

2019-2022

District English Language Learners (ELL) Plan

Contact Person: Cindy Stewart, Director of Federal Programs & Academic Services
LEA: Hernando County School District
Email: stewart_c@hcsb.k12.fl.us
Phone: 352-797-7000

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

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

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

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

How do LEA procedures compare to those followed for non-ELLs? Into what languages are the HLS translated? How does the LEA assist parents and students who do not speak English in the registration process?

The Home Language Survey (HLS) is administered for all students by the Registrar or designee during registration at all schools. The HLS is printed in English and Spanish. The school's official Spanish/English translator may provide assistance to parents as needed during the registration process. If a language other than Spanish is needed, the school will make every effort to locate someone to assist. The Home Language Survey includes the questions, "Is there a language other than English spoken in the home?", "Does your child have a first language other than English?" and, "Does your child most frequently speak a language other than English?" The Registrar immediately notifies the English Language Learner (ELL) Chairperson after an affirmative response to one or more of the questions on the Home Language Survey. A completed copy of the HLS and the Data Elements form signed by the Registrar are given to the ELL Chairperson. The parents/guardians receive a copy of the Home Language Survey that includes notification of evaluation procedures.

How do you identify immigrant students?

The HLS also asks for the student's country of birth and the date the student first enrolled in a school in the United States (DEUSS). The Registrar uses that information to determine if the student meets criteria found on the Immigrant Student data element to be identified as an immigrant student. The term immigrant children and youth means 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. The data entry personnel or registrar enters the appropriate data in TERMS/Skyward for any student identified as an immigrant student.

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

Link to HLS: [Home Language Survey](#)

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) ELL Chairperson

2. Listening and Speaking Proficiency Assessment

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

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

Any student whose Home Language Survey contains one or more affirmative answers will be evaluated for ESOL eligibility. The ELL Chairperson reviews all available records. For students requiring assessment, the ELL Chairperson must administer the Listening and Speaking Assessment within 20 days of enrollment and shall document the date and results of the assessment. If a student is not given the Listening and Speaking assessment within the 20 day timeline, parent/guardian notification is provided in writing by the ELL Chairperson giving the reason for the delay in testing and whether testing has been completed. Notification will be in a language understood by the parent unless clearly not feasible.

Hernando County will use the following assessment for Listening and Speaking (Aural/Oral) to determine if a K-12 student is ELL:

W-APT (ONLY for Kindergarten)
WIDA Screener

K-2 students who score proficient on the Aural/Oral assessment are considered ineligible for ESOL services and are not placed in the ESOL program. In questionable cases, eligibility recommendations may be made through the ELL Committee.

Students in Grades 3-12 who score proficient on the Listening and Speaking assessment must be assessed for English proficiency in the areas of Reading and Writing. Because parents have to be notified within 30 days of enrollment, the Reading and Writing assessment will take place no later than 10 days after the Listening and Speaking assessment. If the student enrolls at another time during the school year, parents must be notified within two weeks.

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.

Hernando County may use the following assessments for Reading and Writing to determine if a 3-12 student is ELL:

W-APT (ONLY for Kindergarten)
WIDA Screener

In Hernando County, the Listening, Speaking, Reading and Writing assessments are administered as a complete battery at the time of initial testing. If testing is not done within the

required timelines, parent notification for the reason for the day is provided in a language understood by the parent unless clearly not feasible.

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?

An invitation to the ELL Committee meeting is sent to all committee members, including parents/guardians. An ELL Committee convenes to determine a need for ELL services if there is a concern regarding assessment results and/or a student's academic performance. The Committee will consider a student's English language proficiency along with the following to make its decisions:

- Extent and nature of prior educational or academic experience, social experience, 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/or heritage language according to state or national criterion-referenced standards
- Grades from the current or previous years
- Results from tests other than the English language proficiency assessment

Recommendations of the committee must be documented using the ELL Committee Minutes Form (#SO-ESOL-20). [ELL Committee Meeting Minutes](#)

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.

Upon student entry to the Hernando County School system, the previous school of the ELL is contacted for academic records by the Registrar, Guidance Counselor, or ELL Chairperson. A Student Records Request form is sent to the previous school requesting this information. If records are not promptly received, a phone call is placed by the Registrar, Guidance Counselor, or ELL Chairperson as an attempt to obtain records. Once received, school records would be evaluated and the student would be placed in the appropriate grade level based on available information. Questionable cases are decided by the ELL Committee.

A programmatic assessment is conducted for each ELL upon enrollment and is documented on the Programmatic Assessment Student Profile form.

Programmatic Assessment Profile

In the case of ELLs with limited or no prior school experience or whose prior school records are incomplete or unobtainable, the parent/guardian is interviewed and asked for any available records in their possession. Consideration is given to the following: age appropriateness, current grade level (if available), and any other pertinent information. Academic assessments may be given and an ELL Committee meeting may be called to determine grade level placement and services. In the event of no available transcripts, students are placed age appropriate. In the event of no available transcripts, students are placed age appropriately and, if necessary an ELL Committee will be convened to provide additional guidance on placement and academic programs.

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 potential ELLs enrolling with clear documentation of previous academic history, initial placement is determined by the registrar, data entry personnel, or guidance personnel with input from the ESOL contact. Transcripts would be evaluated and the student would be placed in the appropriate grade/course level. ELL students are scheduled into courses that fulfill graduation requirements based on the school district's Student Progression Plan, and on completed academic coursework, regardless of the language in which the coursework was done. Classes taken in the student's native language are compared with current course descriptions and placement/proficiency exams may be used to determine the completion of course expectation standards.

If there is a question as to the initial placement, an ELL committee shall meet to determine appropriate grade level/course placement and services (if applicable). If a student comes with no documentation of prior schooling or with foreign transcripts, the Supervisor of Secondary Programs reviews all information available and makes recommendations based on that information, the district's Pupil Progression Plan and input from the ESOL Department. Recommendations for placement are shared with the guidance department at the school to ensure proper course and grade placement. Documentation is completed using a Foreign Transcript Evaluation Form.

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).

Students transferring from other countries who have successfully completed language arts courses in their home language will receive credit for English courses. Foreign students who have received credit for English or another foreign language in their home country shall be awarded world language credit.

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

After reviewing all available information, considering ESOL department input and the district's Pupil Progression Plan including graduation requirements, the Supervisor of Secondary Programs is responsible for evaluating foreign transcripts in order to ensure proper placement of potential ELLs. The Supervisor maintains documentation using a Foreign Transcript Evaluation Form.

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.

Records are requested by the Registrar and/or Guidance Counselor and the parents/guardians of the ELL may be interviewed. If the student has been absent from the District for one year or more and has attended a school in another state or country, he/she will be re-evaluated for English proficiency and placed accordingly. If the student has been withdrawn from the District for less than one year and re-enrolls, placement will be determined based on available records. TERMS/Skyward data will be updated to reflect the new plan date, but DUESS date and ELL entry date remain the same.

If the student has attended a Florida school, ESOL services will continue as documented in their ELL plan and their plan will be updated and that date will be entered into TERMS. If the student was previously exited from ESOL by another Florida district, the student's current ELL status (LF or LZ) will be taken into account and the student will not be re-evaluated for eligibility.

Questionable cases may be decided by the ELL Committee. A student's Date Entered U.S. Schools (DEUSS) will be considered in the convening of an ELL Committee.

ELL Student Plan Development

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

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

The Student ELL Plan exists as a folder within current and former ELL students' cumulative folder. Upon identification as an ELL, the school's ESOL Lead Teacher initiates the Student ELL Plan. Within the Student's ESOL folder resides required student documentation for the delivery of ESOL services to students as determined by the prevailing District Plan for Services to English Language Learners in effect for those years during which ESOL services are provided or monitored. The Students ELL Plan

is developed in accordance with 1003.56(3)(e), F.S and is updated annually or as schedule changes by the ESOL Lead Teacher who adds required documentations and inputs data relating to annual and programmatic assessments. Teachers may provide input on appropriate accommodations, placement and the need for academic support for an ELL student. An ELL Committee will convene whenever there is a concern or question relative to the student's ELL Plan or progress and when the student's first date of enrollment in a U.S. school reaches 3 years (and annually thereafter).

The ELL Plan folder contains all information relevant to a student's participation in ESOL. It may include, but is not limited to, the following:

- Home Language Survey
- Programmatic Assessment
- Data Elements Form Containing Registrar Certification, Demographics, ELL Status, Program Entry and Exit Information, Test Data and Review Data
- Eligibility Notification
- Assessment Information (WMLS, FCAT, FSA, CELLA, ACCESS, other)
- Continued Participation/Exit Documentation and Notification
- LF Monitoring documentation
- Accommodation forms
- Grades
- Student Schedule including FTE info(130) and Instructional Codes
- ELL Committee Meeting Minutes/Forms ad Meeting Invitations
- Information related to special programs participation
- Relevant home-school communication
- Any other pertinent information regarding an ELL student

Please include a link to the [ELL Student Plan](#).

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

The Sheltered English Language Arts class is implemented as the Developmental Language Arts through ESOL course for ELLs or English Language Development course for ELLs in select middle schools and high schools. These courses are offered as electives and do not replace courses intended to satisfy the English/Language Arts requirements. The Mainstream-Inclusion English Language Arts model is implemented for ELLs in the Elementary Schools (grades K-5), Combination/Magnet Schools (grades K-8), and in all High Schools (9-12) . Instructional models are implemented with fidelity according to state course descriptions (ex: Developmental Language Arts through ESOL) and mainstream inclusionary practices including the use of ESOL strategies and accommodations. The Director of Federal Programs monitors the establishment of instructional models throughout the District. Parents will be notified by the ELL Chairperson of the student's placement into the ESOL Program and the recommended instructional model. Parents have the right to refuse placement of their child in a Sheltered English Language Arts Model (Developmental Language Arts through ESOL/English Language Development).

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

All ELLs are placed in appropriate classrooms with documentation of courses and schedules in the student ELL Plan. Site-based observations are conducted by administrators or designees. Teacher lesson plans are also reviewed by administrators to ensure that academic content is equal in amount, sequence, quality and scope to that provided to non-ELLs.

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

Assessment data (FSA, ACCESS for ELLs) is reviewed by school to determine if the instructional model has a positive effect on student performance.

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

In the School Procedures Handbook under Special Programs for Academic Needs and in the Secondary School Procedures Handbook (p.21), ELLs are "provided equal access to all district services and programs". District staff and school based administrators ensure that ELLs are taught comparable academic content through teacher lesson plans and observations and that ELLs have access to all programs, services and facilities.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored. How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

Teachers of ELLs document use of appropriate ESOL strategies along with the ELD standards in their daily lesson plans. Site-based administrators or designees are responsible for monitoring use and documentation of strategies to ensure comprehensible instruction. Site-based observations are conducted by administrators or designees.

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.

In the School Procedures Handbook under Special Programs for Academic Needs and in the Secondary School Procedures Handbook (p.21), ELLs are “provided equal access to all district services and programs”. District staff and school based administrators ensure that ELLs are taught comparable academic content through teacher lesson plans and observations and they ensure that ELLs have access to all programs. Teachers of ELLs document use of appropriate ESOL strategies along with the ELD standards in their daily lesson plans. Site-based administrators or designees are responsible for monitoring use and documentation of strategies to ensure comprehensible instruction. Site-based observations are conducted by administrators or designees.

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) Woodcock Munoz Lang. Survey (Spanish)
- LEA/school-wide assessments (Specify) iReady, WriteScore
- Other (Specify) FSA, ACCESS FOR ELLs, Standards Mastery

Student Progression

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

- Yes Please provide a link to the LEA’s SPP with specifics to ELLs highlighted.
- No (Specify) _____

2018-2019 Student Progression Plan and Student Handbook

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade

retention. Include how parents or guardians are notified of LEA good cause decisions. Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

ELLs who have been enrolled for less than two years based on DEUSS may be exempted from mandatory third grade retention for good cause. The decision to promote or retain a student must be made through a recommendation by the ELL Committee based on other assessment data, classroom performance, report card grades and stakeholder input. No ELL student may be retained solely on the basis of English language proficiency or demonstration of grade level content knowledge in English. All decisions and/or recommendations made by the ELL Committee will be documented on the ELL Committee Meeting Minutes Form.

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

Statewide Assessment

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

Statewide content area assessments:

ACCESS for ELLs assessment programs:

All ELLs participate in statewide assessments. The District Lead ESOL Coach works with the District Supervisor of Assessment and Accountability, school based assessment coordinators and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations. District and/or site-based training is conducted for each statewide assessment. The ELL Chairperson will complete the test accommodation form with input from the ELL Committee. The accommodations information will be shared with the school's assessment teacher to ensure that all appropriate accommodations are provided. Allowable accommodations include: flexible setting, flexible scheduling, heritage language assistance, and use of a bilingual dictionary. (Parents must be informed of the flexible setting option for students not of legal age and shall be given the opportunity to select the preferred setting for test administration.)

An ELL student with disabilities shall be provided with ESOL accommodations and any accommodations noted in the student's Individual Education Plan (IEP).

The ACCESS for ELLs training is provided to personnel from each school who will administer the test. Those administering the ACCESS for ELLs must also obtain WIDA certification by completing the appropriate online training modules.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)? Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

ELL Chairpersons complete the ELL accommodation form based on teacher input and parent/guardian approval. The form is filed in the student's ELL folder and a copy is sent to the parent/guardian. Classroom teachers and assessment coordinators are also provided with the accommodations that are to be provided to each ELL student. The assessment coordinator ensures that the accommodations are provided during testing. The assessment coordinator keeps a record of accommodations provided and used by each ELL student.

Most statewide test information for parents is provided to districts in both English, Spanish and Haitian Creole and is provided to parents as appropriate. The ACCESS for ELLs and Alternate ACCESS for ELLs score reports, interpretive guide and parent letter are provided through the WIDA.us website in various languages and are provided to parents as appropriate.

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.

An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:

1. Scores of "Proficient" at the applicable grade level on each statewide English Language Proficiency Assessment subtest administered annually pursuant to Rule 6A-6.09021, F.A.C.; (For students taking the 2018-2019 (or later) administration of the ACCESS for ELLs assessments, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of Reading. For students with significant cognitive disabilities taking the 2018-2019 (or later) administration of the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater.) **and,**

2. Scores on applicable FSA in ELA or FSAA, as follows:

a. For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required;

b. For students in grades 3-9, earning a passing score on the grade level FSA in ELA or the FSAA, pursuant to Rule 6A-1.09430, F.A.C.; or

c. For students in grades 10-12, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

(b) Upon receipt of the statewide English Language Proficiency Assessment and FSA in ELA scores, schools shall exit students no later than the last school day of the school year. If the statewide English Language Proficiency Assessment or FSA in ELA scores are received after the end of the school year, schools shall exit students within two (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the FSA in ELA examination was administered as the exit date.

Students may also be exited by decision of the ELL Committee.

Following exit, the ELL Chairperson will provide exit information to the data entry personnel for reporting in TERMS/Skyward. The student's status will change to LF and monitoring will begin.

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

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) _____

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

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

1. Any student being considered for exit by an ELL Committee shall be assessed on at least one (1) Department-approved assessment instrument, which shall be administered no earlier than thirty (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four (4) domains, including listening, speaking, reading, and writing. An ELL Committee, for any student with a disability being considered for exit, shall include the Individual Education Plan (IEP) Team pursuant to Rule 6A-6.03028, F.A.C.
2. The ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the English language assessment mentioned above and the following criteria to determine whether the student is English language proficient:
 - a. Extent and nature of prior educational or academic experience, social experience, and a student interview;
 - b. Written recommendation and observation by current and previous instructional and supportive services staff;
 - c. Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any;
 - d. Grades from the current or previous years; and,
 - e. Test results from tests other than the English language proficiency assessment mentioned above.
3. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the program. If a majority of the ELL Committee determines that the student is not English language proficient, the student shall remain enrolled in the program. For a student with a disability, the Committee shall consider the impact of the student's disability in its decision. The parents' preference as to whether a student is determined English language proficient or not English language proficient shall be considered in the final decision.
4. The Committee's decision shall be supported by at least two of the criteria established and the supporting criteria shall be documented in the student's file.

Following exit, the ELL Chairperson will provide exit information to the data entry personnel for reporting in TERMS/Skyward. The student's status will change to LF and the 2-year monitoring period will begin.

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

If an ELL meets exit qualifications in the middle of the grading period, the student will be exited at that time through an ELL committee and the exit information will be entered into TERMS/Skyward. However, changes to the student's schedule may be delayed until the end of the grading period or semester so that there are no detrimental effects on the student's schedule or awarding of credit. For example, a high school student enrolled in Developmental Language Arts through ESOL may be exited in the middle of the grading period but may remain enrolled in the class until the semester ends in order to earn credit for that course and no credits will be unearned due to non-completion of the course.

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? ELL Chairperson

Updating the student ELL plan? ELL Chairperson

Reclassification of ELL status in data reporting systems? The ELL Chairperson provides this information to the data entry personnel for reporting.

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) _____

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

The ELL committee convenes to review all available data. If it is determined that the student is not performing at grade level due to reasons other than English language proficiency, the student remains "LF" and the committee will recommend other action which may include referral for consideration of services other than ESOL. If the student's deficits are determined to be related to English-language proficiency, the student may be reclassified as an "LY", and a new student ELL plan is developed to address academic and language deficiencies. Original data, including ELL entry date and DEUSS remain the same.

Compliance of ELL Plan and Student Performance

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

An ESOL Lead Teacher (ELL Chairperson) is assigned to each school to ensure compliance with the District ELL Plan. They will complete eligibility testing, annual proficiency assessments, maintain student ESOL folders, monitor student progress and stay up-to-date on compliance issues. Additionally, the Lead ESOL Coach and the Director of Federal Programs provide technical assistance and guidance to ESOL personnel, administrators, and teachers at each school regarding the ELL Plan, state rules, and other ESOL program concerns.

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

The Plan is posted on the district website in both English and Spanish. Additionally, copies are made available to the ESOL Lead Teachers/Chairpersons at each school for easy reference and, copies are provided to parents through the ESOL Parent Leadership Council.

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

Administrators are informed of program requirements and procedures through District meetings and trainings. An ESOL Lead Teacher (ELL Chairperson) is assigned to each school to ensure compliance with the District ELL Plan. Principals are also responsible to monitor a school's compliance by following district and state mandates (ex: Personnel- Out of field).

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

- 1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;**
- 2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;**
- 3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;**
- 4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;**
- 5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;**
- 6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);**
- 7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and**
- 8. information pertaining to parental rights that includes written guidance—**
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;**

- b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders and monitored by Title I. All letters, as well as all home-school communication must be provided to parents in a language that they can understand unless clearly not feasible.

Parent Notification Form

Parent Notification Form (Spanish)

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

Each school has a designated Spanish translator, as Spanish is the district's most commonly used second language. Information is translated, when feasible, by a school or district translator. These translators may be available to translate appropriate information, documentation, and notification in an oral or written format. Many of the district forms or information provided to parents are available in Spanish. When another language is needed, the school or district will make reasonable efforts to find a translator.

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 Parent Leadership Council (PLC) provides training for parents/guardians. The Parent Academy and other district workshops provide opportunities for all families, including parents/guardians of ELLs, in scheduled parent nights. These opportunities may include workshops or training relevant to their child's curriculum, assessments and standards, parental involvement, special programs and community services. Translators are provided 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.):

- 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)
- 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) Student Code of Conduct in Spanish

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

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

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

- LEA Level
- School Level

Please address the functions and composition of the PLC:

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

The PLC is composed in the majority of parents of limited English proficient students. The primary function of the District PLC is to involve parents in the education of their children. They receive information on the Consent Decree, statewide testing, graduation requirements, education planning, parent-teacher conferences, home-school communication, helping with homework, volunteer services, community services, parent training, strategies for ELLs, and input into the revision of the District ELL Plan.

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

Parents of ELLs are encouraged to participate in other committees, like the School Advisory Council, Parent Teacher Organizations and Parent Teacher Student Organizations, etc. The district provides notification of many events by letter, flyer, or Global Connect (automated school messaging system). Translation is used where feasible.

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

At the district PLC meetings, parents of ELLs are invited to participate in the review of the District ELL Plan. Parents who express interest are provided copies of the Plan and asked to make suggestions for revision. Any suggestions are reviewed by the ESOL Lead Teacher Team and recommended revisions are made as appropriate. The final, revised copy is presented for approval at a meeting of ELL parents and other PLC members.

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

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

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

Notification is sent from the Human Resources Department by the Certification Specialists to notify teachers of their ESOL training requirements. Letters and email records serve as documentation of teacher notification. The Department also maintains a spreadsheet of teachers' ESOL training status. Additionally, ESOL training requirements for all staff are posted on the district's Professional Development Department's webpage.

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.

Notification is sent from the Human Resources Department by the Certification Specialists to notify teachers of their ESOL training requirements. Letters and email records serve as documentation of teacher notification. The Department also maintains a spreadsheet of teachers' ESOL training status. Additionally, ESOL training requirements for all staff are posted on the district's Professional Development Department's webpage.

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.

Notification is sent from the Human Resources Department by the Certification Specialists to notify teachers of their ESOL training requirements. Letters and email records serve as documentation of teacher notification. The Department also maintains a spreadsheet of teachers' ESOL training status. Additionally, ESOL training requirements for all staff are posted on the district's Professional Development Department's webpage.

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

Notification is sent from the Human Resources department by the Certification Specialists to notify teachers of their out of field or out of compliance status. An out-of-field teacher may still be in compliance if he/she is working toward the training requirements within the timelines. Weighted FTE 130 funds may be claimed for students assigned to courses taught by these teachers. Teachers are notified of training options by the Professional Development department and information regarding ESOL training requirements and available trainings are posted on the district website. Letters notifying parents of a teacher's out of field for ESOL status are sent home in a language understood by the parent unless not feasible.

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.

Notification is sent from the Human Resources Department by the Certification Specialists to notify administrators of their ESOL training requirements. Letters and email records serve as documentation of notification. Available training opportunities are posted on the district website. Several courses are offered throughout the year to satisfy the 60-hour requirement. Training completed is tracked through the Professional Development Department's electronic tracking system. Information about courses completed toward ESOL requirements is shared with the Human Resources Department for verification of compliance.

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

Notification is sent from the Human Resources Department by the Certification Specialists to notify guidance counselors of their ESOL training requirements. Letters and email records serve as documentation of notification. Available training opportunities are posted on the district website. Several courses are offered throughout the year to satisfy the 60-hour requirement. Training completed is tracked through the Professional Development Department's electronic tracking system. Information about courses completed toward ESOL requirements is shared with the Human Resources Department for verification of compliance.

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 district provides training to school administrators, teachers and support staff in the ELD standards through district trainings or site-based training. Training regarding best practices in working with ELLs is offered through the Professional Development via the online platform, Edivate. Teachers are informed of other training opportunities, including courses offered through CPALMS and the WIDA consortium.

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.

Instruction is provided in English only.

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.

To be eligible to be an ESOL bilingual paraprofessional, he/she must have an A.A. Degree, 60 college credits or a passing score on the ParaPro Assessment Exam. Schools with at least 15 students speaking the same native language shall provide at least one paraprofessional or teacher proficient in the same language and trained to assist in ESOL basic subject area instruction. The para's primary duty is to assist English-language learners in the content areas by providing heritage language assistance when necessary and through the use of ESOL strategies to aid in the provision of comprehensible input. The para may also act as a liaison between families and school as necessary.

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

All ESOL paraprofessionals attend a 6 hour refresher training each school year. Additionally, they attend Technology for ESOL Support professional development. Certificates of completion are provided to ESOL Paraprofessionals (including bilingual ESOL Paraprofessionals) and sign-in sheets are kept as documentation and maintained by the ESOL Department at the district.

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

English proficiency is determined by meeting qualifications of the paraprofessional position which include an AA Degree, 60 hours of college credit, or a passing score on the ParaPro assessment. The job description for the ESOL paraprofessional also includes as a qualification, "ability to communicate both orally and written in the language reflecting the predominant language of students". The principal or designee is encouraged to determine target language proficiency during

the interview process by requesting the translation or interpretation of items relevant to the position or through the use of the World Language Department's OPI (Oral Proficiency Interview).

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

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

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

Three years after an ELL's initial enrollment date in a United States school, and annually thereafter, the ELL Committee will re-evaluate the student's progress towards English language proficiency. The committee will convene no earlier than thirty school days prior to the third anniversary of the student's enrollment date in a school in the United States, and no later than the anniversary date unless the student's anniversary date falls within the first two weeks of any school year. Then, the ELL Committee may convene no later than October 1st.

Any student being considered for extension of services shall be assessed on at least one Department-approved assessment instrument covering all four language domains (listening, speaking, reading and writing). The assessment must be administered no earlier than thirty days prior to the student's anniversary date. 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 ELL Committee shall review the student's academic record holistically and shall consider the assessment results from the English language proficiency assessment and the following criteria to determine whether the student is English language proficient: (a) Extent and nature of prior educational or academic experience, social experience, and a student interview. (b) Written recommendation and observation by current and previous instructional and supportive services staff; (c) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any; (d) Grades from the current or previous years; and (e) Test results from tests other than the English language proficiency assessment mentioned above.

If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services shall be extended and the committee shall refer the student as necessary for appropriate remedial, compensatory, special and supportive service evaluations and programs. The parents' preference shall be considered in the final decision as to whether a student is determined English language proficient or not English language proficient. The basis and nature of the ELL Committee's decision on whether to extend or not to extend ESOL services shall be documented and maintained in the student's file. ELLs provided ESOL instruction may be reported for funding in the

Florida Educational Finance Program as specified in Section 1011.62, F.S. Lack of a student's ESOL funding eligibility does not relieve the school district of any obligation under state or federal law to provide appropriate services to ELLs beyond the state ESOL program funding limits.

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.

Hernando County may use the following to assess all four language domains when considering extension of services:

WIDA Screener

ACCESS for ELLs/Alternate ACCESS for ELLs

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.

Hernando County may use the following to assess all four language domains when considering extension of services:

WIDA Screener

ACCESS for ELLs/Alternate ACCESS for ELLs

FSA ELA

FSAA ELA