# 2016-2019

# District
# English Language Learners (ELL) Plan

**Contact Person:** Shameka Gilyard
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**Rule 6A-6.0905**
**Form ESOL 100**
**(February 2016)**

Joseph G. Joyner, Ed.D.
*Superintendent of Schools*

40 Orange Street
St. Augustine, Florida 32084
(904) 547-7500
*www.stjohns.k12.fl.us*

SCHOOL BOARD

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**MEMORANDUM**

**TO:** Chane Eplin, SALA Bureau Chief

**FROM:** Joseph G. Joyner, Superintendent of St. Johns County School District

**SUBJECT:** Assurance Letter of ESOL Training Compliance

**DATE:** July 21, 2016

I assure that the district is in compliance with all ESOL training requirements, in reference to teachers and staff, as set forth by the State of Florida.

Sincerely,

Joseph G. Joyner, Ed.D.
Superintendent of Schools



*The St. Johns County School District will inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.*

## 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;
- 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, Joseph G. Joyner, 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.

Joseph G. Joyner
**Superintendent's Signature**

6/28/2016
**Date Signed**

Date Received by FDOE

| Original signatures on Signature Pages are to be submitted to:<br><br>Bureau of Student Achievement through Language Acquisition<br>Florida Department of Education<br>325 West Gaines Street<br>444 Turlington Building<br>Tallahassee, Florida 32399-0400 | | FDOE INTERNAL USE ONLY |
|---|---|---|
| ***(1) NAME OF THE DISTRICT:*** | ***(2) CONTACT NAME/TITLE:*** | ***(3) CONTACT PHONE NO (EXT.):***<br>***EMAIL ADDRESS:*** |
| St. Johns County School District | Shameka Gilyard/Program Specialist | (904) 547-8924<br>Shameka.Gilyard@stjohns.k12.fl.us |

| **(4) MAILING ADDRESS:** | **(5) PREPARED BY: (If different from contact person)** |
|---|---|
| 40 Orange Street<br>St. Augustine, FL 32084 | **First Name:**<br>**Last Name:**<br>**Mailing Address:**<br>**Phone No:** |

**(6) CERTIFICATION BY SCHOOL DISTRICT**

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

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

| Signature of Superintendent or Authorized Agency Head | Date Signed | Date of Governing Board Approval |
|---|---|---|
| Joseph G. Joyner | 6/28/2016 | 9/13/2016 |

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

**Name of Chairperson representing the District ELL PLC:** Christopher Heine

**Contact Information for District PLC Chairperson:**
**Mailing address:** 108 Cedar Avenue, St. Augustine, FL 32084

**E-mail Address:** bheine1@gmail.com **Phone Number:** (904) 217-8927

**Date final plan was discussed with PLC: 4/27/16**

| **Signature of the Chairperson of the District PLC** | **Date Signed by PLC Chairperson** |
|---|---|
| | 28 June 2016 |

## Section 1: Identification (Rule 6A-6.0902, F.A.C.)

### Enrollment Procedures and Administration of the Home Language Survey (HLS).

*Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:*

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

Upon students registering for school, a Home Language Survey is included in the registration packet, which the parent fills out while at the school. Each school does their own registration.

During the school year, school counselors and/or registrars are responsible for the enrollment process and during the summer months when guidance counselors are on summer break, the registrar/computer operator at each school becomes responsible for the enrollment process. This process is ongoing as students move into the district throughout the year.

The computer operator at each school processes the Home Language Survey and screens for surveys that have "yes" checked for questions 1, 2, and/or 3. If any of those questions are checked "yes," the computer operator flags the student as LP in the student information system and notifies the school counselor of that particular student who will need to be screened for possible ELL services.

Registration procedures are common for all students and are conducted at each school site. School counselors are responsible for coordinating student registration.

*Into what languages are the HLS translated?*

The Home Language Survey is translated into the following languages: Arabic, Chinese, Hmong, Japanese, Korean, Russian, Spanish, and Vietnamese.

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

Provisions to communicate in the home language of parents and students will be implemented as needed through the use of school personnel and professional translation services, whenever feasible, and as per state requirements.

It is asked on the HLS in which language the parent would prefer to receive communication.

Student demographic data is gathered at the time of registration and is entered into the student database either by the registrar or the computer operator at each school.

If a professional translation service is needed, schools will request services through the District ESOL contact person in order to procure an interpreter.

Otherwise, school-based personnel are utilized, whenever feasible, to assist parents with the enrollment process.

*How do you identify immigrant students?*

Immigrant students are identified through the Home Language Survey based on the criteria set for identifying immigrant students:

1) Must be between the ages of 3-21
2) Must not have attended a US school for more than 3 years
3) Must not be born in the US, PR, or DC

There are also internal controls in the student information system that captures immigrant students as data about the students is entered into the system.

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

The Date Entered US School (DEUSS) is obtained from the Home Language Survey. There is a question specific to that element.

Please include a link to your HLS.

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

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

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

☐ Registrar
☒ ESOL Coordinator/Administrator (when necessary)
☒ Other (Specify) School Counselor/Testing Coordinator

### 2. Listening and Speaking Proficiency Assessment

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

Online IPT

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

SJCSD monitors affirmative responses to the Home Language Survey (HLS) through the Student Information System and school staff administers the listening and speaking assessments within the 20

school day window. Periodic reports are generated identifying all students with a program code of LP. Audit reports are automatically generated for LP program codes that are past a 30- day window, which takes into consideration any weekends or school holidays.
The district State Reporting office, in conjunction with the district ELL contact person, reviews the reports and notifies school personnel of any areas of discrepancy. If a situation arises in which testing does not occur, school guidance personnel will notify the student's parent in writing and in the heritage language, unless clearly not feasible, about the delay in testing and when testing will occur.

*For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?*

Students in grades K – 2 are administered the aural/oral portion of the test only. Students who meet the cut score are considered ineligible for the ESOL program.

Students in grades 3-12 who score proficient on the listening and speaking assessments are also administered the English reading and writing assessments within the 20 school day window. Students who are proficient according to all four batteries are considered to be ineligible for the ESOL program unless additional data is collected showing evidence of the lack of English language proficiency, and the evidence was reviewed by the ELL Committee.

### Reading and Writing Proficiency Assessment

*List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.*
*Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.*

Online IPT Reading and Writing

SJCSD administers the reading and writing assessments in the same testing window (20 school days) as the listening and speaking assessments. When a potential ELL is not administered the reading and writing assessments within the prescribed 20-day window, notification of testing delay will be sent, in writing, to the parent in English and in the heritage language, unless clearly not feasible. A copy of the testing delay notification will be placed in the student's ESOL cumulative folder for a minimum of one year.

## 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?*

SJCSD, in accordance with the Consent Decree, creates an ELL Committee for each child who qualifies (through testing) for ELL services. In a case in which the child does not qualify, but there is evidence through classroom situations, parent and teacher input, and other data that there may be a lack of English language proficiency, an ELL Committee will convene to determine placement of the child

into the ESOL program based on the information and data presented. Each ELL Committee meeting is documented and minutes are taken using the SJCSD ELL Committee Report Form.

## 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.*

It is the practice of SJCSD to always request a student transcript when a new student enters the school system; the school either accesses the student's transcript through FASTER (if from an in-state school) or requests the student's cumulative record and/or transcript from the sending school.

Upon entrance of a student who has provided an affirmative response to the HLS, school personnel will complete a SJCSD Programmatic Assessment to evidence the rationale for the student's placement. The Programmatic Assessment includes a number of measures used to indicate appropriate student placement.

Students with limited or no prior educational experience will be placed based upon the criteria of age and/or parent and student interviews, with the school principal as the final authority. The student will be given opportunities to acquire the necessary academic knowledge through academic interventions to assist in meeting grade level expectations. Every effort will be made to continue to request the student's transcript through FASTER (if from an in-state school) or request the student's cumulative record and/or transcript from the sending school.

More information can be found in the Student Progression Plan at:
http://www.stjohns.k12.fl.us/depts/cs/

### 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.*

For students in grades 9-12, SJCSD awards credit for successful completion of courses outside the U.S. The district follows the State Uniform Transfer of High School Credits established in Rule 6A-1.09941. In instances where there is no documentation of successful completion, all effort will be made to obtain documentation and/or information regarding the student's prior schooling in order to award credits earned. Contact will be made with the prior school; an interview will be conducted with the student and his/her parents/guardians; assessments may be given to determine student's current level; etc. When documentation cannot be obtained, students will be placed age appropriately and re-

evaluated for placement once a) the student's records are received or b) the student has been in classes for at least nine weeks and data has been collected on the student's progress. In instances where a student took language arts courses in his/her native language, credit will be awarded in English. In instances where the student took English as a foreign language, credit will be awarded towards a foreign language credit.

*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).*

For students in grades 9-12, SJCSD awards credit for successful completion of courses outside the U.S. In instances where a student took language arts courses in his/her native language, credit will be awarded in English. In instances where the student took English as a foreign language, credit will be awarded towards a foreign language credit.

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

The title of the person(s) responsible for evaluating foreign transcripts is the school counselor. Counselors are trained either by the district Director of Guidance Services and/or by the Director of Instructional Services – Secondary Education. Documentation is maintained by the counselor completing a transcript evaluation form and putting all relevant data with it into the student's cumulative file.

## 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 after having been either in another LEA, state, or country. 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.*

*Moving from one Florida LEA to another:*

In instances where a student has withdrawn from a school in SJCSD and re-enrolls after having been either in another district, state, or out-of-the country for less than a year, the student will continue the program that he/she was in prior to leaving. If the student has been withdrawn for more than a year, the student will be re-evaluated and placed accordingly based upon all documentation that we.

*Moving from another state to Florida LEA:*

In instances where a student has withdrawn from a school in SJCSD and re-enrolls after having been either in another district, state, or out-of-the country for less than a year, the student will continue the program that he/she was in prior to leaving. If the student has been withdrawn for more than a year, the student will be re-evaluated and placed accordingly based upon all documentation that we have.

*Moving from another country to Florida LEA.*

In instances where a student has withdrawn from a school in SJCSD and re-enrolls after having been either in another district, state, or out-of-the country for less than a year, the student will continue the

program that he/she was in prior to leaving. If the student has been withdrawn for more than a year, the student will be re-evaluated and placed accordingly based upon all documentation that we have.

### ELL Student Plan Development

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

The school guidance personnel and/or administration are responsible at the school site for the development of the ELL plan. The SJCSD State Reporting office's data analyst updates the ELL data reporting elements. The plan is to be developed in a timely manner that reflects current services to ensure that the student is receiving appropriate accommodations/interventions based on student data. The schools make every effort to include parent involvement in the development of the plan through notifications of the meeting in English and heritage language, unless clearly not feasible. Once the date of the plan meeting is established, administrators and/or their designees, guidance personnel, the student's teachers and parents convene to review possible accommodations, interventions, and strategies to assist the student in English language proficiency and academic success.

Initial plans are created within 10 school days of students qualifying for ELL services and parents receiving notification that the student has qualified and a meeting being scheduled.

Plan updates for students continuing in the ELL program occur each school year prior to Survey 2 in order to reflect the student's current services. An ELL Committee is convened to discuss the student's progress and to review accommodations, interventions, and strategies that will be used to continue assisting the student in English language development and proficiency and in academic success.

Plan updates will also occur if a student's class schedule changes in order to reflect the student's current services. Common times for a student's class schedule to change is at the semester, especially for high school students.

*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?*

Elements of the plan include: student information; how long the student has been in the ESOL program; test results; home-school communication; progress monitoring participation; student schedules and classes; state assessment participation and accommodations; and linguistic accommodations, strategies, and interventions.

The teachers' role is to provide feedback and input about the student and his/her progress in his/her respective class(es), as well as provide relevant data on the student.

Please include a link to the ELL Student Plan.
https://inside.stjohns.k12.fl.us/esol/

## 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 appear in the current Florida Department of Education (FDOE) Database Manuals. (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

WIDA ELD Standards Framework is also used to ensure comprehensible instruction for ELL students.

*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.*

All schools in SJCSD utilize the mainstream – inclusion model. Teachers of ELL students are required to have or obtain their ESOL endorsement or certification. At each school, it is the responsibility of the school administration to monitor fidelity of the program. This happens at the frequency that the school administration team visits classrooms for observations, whether formal or informal.

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

In SJCSD, all students are given equitable opportunities in school. Regardless of program placement, all ELLs will be given equitable instruction compared to non-ELL students. Student enrollment in advanced or gifted classes, in academies, and in other programs will be monitored annually for equitable representation of ELLs. The SJCSD Student Progression Plan specifically addresses equitable instruction for all students.

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

The LEA determines if the instructional model is positively affecting student performance by analyzing ELP assessments (ACCESS for ELLs 2.0) and by analyzing data from content area driven assessments, such as EOC exams.

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

ELL students are assured equal access to all programs and facilities that are available to non-ELL students based on the SJCSD's School Board Rule 5.02: Non-Discriminatory Admission of Students, which states that "The School Board shall admit students to District schools and programs without regard to race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background."

School counselors, along with other school staff, make sure that ELL students are aware of the programs that are available.

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

The method used in the LEA to document the use of ESOL instructional strategies is through the teacher's plan book. All teachers are expected to document the ESOL instructional strategies in their lesson plan book to ensure comprehensible instruction is taking place. This is monitored at the school level by administrators and by the district ESOL contact person during audit checks.

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

The LEA verifies the delivery of comprehensible instruction to ELLs by monitoring lesson plans during internal audits, conducting walk-throughs, and/or through fidelity checks. Schools verify the delivery of comprehensible instruction to ELLs through observations of instruction throughout the year and through monitoring of lesson plans. The Student Progression Plan specifically addresses equitable instruction and access to all programs offered to St. Johns County students.

The school personnel responsible for ensuring comprehensible instruction is the teacher (s) of record and the school administration.

The LEA personnel responsible for ensuring comprehensible instruction is the ESOL department.

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

☐ Student Portfolios

☐ Other Criterion Referenced Test (Specify) _____

☐ Native Language Assessment (Specify) _____

☒ LEA/school-wide assessments (Specify) _____

☐ Other (Specify) _____

**Student Progression**

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

☒ Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.
http://www.stjohns.k12.fl.us/cs/spp/
Elementary School SPP – pg. 32
Middle School SPP – pg. 28
High School SPP – pg. 55

☐ 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.*

ELL students in the third grade who have been in the ESOL program for **less than two years** (based on the student's DEUSS date), *may* be exempt from the mandatory retention as provided in section 1008.25(6)(b), Florida Statute. Promotion of an ELL student in the third grade with less than two years in an ESOL program is to be based on Good Cause #1. The two-year calculation is based solely on the DEUSS date.

*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.*

Retention or promotion of any ELL student requires the review and recommendation of the ELL Committee based on data collected throughout the year. There should be evidence that the student has been brought to the MTSS team for consideration of interventions. Data used to determine promotion or retention, as well as meeting notes must be in the student's ELL file folder for documentation.

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

**Statewide Assessment**

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

*Statewide content area assessments:*

SJCSD does not exempt any ELL student from any state-wide assessment program (FSA ELA, FSA Math, FSA Writing, FCAT Science, EOC's, etc.,) based on their ESOL program placement. This is monitored by the district through the annual review of ESOL data and annual statewide content area assessments results. Responsible staff is trained to administer these assessments through ongoing training from the district Accountability office. For webinars, log in attendance information is collected for documentation and for face-to-face meetings, sign-in sheets are utilized.

However, ELL students *may* be exempt from FSA ELA and Writing if the student has been in the country *less than one year* based on the student's DEUSS date and based on the recommendation of the ELL Committee.

Parents are notified during the ELL Committee meeting of all testing accommodations available for students. They are also notified that the ACCESS for ELLs 2.0/Alternate ACCESS for ELLs is usually given in a separate setting from the classroom because of the small grade level cluster numbers.

*ACCESS for ELLs assessment programs:*

All ELL students coded LY are required to take the ACCESS for ELLs assessment. Responsible staff is trained by the district ESOL contact person, and staff is required to complete online modules developed by WIDA and pass the online quizzes with at least an 80% pass rate before being certified to administer the assessment. Documentation for attendance at the face-to-face meeting is captured through sign-in sheets, and documentation for completion of the online modules and quizzes is captured through monitoring of the assessment system to see who completed and passed the quizzes and who did not.

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

School counselor, administration, and/or the testing coordinator.

*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.*

For the ACCESS for ELLs assessment, parents are notified through Parent/Guardian letters about the test and it gives them information about when the test will be administered and why the test is being administered, and it is available in several different languages. Testing accommodations are discussed with parents during the ELL Committee meeting to either create or update the plan. An interpreter is usually present to be sure parents understand the accommodations and are able to give their input.

For other statewide assessments parent notifications, provided by the State, are sent home to parents to notify them about upcoming assessments. Any available translations that the State provides are utilized to ensure that parents understand Florida's statewide assessments policies, mandates, and student outcomes. Testing accommodations are discussed with parents during the ELL Committee meeting to either create or update the plan. An interpreter is usually present to be sure parents understand the accommodations and are able to give their input.

## 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.*

Where there is data to support the possibility of an ELL exiting the ESOL program, an ELL Committee will convene and make the determination based on the following criteria in Rule 6A-6.0903:
Students in grades K – 2 must meet English Language Proficient Assessment (ELPA) standards only. Students must obtain an overall minimum proficiency level of 5 and minimum proficiency level of 4 in each of the four language domains: Listening, Speaking, Reading, and Writing or have an overall minimum proficiency score of P1 on the Alternate ACCESS for ELLs for the 2015 – 2016 school year.

Students in grades 3 – 9 must meet ELPA standards of scoring an overall proficiency level of 5 and minimum proficiency level of 4 in each of the four language domains: Listening, Speaking, Reading, and Writing or have an overall proficiency score of P1 on the Alternate ACCESS for ELLs for the 2015 – 2016 school year AND obtain a passing score on FCAT Reading, FSA in ELA, or FSAA administered in the 2015 – 2016 school year.

Students in grades 10 – 12 must meet ELPA standards of scoring an overall proficiency level of 5 and minimum proficiency level of 4 in each of the four language domains: Listening, Speaking, Reading, and Writing or have an overall proficiency score of P1 on the Alternate ACCESS for ELLs for the 2015 – 2016 school year AND obtain a score on the 10th grade FCAT Reading, FSA ELA, or FSAA sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to 1008.22, F.S.

If students qualify for exit, the school counselor (or responsible personnel) will complete an LF MIS Form to be faxed over to the district State Reporting Office so that the student's code can be changed from LY to LF status. Minutes from the meeting, along with the Committee's recommendation, will be recorded and placed in the student's ELL file.

*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 **(when necessary)**
☐ Other (Specify) _____

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

In specific cases, some students may be exited based on the ELL Committee's decision. Such cases may include when a student is performing well academically but has not met exit criteria based on ELP assessments and/or FSA ELA. According to Rule 6A-6.0903, the ELL Committee shall review the

student's record holistically to determine whether the student is language proficient. The ELL Committee shall document the records reviewed by the Committee, taking into account 1) current ACCESS for ELLs 2.0 scores (if applicable), 2) current IPT scores, and 3) the Committee's decision shall be supported by at least two of the five criteria established below of this rule, and the supporting criteria shall be documented in the student's file:

a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
b. Written recommendation and observation by current and previous instructional and supportive services staff;
c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
d. Grades from the current or previous years; and test results from tests other than the assessments listed above in this rule.

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

If an ELL student meets exit criteria via data points (IPT Aural/Oral and IPT Reading/Writing, if required, OR FSA ELA and ACCESS for ELLs 2.0), during the middle of a student grading period, the student may be exited based upon the above data and the supporting decision of the ELL Committee.

## 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 counselor

*Updating the student ELL plan?*

School counselor and/or School LEA

*Reclassification of ELL status in data reporting systems?*

The school counselor gives appropriate documentation to the data analyst, who in turn, reports the data to the State.

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

☒ Report Cards
☒ Test Scores
☒ Classroom Performance
☒ Teacher Input
☒ Other (Specify) progress monitoring data, interim reports

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

In the event that former ELLs are not meeting academic standards, the ELL Committee will be reconvened to evaluate the student's performance with particular regard to evaluating if the academic delay is due to or caused by lack of English language proficiency. Students are also referred to the MTSS team where the student's data is analyzed to help in determining if interventions are needed first. If it is determined that the student needs to receive ESOL services, based on student performance, teacher input, data reviewed by the MTSS team, and/or language assessment scores, the committee may make the decision to re-enter the student into the ESOL program. Meeting minutes/notes are taken for documentation of the ELL Committee's decision.

### Compliance of ELL Plan and Student Performance

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

The internal procedures used for monitoring the ESOL program for compliance and student academic performance is that the ESOL contact person visits all schools and does an internal audit of all ELL files (LY and LF). A monitoring sheet is used to document findings and a copy is left with the school so that any necessary corrections can be made, if possible, or so that a corrective action plan can be put in place.

Student data, interim reports, and report cards are monitored, as well as score reports to monitor student academic performance.

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

The approved District ELL Plan will be posted on the district ESOL website, and schools will be asked to post it on their school websites, as well.

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

The LEA ensures that schools are implementing the District ELL Plan by conducting internal audits.

## Section 8: Parent, Guardian, Student Notification and Rights

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

In circumstances when parents need assistance in their heritage language, the school will provide information and documentation in the heritage language unless clearly not feasible. On the HLS, parents indicate which language they would prefer to receive communication. The school will make an attempt to provide the parent with interpretive services for assistance unless clearly not feasible.

If a parent is in need of language assistance, the school requests language assistance services from the ESOL contact person, who in turn will procure an interpreter for the school.

Documentation on how to read and interpret student report cards will be translated in Spanish for parents of ELL students. A sample report card will be provided as well so that parents will know what to expect.

This information will be sent to parents each nine week period when all students receive their report cards.

*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.*

ESOL Parent Leadership Council meetings are held to discuss the district ELL plan, as well as to provide parents with educational support and information regarding how they can be involved in their children's education to help them acquire the English language and meet State content and academic achievement standards.

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

- ☐ Delay in language proficiency testing
- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☐ Program delivery model option(s)

- ☐ Extension of ESOL instruction
- ☒ Exit from ESOL program
- ☐ Post-reclassification of former ELLs monitoring
- ☐ Reclassification of former ELLs

- ☒ State and/or LEA testing
- ☐ Accommodations for testing (flexible setting)
- ☐ Annual testing for language development
- ☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
- ☐ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change

- ☒ Invitation to participate in an ELL Committee Meeting

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

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

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

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

- ☒ LEA Level
- ☐ School Level

*Please address the functions and composition of the PLC:*

The SJCSD ELL PLC is composed of the SJCSD ESOL contact person, the SJCSD Title III ESOL Teacher, and parents of ELL students. The function of the PLC is to aid in the development of the SJCSD ESOL Plan, discuss current trends in ELL education, address ESOL service issues that may arise in SJCSD, and support parents and students.

*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.*

N/A

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

Members of the ESOL PLC are notified of all district-based committee opportunities and meeting dates during PLC meetings. Members of the PLC are encouraged to join and participate on these committees as well. PLC members are also encouraged to participate in school-based SAC meetings and PTO/PTSO meetings at their child's respective school.

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

In the spring, during the PLC meetings, the Council reviews the Plan from the previous year and provides input for the upcoming school year's ESOL Plan. There are opportunities at each meeting for parent input, as well.

*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.*

Teachers who are required to obtain ESOL training or certification are notified of training requirements through the Human Resources office. The Human Resources Specialist issues notifications to teachers who are in need of ESOL certification through out-of-field letters. A report generated in the student information system is run of all teachers who are identified as having ELL students.

Teachers who are required to obtain ESOL training or certification are notified of opportunities to complete the training through the Professional Development office. Workshop/Professional Development opportunities are posted on the Professional Development webpage and principals, assistant principals, and Instructional Literacy Coaches (ILCs) are notified of the yearly schedule. Our district ESOL courses are free to full-time SJCSD instructional personnel.

*Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.*

Content area teachers of math, science, social studies, and computer literacy are notified of ESOL training requirements (60 hours) through the Human Resources Specialist. A spreadsheet is maintained of content area teachers who are in need of the 60-hour training. Content area teachers must be in compliance within three years.

Teachers who are flagged as being out-of-field are required to complete no less than three semester hours (or 60 hours of in-service) by a date certain during the current school year, or they agree to have passed the ESOL subject area exam and have the endorsement added to their teaching certificate by a date certain during the current school year.

Teachers who are required to obtain ESOL training or certification are notified of opportunities to complete the training through the Professional Development office. Workshop/Professional

Development opportunities are posted on the Professional Development webpage and principals, assistant principals, and Instructional Literacy Coaches (ILCs) are notified of the yearly schedule. Our district ESOL courses are free to full-time SJCSD instructional personnel

*Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.*

Other instructional staff are notified of ESOL training requirements (18 hours) through the Human Resources Specialist. A spreadsheet is maintained of teachers who are in need of the 18-hour training.

Teachers who are required to obtain ESOL training or certification are notified of opportunities to complete the training through the Professional Development office. Workshop/Professional Development opportunities are posted on the Professional Development webpage and principals, assistant principals, and Instructional Literacy Coaches (ILCs) are notified of the yearly schedule. Our district ESOL courses are free to full-time SJCSD instructional personnel

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

The procedures used when teachers are out-of-field, including compliance procedures and claiming FTE, are that a letter is sent to the teacher who is teaching out-of- field from Human Resources stating that the teacher is currently not ESOL endorsed or ESOL certified. An explanation is then given describing the difference between ESOL endorsed and ESOL certified. The teacher is then told that his or her name will appear on a list of ESOL "out-of-field" teachers at the School Board meeting and parents of the teacher's ELL student (s) will receive a letter of explanation of the teacher's endorsement/certification status.

In order to be in compliance, teachers must sign an agreement acknowledging that they are not fully certified or endorsed in their assignment area, and that they agree to work towards certification or endorsement in the area of ESOL either by completing no less than six (6) semester hours or 120 in service hours by a certain date during the current school year, OR they agree to have passed the ESOL subject area exam and have added the endorsement added to their teaching certificate by a certain date during the current school year.
If teachers fail to meet the out-of-field agreement, it could be considered insubordination on their part.

A spreadsheet is kept by Human Resources of all teachers in the district to document which teachers are not ESOL endorsed/certified and to track their progress towards reaching compliance.

*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 administrators must acquire 60 in-service points in ESOL strategies or complete three (3) semester hours of college credit in ESOL. In-service training program components developed to meet the needs of teachers, aides, administrators; school psychologists, guidance personnel, and media specialists are included in the Master In-Service Plan and approved by the Department of Education. The teachers in B1, B2, B3, and B4 have the option of attending various training components offered

by the district, local post-secondary institutions, or virtual learning institutions.

In-service program components are approved by the Florida Department of Education. Components are listed in the St. Johns District Master In-Service Plan and are monitored by the Professional Development Office.

The district maintains records in SunGard of personnel who successfully complete in-service requirements. This information is maintained in the Professional Development Office and in the Human Resources Department.
The district coordinates in-service training activities and provides information about all trainings to teachers district-wide. It also acts as a liaison to community colleges, virtual schools, and four year colleges/universities offering approved ESOL courses.

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

School counselors must acquire 60 in-service points in ESOL strategies or complete three (3) semester hours of college credit in ESOL. In-service training program components developed to meet the needs of teachers, aides, administrators; school psychologists, guidance personnel, and media specialists are included in the Master In-Service Plan and approved by the Department of Education. The teachers in B1, B2, B3, and B4 have the option of attending various training components offered by the district, local post-secondary institutions, or virtual learning institutions.

In-service program components are approved by the Florida Department of Education. Components are listed in the St. Johns District Master In-Service Plan and are monitored by the Professional Development Office.

The district maintains records in SunGard of personnel who successfully complete in-service requirements. This information is maintained in the Professional Development Office and in the Human Resources Department.

The district coordinates in-service training activities and provides information about all trainings to teachers district-wide. It also acts as a liaison to community colleges, virtual schools, and four year colleges/universities offering approved ESOL courses.

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

The supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices includes: meeting with grade level teams; meeting with individuals as needed; meeting with content area departments; training administrators; training Instructional Literacy Coaches; offering online training modules created by the LEA; and making the OneNote on WIDA Standards and Best Practices created by the ESOL teacher accessible.

*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.*

N/A

*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 qualifications required by the district for bilingual paraprofessionals include the candidate having an Associate's degree or higher OR have completed sixty (60) college semester hours at an accredited institution of higher education OR receive the District approved score on the District approved assessment and a high school diploma or a General Education Development certificate (GED). Candidates, who have the ability to translate multiple languages in both oral and written form, especially Spanish, are preferred.

The bilingual paraprofessional's responsibilities will include: assistance with academic coursework (aligned to the Florida Standards); preparation of activities aligned to the skills and content knowledge requisite to students successfully passing FSA and state End-of-Course (EOC) assessments; assistance and instruction to increase English language proficiency; and assisting in outreach activities to increase parental and community involvement. The bilingual paraprofessional's primary assignment will be at the school that meets the 15 or more ELLs requirement.

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

ESOL trainings that are available to staff will be made available to bilingual paraprofessionals. Documentation of training will be maintained through a sign-in sheet provided at the training session.

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

The interview team for the bilingual paraprofessional position will consist of personnel who are native speakers of the designated language. The candidate will be required to complete oral and written performance tasks related to the designated language.

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

Attached

## 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.

A student is considered for Extension of Instruction based on his/her 3rd year anniversary DEUSS date. If the student's DEUSS date falls between the return of ACCESS for ELLs 2.0 score reports for the current year and October 1 of the following school year, then ACCESS for ELLs 2.0/Alternate ACCESS for ELLs 2.0 scores will be used as one measure to help determine if services need to be extended. If the student's 3rd year anniversary DEUSS date falls between October 1 and the ACCESS for ELLs 2.0/Alternate ACCESS for ELLs 2.0 score reports coming in, then the Online IPT test will be used in conjunction with the ACCESS for ELLs 2.0/Alternate ACCESS for ELLs. The IPT test assesses the four domains of listening, speaking, reading, and writing. According to the rule, the test will be administered within 30 days of the 3rd year anniversary DEUSS date.

The ELL Committee will be convened to discuss the results of the test (either ACCESS for ELLs 2.0/Alternate ACCESS for ELLs 2.0 or Online IPT in conjunction with ACCESS for ELLs 2.0), and any FSA data. The child will be looked at holistically (grades, teacher input, progress monitoring data, social skills, etc.) in order to determine English language proficiency and whether or not the student should be considered for Extension of Services.

Minimally, two of the five criteria established in State rule must be met in order for students to exit by ELL Committee decision. The criteria include the following:

a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
b. Written recommendation and observation by current and previous instructional and supportive services staff;
c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
d. Grades from the current or previous years; and
e. Test results from tests other than the assessments listed above in this rule, i.e., Discovery Education.

A decision will be made based on the Committee's recommendation. Parents are included in the decision-making process, but ultimately the decision of the majority will take precedence.

ELLs will be assessed annually, using a State approved screener, at the end of the 3rd, 4th, and 5th years of receiving extended services.

### 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.

Online IPT

**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.

Online IPT Reading and Writing