Specify) _____
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify) Unit Assessments in ELA, Math, and Science; AIMSWEB ORF and MAZE; easyCBM; Achieve 3000; i-Ready; Lexia; Teacher- created assessments
- Other (Specify) Florida Statewide Assessments, such as ACCESS for ELLs, FSA ELA; FSA Math, EOCs, FSSA Science

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.indianriverschools.org/parents-students>

- 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.

Per the SDIRC Student Progression Plan and in accordance with 1008.25, F.S., to be promoted to grade 4, a student must score a Level 2 or higher on the required statewide, standardized English Language Arts assessment. The District may only exempt students from mandatory retention for good cause. In reference to ELL students, good cause exemptions include students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) program based on the initial date of entry into a school in the United States.

Requests for good cause exemptions for students from the mandatory retention requirement must include the following:

- (a) Documentation submitted from the student's teacher to the principal that indicates that the promotion of the student is appropriate and is based on the student's academic record. Documentation shall only consist of the existing PMP; IEP, if applicable; report card; or student portfolio.
- (b) Discussion between the teacher and the school principal to review the recommendation and make the determination if the student should be promoted or retained. If the school principal determines that the student should be promoted, the principal must submit the recommendation in writing to the district school superintendent. The district school superintendent shall accept or reject the school principal's recommendation in writing.
- (c) The classroom teacher must provide the principal with documentation that the student should be promoted based on one of the good cause exemption criteria listed above. This documentation should consist only of the existing IEP, 504 Accommodation Plan and/or PMP, the report card, or the student portfolio. Documentation for exemptions shall be consistent with s.1008.25 (6)(c), F.S.
- (d) Be signed by the teacher and the principal as an accurate assessment of the required reading skills.
- (e) To promote a student during the school year using a locally selected standardized assessment there must be evidence that the student scored at or above grade level.

For students in grade three who have not met the requirements for promotion and are awaiting ELA FSA scores to meet grade 3 promotion requirements, a letter, in the native language as feasible, will be sent home notifying the parents of such. The letter will include the requirement to earn a passing ELA FSA score or a good cause exemption. It will also advise on an expected date of ELA FSA results. No grade placement decision will be made until ELA FSA scores are received.

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.

For ELL students not meeting promotion criteria, an ELL Committee meeting must be convened to determine whether a student will be retained or promoted to the next grade level. The ELL Committee, including a parent/guardian, an administrator and an ESOL program designee, functioning in accordance with ESOL state rules and the Consent Decree, together shall make the decisions regarding proper grade placement. Parents

are invited to attend all ELL Committee meetings, and parents of ELL students must be notified in the native language, when feasible.

During the ELL Committee meeting, evidence of the strategies and accommodations made to the curriculum, materials, and assessments throughout the year to ensure comprehensible instruction shall be reviewed. Per 6A-1.09432 F.A.C., Assessment of English Language Learners, no promotion or retention decision may be made for any ELL student based solely on any single assessment, where such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL student may be made through the action of an ELL committee meeting. It is best practice for the ELL Committee to consider exempting an ELL student from retention who has been in a US school for two (2) years or less based upon his or her Date Entered US School (DEUSS). An ELL student shall not be retained solely based upon the lack of language proficiency in English.

In accordance with 6A-6.0902 F.A.C., the ELL Committee makes recommendations regarding the placement and progress of ELL students. The ELL Committee takes into consideration the following factors:

- Extent and nature of prior educational or academic experience, social experience, and a student interview;
- Written recommendation and observation by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards;
- Grades from the current or previous years; or
- Test results from tests other than the ELL eligibility assessment

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:

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)?

All schools have an assigned assessment coordinator who is designated by the school principal. The school assessment coordinator may be the school's Assistant Principal, the school counselor, and/or designee. The District's Coordinator of Assessment and Virtual Education, in collaboration with each school's assessment coordinator, generate

digital rosters of all ELLs who will be assessed at the school sites. The District's Coordinator of Assessment and Virtual Education provides training, guidelines and test administration materials that the school-based assessment coordinator uses to ensure that all ELLs are appropriately assessed. The school-based assessment coordinators train all school-based personnel who will administer assessments to ELLs with a specific emphasis on testing accommodations. ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests are offered accommodations. However, the exact combination of accommodations to be offered to any ELL student shall be individually determined, considering the needs of the student and recommendations of the student's teachers. Accommodations for ELLs in the administration of Florida Standard Assessment (FSA), End of Course (EOC) assessments and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals. The Department of Assessment and Virtual Education implements procedures to record and document ELL testing accommodations.

Statewide content-area assessments:

Per 6A-1.09432 F.A.C, all ELL students must participate in the statewide assessment program. All state-mandated assessments, such as FSA and End-Of-Course (EOC), are administered in accordance with state assessment guidelines. ELL accommodations approved by the State Board of Education are specified in each state testing manual, explained to all school site test coordinators and administrators during assessment trainings provided by the Coordinator of Assessment and Virtual Education, the District's testing administrator. Per assessment specifications, individual ELL accommodations that are utilized on the state assessment are documented on the ELL student's individual test booklet as required. The principal, teacher and school assessment coordinator are responsible for ensuring ELL students have access to the appropriate classroom and assessment accommodations. The teacher assures that the accommodations for statewide assessment which are indicated in the test administration manual are provided. Parents of ELL students are notified of testing accommodations (includes flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries/glossaries) in the ELL/ESOL Program Placement and Services notification letter that is sent home annually. Note: Florida's Every Student Succeeds Act (ESSA) state plan indicates that all ELLs will be tested on the FSA ELA in each year they are enrolled in the tested grade levels. Districts cannot exempt ELLs from FSA ELA testing.

ACCESS for ELLs assessment programs:

In accordance with 6A-6.09021 F.A.C., all English Language Learners (ELL) K-12 classified as ELLs on the first day of test administration will be assessed annually using a statewide language proficiency assessment. The statewide annual English Language Proficiency assessment measures the areas of language acquisition: listening, speaking, reading, and writing. The statewide English Language Proficiency, ACCESS for ELLs assessment, is administered by designated school-based personnel. The Alternate ACCESS for ELLs assessment will be available for eligible ELLs with significant cognitive disabilities. All ELLs must participate in the annual statewide

English Language Proficiency test as there is no categorical exemption from participation. Assessment trainings are provided by the Coordinator of Assessment and Virtual Education, the LEA's testing administrator. Every school has an assigned school assessment coordinator who oversees all state-mandated assessments, including ACCESS for ELLs assessment programs.

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.

<https://sdirc.focusschoolsoftware.com/focus/>

<http://www.fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stml>

The Florida Department of Education provides schools with a letter template to notify parents of upcoming statewide assessments. The letter, available in multiple languages, is sent home with any student who is administered a statewide assessment. The letter includes statements on statewide policies and mandates including, but not limited to, the use of electric devices, acknowledgement of testing rules, and leaving campus. The letter also notifies families that accommodations are available to students who may qualify. In addition, parents of ELL students are notified of testing accommodations (includes flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries/glossaries) in the ELL/ESOL Program Placement and Services notification letter that is sent home annually. Teachers and the designated school-based testing coordinator will utilize and document ESOL testing accommodations as indicated in the state testing administration manuals for ELL students. Test accommodations are provided in accordance with the state test administration manuals and are based upon what the students are utilizing in the classroom settings throughout the school year. A uniform statewide assessment calendar is available on the SDIRC website. The SDIRC website has the capability to select a language other than English by selecting the 'Translate' drop-down menu option. Parents are notified of student assessment results through individualized student score reports as well as interpretive guides. These interpretive guides are available in multiple languages. These score reports may also be reviewed with parents during parent-teacher conferences, with bilingual assistance as needed and as feasible. State assessment results are also available on the student's FOCUS parent portal. After test results are released by the state, each school contacts families via School Messenger automated phone system to inform them that the results are available for pick-up in the school's front office. School Messenger allows for communication in multiple languages.

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

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking,

reading and writing), grade-specific academic criteria and data reporting of status change.

Exit criteria is based on assessment scores per 6A-6.0903 F.A.C. and in accordance with the District's Student Progression Plan.

For students in grades K-2 taking any administration of Kindergarten ACCESS for ELLs (ELL Kindergarten students) and ACCESS for ELLs (ELLs in grades 1-2), the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-9 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 or higher on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level on the FSA ELA of 3 or higher or an equivalent concordant score pursuant to 1008.22 F.S. The exit code is J.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment in grades 1-12, the proficiency level shall be a composite score of P1 or greater. The basis of exit is H (grades 1-2), I (grades 3-9), or J (grades 10-12).

In grades K-12, the ELL Committee may also convene to discuss ESOL program exit when the annual statewide English Language Proficiency Assessment and/or Florida Standards Assessment (FSA) test scores do not meet state exit criteria. The ELL committee must document two (2) of the five criteria:

- Extent and nature of prior educational or academic experience, social experience, and a student interview;
- Written recommendation and observation by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards;
- Grades from the current or previous years; or
- Test results from tests other than the ELL eligibility assessment

The exit code is L.

An exit letter, in the home language when feasible, will be sent to the parents. Former ELL students will be monitored for two years after exit from the ESOL program. The two-year monitoring phase reviews student progress after the first report card, at the end of the first semester, at the end of the first year, and then again at the end of the second year. During this two-year follow-up period, exited ELLs (LFs) may be provided appropriate and allowable accommodations on statewide assessments per 6A-6.09091

F.A.C., Accommodations of the Statewide Assessment Program Instruments and Procedures for English Language Learners.

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 Teacher Assistants; Classroom Teachers; School Counselors

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

If ELLs do not meet exit criteria as mandated in 6A-6.0903 F.A.C., the ELL Committee may be convened. The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the assessment administered under subparagraph (2)(b)2 of 6A-6.0903 F.A.C. and the criteria listed below to determine whether the student is English language proficient and the ELL Committee must document two (2) of the five (5) criteria:

- Extent and nature of prior educational or academic experience, social experience, and a student interview;
- Written recommendation and observation by current and previous instructional and supportive services staff;
- Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards;
- Grades from the current or previous years; or
- Test results from tests other than the ELL eligibility assessment

Parents of the ELL students are invited to all ELL Committee meetings. The ESOL Resource Teachers ensure that the exit data is recorded both on the Student ELL Plan form and in the district database (FOCUS - Code: L).

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

Exit decisions made in the middle of a grading period or school year require an ELL committee decision based on current data analysis and student evaluations. A listening, speaking, reading, and writing English proficiency assessment will be administered. Based upon student data, including but not limited to the English language proficiency assessments, state assessments, support from other possible program designations (ex: IB, AP, ESE, and GEP), report card grades, unit assessments, and teacher/ parent/ student input, the ELL Committee will determine if the student meets exit requirements. If exit criteria are met, the FOCUS exit code will be L, and the student code will change from LY to LF. An exit letter, in the home language when feasible, will be sent to the parents. Former ELL students will be monitored for two years after exit from the ESOL

program. The two-year monitoring phase reviews student progress after the first report card, at the end of the first semester, at the end of the first year, and then again at the end of the second year.

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?

School Administration, School Counselors, Teachers, Coaches, ESOL Resource Teachers, Speech and Language Pathologists, School Psychologists, and other support staff.

Updating the student ELL plan?

ESOL Resource Teachers

Reclassification of ELL status in data reporting systems?

ESOL Resource Teachers

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

Report Cards

Test Scores

Classroom Performance

Teacher Input

Other (Specify) Educational Plans or Programming, such IEP, Gifted EP, 504 Plan, and Student Portfolios

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

Per 6A-6.09031 Post Reclassification of English Language Learners (ELLs):

(1) The performance of former ELLs shall be reviewed periodically to ensure parity of participation once they have been classified as English proficient. These reviews shall take place at the student's first report card and semi-annually during the first year after exiting, and at the end of the second year after exiting. Any consistent pattern of either under-performance on appropriate tests or failing grades shall result in the convening of an ELL Committee, after notice to the student's parents of the opportunity to participate. The ELL Committee shall assess the student's need for additional appropriate services, such as ESOL. Special consideration shall be given to any decline in grades and decline in test performance and to parent preference.

(2) The ELL Committee shall recommend an appropriate ELL Student Plan for students reclassified as ELLs. The basis and nature of such recommendations shall be documented and maintained in the student's file. Any such plan shall be re-evaluated for continued appropriateness after one year, and each year thereafter as necessary.

(3) Any student who is reclassified as an ELL shall be provided appropriate instruction on the basis of an annual extension pursuant to a documented determination of the student's needs.

(4) A student who exits the program and is later reclassified as an ELL, may be reported in the ESOL program, as specified in Sections 1003.56 and 1011.62, F.S. Lack of a student's ESOL funding eligibility does not relieve a school district of any obligation it may have under state or federal law to continue to provide appropriate services to ELLs beyond the state ESOL program funding limits.

If the ELL Committee determines that the student shall be reclassified as ELL, the student will be coded LY and re-entered into the ESOL program. The ESOL Resource Teacher is responsible for initiating a new Student ELL Plan and updating the student data (student plan date, next evaluation date, and reclassification date) in FOCUS. Original student data (ELL entry, basis of entry code, classification date, DEUSS, HLS) remains the same in FOCUS. The student may be reported in the ELL program based on an annual evaluation of the student's status.

Compliance of ELL Plan and Student Performance

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

On an annual basis, the District completes the Florida Department of Education monitoring process to document the ESOL program's compliance with local, state, and federal regulations. Throughout the school year, District ESOL personnel facilitate ongoing communication with a variety of stakeholders that are integral to ESOL program compliance, including but not limited to district curriculum and instruction personnel, student services personnel, registrars, ESOL teacher assistants, district attendance and student assignment personnel, school counselors, school administrators, and classroom teachers. District personnel specifically assigned to support ELLs and district curriculum staff provide technical assistance and professional development to instructional and non-instructional personnel to support academic achievement for ELLs and non-ELLs. Technical assistance is also guided by monthly FLDOE conference calls, professional development opportunities, conferences specific to ELLs, and state and federal legislation. The SDIRC ESOL department maintains an administrative handbook for ESOL program compliance. Administrative and instructional personnel have access to ELL student data via FOCUS, Performance Matters/Unify, and/or Power BI databases. MTSS serves as a framework to monitor all students' academic performance and provide for appropriate tiered supports at all school sites throughout the district. As described in the SDIRC-IRCEA collective bargaining agreement, professional development opportunities and support through digital learning platforms, face-to-face workshops, and/or third-party professional development opportunities are provided to ensure that instructional staff have the required ESOL certification/endorsement. The Human Resource Department and Department of Educator Quality monitors the ESOL certification/endorsement of instructional and administrative staff and reports to the School Board those that are out-of-field after

Survey Two (2) and Survey Three (3) periods.

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

The state approved District ELL Plan is available on the School District website for all parents and stakeholders. If requested, hard copies can be provided to parents and other stakeholders. The ELL Plan will be available in English and translated as feasible into the District's dominant languages. The SDIRC website has the ability to toggle between multiple languages. Parent Leadership Council meetings are conducted, on at least an annual basis, to review/explain components of the District ELL Plan. In addition, ESOL personnel facilitate informal and formal trainings for district and school site staff throughout the year.

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

The District's administrative staff in coordination with school-based and district-based ESOL personnel ensure that schools are implementing the District ELL Plan on an on-going basis throughout the school year. School administrators and staff are informed that the District ELL Plan is available on the School District website. Hard copies will be made available by request to school principals and integral staff responsible for monitoring compliance of the District ELL Plan. In addition, ELL staff consult with district and school-based staff in-person, virtually, and via email and phone. District ESOL staff are available to support school administrators in maintaining implementation fidelity of the District ELL Plan. The district plan is discussed during Parent Leadership Council (PLC) meetings with translators available, as feasible. District staff and school based leadership teams review data for all students, ELL and non-ELL and adjust supports as needed.

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.

<https://sdirc.focusschoolsoftware.com/focus/>

Per the Every Student Succeeds Act (ESSA) and per state board rule, this notice delineates:

- 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.*

In accordance with ESSA, School District of Indian River County (SDIRC) schools will 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 two (2) weeks of the child being placed in ESOL. Parents will be notified by the District's ESOL/ELL Program Placement and Service letter, in the parent's native language as feasible; copies of these letters will be maintained in student ESOL folder within the cumulative folder and in the FOCUS Student Services System.

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

For those students and parents for whom English is not the primary language, bilingual personnel are available at each school site, where feasible, to provide assistance when needed. A bilingual teacher assistant or teacher is required at schools having 15 or more ELLs who speak the same language. Bilingual personnel are also available within district and school offices. Personnel in the District ESOL department will also support the schools with bilingual assistance. Translation technology (e.g., Google Translate, Microsoft Immersive Reader, Microsoft Translator, Translation phone apps and Language Lines) is available at all school sites, and the SDIRC website allows users to select the language(s) to translate information. The district's automated phone message system allows for administrators to select student groups by home language in order to send translated messages to parents/guardians. All pertinent verbal and written notification is provided to parents/ guardians in the home language when feasible.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The district has identified “Transforming education to inspire & empower ALL students to maximize their full potential” as our unifying mission. The ACHIEVE 2025 Plan has five key “Focus Areas” and associated priority statements. The third Focus Area is entitled “Establish connections and trust among all internal and external stakeholders” prioritizes an increase in family engagement opportunities that provide parents with new knowledge and skills to support their children’s education.

To support the Achieve 2025 Strategic Plan, family/parent engagement is consistently encouraged throughout the school year utilizing a variety of strategies. Parents of ELLs and non-ELLs are invited to participate in activities, such as Open Houses, Parent-Teacher conferences, climate surveys, School Advisory Council (SAC), and various parent committees to learn information and skills and/or make recommendations that support student outcomes. Parents/families are also encouraged to volunteer in a variety of different capacities at all schools and participate in all family engagement events. The District’s website includes a variety of information and tools that serve as additional resources for parents to assist their children in meeting State content and academic achievement standards. Social media is also utilized at both the district and school level to encourage parent/family engagement. Informational fliers are available to parents of the ELL students to advertise courses offered through the district and the community’s adult education program, including courses to learn English. Membership in the districtwide ESOL Parent Leadership Council (PLC) is open to all parents of K-12 ELL students. Topics presented for discussion may include: District ELL Plan, ESOL program and services, health and social services, school programs and services, adult literacy programs, assessment information, etc. Efforts are made to assist parents in understanding all information described above by providing bilingual phone calls, bilingual staff and/or translated documents as feasible.

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.):

<https://sdirc.focusschoolsoftware.com/focus/>

https://www.indianriverschools.org/students_families

<https://www.fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stml>

- 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. N/A*

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.

Not applicable; the PLC is composed in the majority of parents of limited English proficient students.

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

The Parent Leadership Council (PLC) is open to all parents of ELL students. Participation in the PLC is district wide (K-12). In addition, ELL parents are invited to attend all district/school committees, such as Parents/Teacher Association, SAC, textbook adoption committees, school-based committees, etc. Informational fliers are delivered, information is available on the website, and bilingual phone messages are sent to parents. The PLC develops an environment that encourages two-way communication between the home and the school and meets on an annual basis, or as needed; bilingual personnel are also available to support family engagement.

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

The District ELL Plan is presented at the PLC meetings. Requirements of the ESOL program are explained in an understandable manner for parents/ families. Parents/ families of ELLs are asked during the PLC meetings to make comments or suggestions as to its content, and a parent survey, available in the parents' native languages, when feasible, may also be used to elicit additional feedback from parents. Bilingual personnel are available to provide language assistance whenever feasible. The District ELL Plan is available on the school district website and will be available to families and stakeholders in hard copy by request. Upon completion of the review by the members of the PLC, the PLC Chairperson signs and approves the District ELL Plan.

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

If no, please provide explanation for PLC's non-approval. N/A

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.

ESOL training requirements are mandated by the Consent Decree, Florida Statutes, and State Board Rules. All certified personnel must complete a specific level of ESOL training according to category classification. This classification can change if the employee's teaching/job assignment changes. Per the SDIRC-IRCEA Collective Bargaining Agreement: XIII.7 ESOL Training - The School Board will continue to provide professional development opportunities and support through digital learning platforms, face-to-face workshops, and/or third-party professional development opportunities. All

five courses required for Florida ESOL endorsement are offered for free each school year. The Department of Educator Quality and the Human Resources Department (District Certification Analyst) work together to monitor the training status of each teacher, administrator, and school counselor. The District Certification Analyst provides the ESOL Training Timelines to administrators and teachers. School-based administrators and the District Certification Analyst notify teachers when they are out-of-field for ESOL.

New hires are informed about the ESOL Training Requirements in writing during the initial orientation session and at the time of hire. ESOL training requirements/timelines are also posted on the SDIRC website for Category I, II, and III teachers and Category IV staff. Out-of-field assignments are approved by the School Board based on data from the October and February FTE Survey dates. The Department of Educator Quality and the District Certification Analyst conduct periodic reviews of the in-service requirements met by of out-of-field teachers. All Indian River County teachers are notified by the Department of Educator Quality of the ESOL in-service schedule of classes offered by the District. After completing a course(s) outside the District, there is an In-service Credit Request form that is completed by the teacher and is then submitted along with a copy of the certificate of completion to the Department of Educator Quality. A roster is used to track face-to-face and blended learning sessions. In-service points are then recorded and processed. Instructional personnel are responsible to submit the required documentation to the Florida Department of Education needed to obtain ESOL certification or endorsement.

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.

Per the SDIRC-IRCEA Collective Bargaining Agreement: XIII.7 ESOL Training - The School Board will continue to provide professional development opportunities and support through digital learning platforms, face-to-face workshops, and/or third-party professional development opportunities. The Department of Educator Quality, District Certification Analyst, the Human Resources Department, along with the Information Services Department work together to monitor the training status of each teacher, administrator, and school counselor in Indian River County. The District Certification Analyst provides the ESOL Training Timelines to administrators and teachers. School-based administrators and the District Certification Analyst notify teachers at their site when they are out-of-field for ESOL. New hires are informed about the ESOL Training Requirements in writing during the initial orientation session and at the time of hire. ESOL training requirements/timelines are also posted on the SDIRC website for Category I, II, and III teachers and Category IV staff. Out-of-field assignments are approved by the School Board based on data from the October and February FTE Survey dates. The Department of Educator Quality and the District Certification Analyst conduct periodic reviews of the in-service requirements met by of out-of-field teachers. All Indian River County teachers are notified at the beginning of each school year of the

ESOL in-service schedule of classes offered by the District. After completing a course(s) outside the district, there is an In-service Credit Request form that is completed by the teacher and is then submitted along with a copy of the certificate of completion to the Department of Educator Quality. A roster is used to track face-to-face and blended learning sessions. In-service points are then recorded and processed. Instructional personnel are responsible to submit the required documentation to the Florida Department of Education needed to obtain ESOL certification or endorsement.

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.

Per the SDIRC-IRCEA Collective Bargaining Agreement: XIII.7 ESOL Training - The Board will continue to provide professional development opportunities and support through digital learning platforms, face-to-face workshops, and/or third-party professional development opportunities. The Department of Educator Quality, District Certification Analyst, the Human Resources Department, along with the Information Services Department work together to monitor the training status of each teacher, administrator, and school counselor in Indian River County. The District Certification Analyst provides the ESOL Training Timelines to administrators and teachers. ESOL training requirements/timelines are also posted on the SDIRC website for Category I, II, and III teachers and Category IV staff. School-based administrators and the District Certification Analyst notify teachers at their site when they are out-of-field for ESOL.

New hires are informed about the ESOL Training Requirements in writing during the initial orientation session and at the time of hire. Out-of-field assignments are approved by the School Board based on data from the October and February FTE Survey dates. The Department of Educator Quality and the District Certification Analyst conduct periodic reviews of the in-service requirements met by of out-of-field teachers. All Indian River County teachers are notified at the start of each school year of the ESOL in-service schedule of classes offered by the District. After completing an online course(s) completing a course(s) outside of SDIRC, there is an In-service Credit Request form that is completed by the teacher and is then submitted along with a copy of the certificate of completion to the Professional Development office. A roster is used to track face-to-face and blended learning sessions. In-service points are then recorded and processed. Instructional personnel are responsible to submit the required documentation to the Florida Department of Education needed to obtain ESOL certification or endorsement.

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

Teachers who are currently out-of-field and/or out-of-compliance for ESOL training are identified by the District Human Resource Department and the Information Services Department. The District Certification Analyst leads this effort. These teachers are then notified of their status by the principal supervisor and encouraged to complete any remaining ESOL training. Based on data from the October and

February FTE Survey, the School Board is notified of out-of-field assignments. All teachers needing ESOL in-service are also notified by the school site Principal and provided information through the Department of Educator Quality regarding the ESOL in-service schedule of classes. School newsletters, which include information regarding teachers who are currently out-of-field and/or out-of-compliance for ESOL, are disseminated to parents by the school sites after each FTE survey period.

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.

School-based and District administrators are required to take one of the following 60 hour courses offered by the Professional Development Office: Methods of Teaching ESOL, Curriculum and Materials Development, Testing and Evaluation, Applied Linguistics, Cross Cultural Communications. These courses are offered throughout the school year and/or during the summer. In addition, administrators may complete an online ESOL course specifically designed to satisfy the ESOL requirement for administrators through CTechEd or Beacon Educator. Administrators are included in the electronic ESOL Compliance data file that is maintained to monitor and document ESOL training according to each individual's timeline. Prior ESOL training, ESOL endorsement, and/or certification for administrators is reviewed by the district's certification specialist to determine if ESOL requirements are met, and if needed, administrators must complete the 60-hour ESOL training within three years of assignment. Completion of training is included in the electronic certification record of each staff member.

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

School counselors are encouraged to take one of the following 60 hour courses offered by the Department of Educator Quality: Methods of Teaching ESOL, Curriculum and Materials Development, Testing and Evaluation, Applied Linguistics, Cross Cultural Communications. These courses are offered throughout the school year and/or during the summer. In addition, school counselors may complete an online ESOL course specifically designed to satisfy the ESOL requirement for school counselors through CTechEd or Beacon Educator. School counselors are included in the electronic ESOL Compliance data file that is maintained to monitor and document ESOL training according to the timeline. Prior ESOL training, ESOL endorsement, and/or certification for school counselors is reviewed by the District's Certification Analyst to determine if ESOL requirements are met, and if needed, school counselors must complete the 60 hour ESOL training within three years of assignment. Completion of training is included in the electronic certification record of each staff member.

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

ELA and content area teachers, as well as school administrators and bilingual ESOL teacher assistants are informed of supplemental ESOL training through the Department of Educator Quality and District ESOL program staff, administrative newsletter announcements, email notifications, and/or on the district's website. These supplemental workshops or activities are provided by district staff, trained ESOL staff, and/or consultants. Although these courses cannot be used towards the state-mandated ESOL trainings, teachers and staff can receive in-service credit when coursework for attending and completing required coursework.

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.

All instruction is provided in English. School District of Indian River County teachers that provide instruction to ELL students meet district job qualifications and have state teaching certification.

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 primary assignment of bilingual ESOL teacher assistants is to provide instructional support to meet the needs of ELL students. They support classroom teachers and aid with the delivery of comprehensible instruction to ELLs. In addition, they assist families of ELLs as needed. Bilingual ESOL teacher assistants work under the direct supervision of certified teachers to implement ESOL strategies and accommodations. Bilingual ESOL teacher assistants will meet the requirements for the position as detailed in the Board-approved job description.

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

Bilingual ESOL teacher assistants are invited to participate in professional development opportunities offered at their school site and throughout the district. Documentation of training is maintained by the Professional Development office by an on-line workshop registration site and/or a hard copy roster that includes the ESOL teacher assistant's name, date of training, and a description of the training.

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

One of the job requirements of the ESOL teacher assistant position is that the applicant is bilingual in a target language(s). Bilingual ESOL program staff and/or school district personnel are members of the interview committee to ensure that the applicant is proficient in the target language. Interview questions are addressed in English and/or the target language during the interview. Applicants are expected to verbally respond to the question(s) in both English and the target language. A written performance

assessment may be required as part of the interview process. The applicant must show evidence of proficiency of written language in both English and the target language.

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

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

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency, and then accordingly determine if extension of ESOL services are needed. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one (1) District approved language proficiency assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's DEUSS anniversary date and covers all four domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The following procedures are followed during an Extension of Services ELL Committee meeting:

- ELL Committee convenes to holistically review the student's recent language proficiency assessment, report cards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program and any other social-emotional factors necessary.
- Possible ELL Committee outcomes:
 - The ELL Committee may determine that the student has not yet attained English proficiency and requires an extension of services in the ESOL program.
 - The ESOL Resource Teacher is responsible for initiating a new Student ELL Plan if Extension of Services is recommended.
 - The ELL Committee may also recommend that the student be referred to MTSS for further interventions and support.

- The ELL Committee may determine that the student is English proficient and exit the student from the ESOL Program.
 - The student will be monitored for appropriate progress for 2 years as a former ELL (LF).
 - The ELL Committee may also recommend that the student be referred to MTSS for further support and interventions.

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.

- LAS Links, Grades K-1, 2-3, 4-5, 6-8, 9-12; Form A
- LAS Links Online; Form A
- ACCESS for ELLs Kindergarten
- ACCESS for ELLs (Grades 1-12)
- Alternate ACCESS for ELLs
- IPT Listening/Speaking
- WIDA screener

Reading and Writing Proficiency Assessment

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

- LAS Links, Grades K-1, 2-3, 4-5, 6-8, 9-12; Form A
- LAS Links Online; Form A
- ACCESS for ELLs Kindergarten
- ACCESS for ELLs (Grades 1-12)
- Alternate ACCESS for ELLs
- Florida Standards Assessment
- IPT Reading/Writing
- WIDA Screener