MARK T. PORTER
Superintendent of Schools

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MONROE COUNTY SCHOOL DISTRICT
CHARTING THE COURSE
To Excellence in the Monroe County Schools

To Whom It May Concern,

I, Mark T. Porter, am assuring that Monroe County School District is in compliance with all ESOL training requirements. The district Certification Specialist keeps a running list of staff that need the ESOL training requirements and those that have completed the requirements. The district offers the five ESOL courses, two a year with the Cross Cultural Communications every other year. In addition, the Title II Teacher and Principal Training and Recruiting Fund reimburses teachers to receive and/or maintain certification.

Sincerely,

G. Anderson Appointee for Mark Porter, Superintendent

Mark T. Porter

241 Trumbo Road • Key West, FL 33040
Tel. (305) 293-1400 • Fax (305) 293-1408
www.KeysSchools.com

District
English Language Learners (ELL) Plan

Contact Person: Natallie Liz
LEA: Monroe County School District
Email: Natallie.Liz@keysschools.com
Phone: 305/293-1400 EXT 53373

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

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	*(2) CONTACT NAME/TITLE:*	*(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:*
Monroe County School District	Natallie Liz / ESOL Coordinator	305/293-1400 EXT 53373 Natallie.liz@keysschools.com

(4) MAILING ADDRESS:	**(5) PREPARED BY: (If different from contact person)**
241 Trumbo Road **Key West, FL 33040**	**First Name:** **Last Name:** **Mailing Address:** **Phone No:**

(6) CERTIFICATION BY SCHOOL DISTRICT

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

I, Mark T. Porter, 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.

S. Theresa Upton for Mark Porter, Superintendent

Signature of Superintendent or Authorized Agency Head Date Signed 3/12/2019 Date of Governing Board Approval

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

Name of Chairperson representing the District ELL PLC:

Contact Information for District PLC Chairperson:
Mailing address:

E-mail Address: **Phone Number:**

Date final plan was discussed with PLC:

Elizabeth Hogan

Signature of the Chairperson of the District PLC

3/11/2019

Date Signed by PLC Chairperson

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION

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

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

By signature below, I, Mark T. Porter, 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.

Renea Clifford for Mark Porter, Superintendent 3/12/2019

Superintendent's Signature **Date Signed**

Monroe County School District

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).

Response: Parents complete the Home Language Survey (HLS) as part of the registration packet. When necessary and if services are available bilingual personnel or parent educator/liaison assist with registration. Data Entry Clerk/Registrar enters on the Student Information System (SIS) all student demographic information, including native language, country of birth, immigrant student and date of entry into US school (DEUSS), which is provided by parent/guardian during the registration process.

Responses should include the following:

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

Response: The procedures for all students are the same. All new students enrolling at a school must complete a student registration packet which includes the HLS. It is an integral part of the student registration packet.

(a) Is a language other than English used in the home?
(b) Did the student have a first language other than English?
(c) Does the student most frequently speak a language other than English?

If any of the three questions are answered "yes", the school's ESOL contact is notified by the registrar and the student is given the Las Links or WIDA screener.

Into what languages are the HLS translated?

Response: English, Spanish, Haitian Creole, French

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

Response: When possible, families are given assistance from bilingual school staff if needed for registration. Where available, community language facilitators can also assist with translating or interpreting registration documents, and pertinent school information.

How do you identify immigrant students?

Response: Immigrant student information, along with the DEUSS is also captured on the Student Enrollment/Registration form.
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.
Based on this definition, the student's immigrant code is Y and data element number is 131785.

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

Response: At the time of registration, parents complete the Home Language Survey (HLS), as well as questions regarding birthdate of student, country of birth, and the DEUSS date---the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions) If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system-data element 197237.

Please include a link to your HLS.

Keysschools ESOL Sharepoint Portal Home Language Survey:

Link:
https://portal.monroe.k12.fl.us/PortalSites/is/esol/default.aspx?RootFolder=%2fPortalSites%2fis%2fesol%2fELL%20Data%20Entry%2fHome%20Language%20Surveys&FolderCTID=&View=%7b754C74A7-DA7A-4013-93DD-595D1214F432%7d

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) Teachers, paraprofessionals, school administrators and anyone who has received training on administration of the assessment.

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.
Response: Las Links Form A, K-12; WIDA Screener

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

Response: If the parent/student answers yes on the HLS, the registrar places the HLS data in the ESOL contact's mailbox and informs the ESOL Contact to schedule a day & time to test student. This expedites the testing to occur within 2-3 days from the time the HLS is received. The ESOL contact or bilingual para review forms daily, schedule the assessment, record test results and notify both the teacher and registrar of completed testing.

The District ESOL Program Coordinator provides training to each of the school's ESOL Contacts in the procedures and timelines for administering the assessments. If the listening/speaking has not been administered within 20 days of entry to the district, the ESOL Contact send a letter to the parents documenting the reason for the delay and attaches evidence that the student has been accorded the programming required for EL's pending the timetable for completion of the assessment.

All students who are not proficient on the Listening and Speaking L/S assessment qualify for ESOL services and are coded as LY.

Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assesment are determined as non-ELL (ZZ).

Students in grades 3-12 who score proficient in L/S are then administrered a reading and writng assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment.

If the student enrolls at another time during the school year, parents must be notified of ESOL placement 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.

Response: Las Links, WIDA Screeners

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?

Response:
Upon request of a parent, teacher, or administator, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision.

The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

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 heritage language according to local, state or national criterion-referenced standards,

d. Grades from the current or previous years, or

e. Test results other than the entry assessments

If an ELL/LEP Committee meeting is convened:

1. Parents must be invited via a Parent Invitation to Committee Meeting Letter, phone call or email. A copy of the parent invitation letter, phone log, or email is kept in the student ESOL folder AND scanned into our online database Optiview.
2. Committee meeting minutes must be kept detailing data, discussion, and the determination. All accompanying meeting forms (including minutes) must be kept in the student ESOL folder AND scanned into our online database Optiview.
3. Student EL Plan must reflect necessary changes determining the student services.

All ELL/LEP Committee Meeting Documents are linked in our MCSD SharePoint. Link: https://portal.monroe.k12.fl.us/PortalSites/is/esol/default.aspx?RootFolder=%2fPortalSites%2fis%2fesol%2fELL%20Data%20Entry%2fELL%20Committee%20Mtgs&FolderCTID=&View=%7b754C74A7-DA7A-4013-93DD-595D1214F432%7d

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.

Response:
The school-level ELL contact, the guidance counselor, and administrator/designee review the educational background and transcripts of the transferring student to determine appropriate grade level, subject, and ELL program placement. Parental input regarding educational background should be taken into consideration especially when transcript, records or report cards are not readily available. However, the final determination for placement will be decided by the principal or designee. Bilingual school personnel may assist the students and their families when necessary to ensure proper program placement.

The school-level ELL contact, the guidance counselor, and administrator/designee must meet when a student's placement is based on age either because of lack of information about prior schooling (no transcript or report card) or prior schooling does not meet grade level requirements. Parental input regarding educational background should be taken into consideration. However, taking into consideration that the student may reach the maximum age limit for attendance (age 19) before successful completion of high school graduation requirements the final determination for placement is determined by the principal or designee. ELL students are scheduled into classes that fulfill graduation requirements and the district's Student Progression Plan.

When students arrive with no records from their previous school, if the school is in the US, the school reaches out to the previous school to obtain the records. If the school that the student previously attended is outside of the US, we ask the family to see if they can be obtained through a family member still living in their home country.

When student previous records are unattainable, parents are asked to provide contact information regarding prior educational experience. Students may be assessed for skills and school-readiness competencies in addition to English language assessments.

ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. School board policy provides flexibility to school staff in making academic placement decisions for students. Parents/guardians may appeal academic placement decisions to the principal.

Student progress is monitored to ensure that accurate placement decisions were made. These procedures are documented on the programmatic assessment form and is maintained in the student's ELL folder.

Grade Level and Course Placement Procedures – Grades 9-12

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

Response: Per 6A.6.0902 section 3, part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States." Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

Students must have documentation of completed courses in order to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be taken into consideration. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine appropriate placement. Each student will receive scaffolded, differentiated instruction at the agreed upon grade level to facilitate English language acquisition and academic achievement at the appropriate grade placement.

In Summary, ELL students are placed in classes/courses based on completed academic coursework, regardless of the language in which the coursework was done. ELL students are placed in the grade level that is appropriate with their age; if the student transferring in is young for his/her current grade level, the principal reserves the right to place the student in a grade lower to allow more time for language acquisition. School board policy and administrative directives provide flexibility to school staff in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement to the principal.

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).

Response: The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken may be transferred as

waivers following the guidelines outlined in the Student Progression Plan approved by the School Board.

Upon reviewing foreign transcripts, Monroe County School District will follow the most options in awarding credits to students transferring from other countries:

1) Schools must award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. When awarding language arts credits, schools must consider that the heritage language courses, such as Spanish, Haitian-Creole, or Italian would have incorporated reading, writing, and literature. Likewise, an English course in that country would have been taught as a foreign language. In a Florida school, therefore, the heritage or native language course would receive the English language arts credit, and English would be credited as a foreign language.

2) Students that transfer in from other countries who enter the district with incomplete records shall be placed in the English or English through ESOL class appropriate for their grade level. Upon passing the English or English through ESOL class in which they are enrolled, ELL students with incomplete transfer records will be awarded credit(s) for all English or English through ESOL courses that are sequentially lower than the course they have successfully completed.

2a) Any foreign language a student may have taken in another country is transferred in as a world language e.g., a student from Italy that took German would receive a German I credit; and if the foreign language that the student took is English, then it would be transferred as a World Language Transfer credit, course code 0700980 (1st year), 0700990 (2nd year), 0701980 (3rd year), etc. Students that transfer in from other countries and take a language arts class in their native language can be awarded a Foreign Language Waiver course code 0791920 accompanied with the local documentation i.e. CLEP test or any other approved assessment where the student can demonstrate mastery of the language.

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

Response: School counselors receive training from the ESOL lead teacher and/or parent liaison who have been trained by the district ESOL coordinator. Email/Outlook appointment calendar event invitations are kept to document meetings where training is provided on transcript evaluation resources, such as acceptable websites and guides. Student records with notes from each responsible person are scanned and kept in Optiview or other platform of record keeping. When school staff have questions or need clarification, they will contact the ESOL office and/or district based guidance counselors for assistance.

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.

Response: ESOL contacts use the original HLS date and DEUSS for ELL students who re-enroll in a school. If the re-enrolled student is within one year of their withdraw date no further assessment is needed. If a student withdraws to a private school, out of state, or out of the country and the re-enrolled student is beyond one year of their withdraw date, then the student will be reassessed with LAS Links, WIDA Screener grades 1-12, or W-APT grade Kindergarten to determine current placement.

Moving within Florida from one LEA to another:

When a student transfers in from another district in Florida all of their ELL data is transferred to our district SIS system. We use the original HLS date, DEUSS, assessment, assessment date, entry date, and classification date.

Moving from outside of the state of Florida LEA:

When a student transfers in from another state the student is reassessed using our screener to determine current placement. The student's original DEUSS is used. Once it is determined that the student is ELL, a plan will be created for the student and the appropriate curriculum will be assigned.

Moving from another country to Florida LEA.

When a student transfers in from another country, the student is assessed using our screener to determine eligibility. Once it is determined that the student is ELL all appropriate paperwork will be completed and a plan will be created for the student and the appropriate curriculum will be assigned.

Detailed in our ESOL Program Handbook link:
https://portal.monroe.k12.fl.us/PortalSites/is/esol/default.aspx

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.

Response: An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), and administrator (or designee) and other interested participants. The guidance counselor or designated ELL contact, along with the classroom teacher(s), is responsible for completing the student ELL plan.

The plan will reflect the student's instructional program or schedule designated by the Program 130 code with will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as initial LasLinks/WIDA scores and current state assessment data is included on the ELL plan.

The plan will be updated annually at the beginning of the school year and when services change and must reflect the most current ELL plan and service. It will be updated annually and maintained in the student information system and/or cumulative record folder.

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?

Response: The ELL Student Plan, maintained in the student's ELL folder as well as in our SIS: FOCUS and Optiview and includes the following elements:

Student name, LP status, Student's Primary language, Parents' Predominant language, HLS date, DEUSS, Immigrant status, Classification date, Reclassification date, Entry date, Plan date, Exit date, Re-exit date, Test dates, Test IDs, Test Scores, Basis of Entry, Basis of Exit, Program code and Instructional model (schedule), and Post Monitoring dates.

Other elements that are kept are Program Parent Notification letter (participation, exit, and ELL committee meeting), Student schedule reflecting instructional model and amount of instructional time, Instructional strategies sheet, all ELL Committee documentation, FSA ELA and state language proficiency results, Current ACCESS for EL scores, Assessment data used to enter, reclassify, and/or exit student as English proficient.

Please include a link to the ELL Student Plan. (or send scanned sample via email)

MCSD EL Student Plan
Link:
https://portal.monroe.k12.fl.us/PortalSites/is/esol/ELL%20Data%20Entry/EL%20Student%20Plan.pdf

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.

Response: At the elementary level the district implements the Mainstream-Inclusion models for both English Language Arts and Core/Basic Subject Areas. Dual language classes are also being piloted for Core/Basic Subject Areas. The classroom teacher (K-5), who is either ESOL Endorsed or is working towards completing the ESOL Endorsement within the required timeline, utilizes ESOL/WIDA strategies to provide comprehensible instruction. In addition, bilingual teachers or tutors push into the classroom to provide academic support within the classroom or use a pull out model to assist in providing comprehensible instruction.

At the middle and high school level, the district implements Sheltered English Language Arts, Developmental Language Arts for ELL students, and Mainstream-Inclusion models. A teacher who is either ESOL Endorsed or is working towards completing the ESOL Endorsement within the required timeline teaches the courses within the models. The teacher utilizes ESOL/WIDA strategies to provide comprehensible instruction. For core subject areas the district implements the Mainstream-Inclusion model. The core subject area teacher either has completed the required ESOL training or is in the process of completing required endorsement. The teacher utilizes ESOL/WIDA strategies to provide comprehensible instruction. In addition, bilingual teachers or tutors push into the classroom to provide academic support within the classroom or use a pull out model to assist in providing comprehensible instruction.

The district ESOL Program Specialist in collaboration with the school ESOL contact and the school principal monitors the implementation of the instructional model at each school. The district curriculum team conducts school visits at least one year to review programs. The ESOL Program Specialist meets with the ESOL contacts and visits classrooms, shadows tutors and ESOL teachers to locally monitor fidelity for each

instructional model at the school level.

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

Response: To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. Equal access evidence will be observed by school site administrators through observation during classroom visits, lesson plans and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

All teachers in MCSD are encouraged to be highly qualified. If they are teaching out of field, they are required to be working towards becoming highly qualified. MCSD assist teachers in the endeavor by reimbursing teachers who pass courses or state level tests to become or remain highly qualified. ELL students are scheduled into the appropriate courses needed for high school graduation by certified counselors.

Throughout the year, the ESOL contact maintains contact with the ELL students and collects data to monitor the degree to which they are receiving understandable and effective instruction.

During classroom visits, the school principal and the district ESOL Program Coordinator monitor and observe the degree to which ELL students are receiving understandable and effective instruction and offer praise or corrective feedback.

MCSD's literacy team has developed a best practices decision tree for ELA placement in middle school and high school courses. It guides placement, instructional methods, certification requirements, and grading using district and state assessments data points. It is linked here: MCSD Decision Tree. ELLs should not be retained if appropriate instructional strategies, materials and assessments have not been provided to meet their needs. Furthermore, ELLs may not be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios products from projects, and native language assessments to determine if content standards have been met. School based administrators, guidance counselor and district staff are responsible for monitoring and ensuring comprehensible instruction.

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

Response: ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. The ESOL Contact regularly reviews the student's grades and maintains constant communication with their teachers and parents. Administrative and support staff review instructional models successes through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELLs. Teacher input is also requested. If the instructional model does not show that progress towards student performance goals is being achieved, then an ELL committee meeting is held to review the current model in which the student is participating in and modify as needed.

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

Response: The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The district ELL Coordinator serves as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paras regarding equal access to all programs and services for ELLs.

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

Response: Teachers are offered professional development on culturally relevant teaching, scaffolding instruction, multisensory literacy, blended learning, and other researched based methods of instruction that provide comprehensible instruction for EL's. Teachers' lessons plans document these instructional strategies for EL students and are monitored by school administrators. Students are supported either individually or in small groups, based on need in order to remediate areas of growth identified by the ACCESS for ELL's, LasLinks, STAR Reading and Math reports in Renaissance Place, FSA, EOC, ACT, and SAT10 progress monitoring resources. Instructional strategies are further monitored through detailed guided notes taken during classroom observations and teacher interviews.

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

Response: Each classroom teacher is responsible for incorporating and documenting ESOL strategies into daily lessons and must provide lesson plans to school administrators during ongoing classroom walk-throughs and in formal and informal teacher evaluations. The District Teaching and Learning Team comprised of curriculum and specialized program coordinators visit the schools and observe classrooms regularly. Teachers are annually evaluated by school administration using the Danielson Teacher evaluation system. A component of that system includes providing evidence of planning and preparing for the needs of English Language Learners.

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.

Response: A variety of methods serve as safeguards. During classroom observation visits, the principal monitors to ensure that students, including ELLs are receiving comprehensible instruction.

The district curriculum team including the ESOL program specialist conduct school visits to ensure that all students including ELLs are receiving comprehensible instruction.

School administrators including guidance counselors and graduation counselors meet with teachers and administration to ensure equal access and research based best teaching practices occur.

Instructional material is evaluated using criteria that measures the appropriateness of the student's program ensures that comprehensible instruction is achieved for all learners.

District Curriculum Leadership Team including the ESOL Coordinator conduct monitoring visits at each site and provide instructional modeling and content area support including resources and exemplars. Classroom observation and teacher interviews where data analysis conversations are held.

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) District Progress Monitoring- Science and Social Studies

☐ Native Language Assessment (Specify) _____

☒ LEA/school-wide assessments (Specify) STAR Reading and Math- Renaissance Place, iStation Reading and Math

☐ 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.

PDF:

Elementary:
https://www.keysschools.com//cms/lib/FL02202360/Centricity/Domain/2826/FINAL_StudentProgressionPlanElementary2017-2018.pdf

Middle:
https://www.keysschools.com//cms/lib/FL02202360/Centricity/Domain/2826/FINAL_StudentProgressionPlanMiddle2017-2018.pdf

High School:
https://www.keysschools.com//cms/lib/FL02202360/Centricity/Domain/2826/FINAL_Student%20Progression%20Plan%20High%202017-2018.pdf

MCSD District Webpage link:
https://fl02202360.schoolwires.net/site/Default.aspx?PageID=6029

☐ 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.

Response: As indicated in the district's Student Progression Plan, the Superintendent may exempt students in grade 3 from mandatory retention for good cause if ELLs have received less than 2 years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL committee recommendation, including data review and input from parents, teachers and support staff. Good Cause Exemptions for ELLs are communicated to the parents in their native language.

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.

Response: An ELL committee meeting is convened to review documentation and analyze data prior to making a promotion/retention recommendation for an ELL student. When determining promotion/retention for ELL's, information and documentation may include, but not be limited to: classroom performance, benchmark testing results, statewide assessment data, progress towards English Language acquisition, utilizing progress monitoring tools such as Renaissance Place- STAR Math and STAR Reading,

I-Ready, teacher input, and parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

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:

Response: The District Executive Director of Assessment and Accountability, along with the SIS director generate and disseminate digital rosters of all ELLs who will be assessed at the school sites, as well as, guidelines and materials that school based testing supervisors use to cross reference and ensure that all ELLs are appropriately assessed. Train the trainer workshops provides for testing supervisors who, in turn train all school based personnel who will administer assessments to ELLs with a specific emphasis on testing accommodations.

A designated school counselor is the testing supervisor at the secondary level and the Assistant Principal is the testing supervisors at the elementary level. The Office of Assessment & Accountability provide recording documents for schools to maintain and document ELL accommodations, as well as procedural policies and accountability data. ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered the accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student and recommendations of the student's team. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

Statewide content area assessments:

Response: All ELLs participate in statewide assessments. The ESOL Program Coordinator works with the District Executive Director of Assessment & Accountability, school based assessment coordinators and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

The ESOL teacher ensures that the accommodations for statewide assessment which are indicated in the TAM and include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries are provided.

Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment. The parents are notified of the different testing accommodations in a letter sent by the ESOL teachers. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

Response: Students coded LY by the first day of the ACCESS for ELL test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS for ELLs is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

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)?

Response:
School counselors
School based testing administrators/coordinators
ESOL school contacts
Teachers administering assessments

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?

Response: Multiple means of communication are utilized. A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to accept or decline the flexible setting during testing. Parents are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, results, and implications.

Please provide links to communications in parents' languages.

FSA Flexible setting Letters in MCSD ESOL Portal
Link:
https://portal.monroe.k12.fl.us/PortalSites/is/esol/default.aspx?RootFolder=%2fPortalSites%2fis%2fesol%2fELL%20Data%20Entry%2fParent%20Letters%20Flexible%20Setting&FolderCTID=&View=%7b754C74A7-DA7A-4013-93DD-595D1214F432%7d

ACCESS Notification and Score Interpretation Guides for Parents in various languages In MCSD ESOL Portal
Link:
https://portal.monroe.k12.fl.us/PortalSites/is/esol/ACCESS%20for%20ELLs/Forms/AllItems.aspx

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.

Response:

Grades K-2
For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required. ***Code H*** Proficient in 4 domains of ACCESS for ELLs 2.0: Listening/Speaking (4.0 or higher), Reading (4.0 or higher), Writing (4.0 or higher) and a Composite score of 5.0 or higher.

Grades 3-9
For students in grades 3-9, ***Code I*** is the coding used for a passing score on the grade level FSA in ELA or the FSAA and proficient in all 4 domains of statewide English Language Proficiency assessment. Proficiency score in 4 domains of ACCESS for ELLs 2.0: Listening/Speaking (4.0 or higher), Reading (4.0 or higher), Writing (4.0 or higher) and Composite score of 5.0 or higher.

Grades 10-12
For students in grades 10-12, ***Code J*** is the coding used for a passing score on the 10th grade FSA in ELA, or a score on the FSAA and proficient in all 4 domains of statewide English Language Proficiency assessment. Proficiency score in 4 domains of ACCESS for ELLs 2.0: Listening/Speaking (4.0 or higher), Reading (4.0 or higher), Writing (4.0 or higher) and a Composite score of 5.0 or higher.

Grades K-12
Code L is used for students exited through an ELL Committee. If the student's

anniversary date (DEUSS) 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, and meet two of the five exit criteria.

However, if the student's DEUSS falls after October 1, then the student must be assessed with the district's English language proficiency assessment where all four domains are assessed and meet two of the five exit criteria.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will exit by an ELL/IEP committee.

Once an LY student meets exit criteria, the ESOL contact notifies the data specialist of exit data and the student code is changed from LY to LF. That student is now monitored for two years as required by monitoring guidelines. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

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) school counselor or assistant principal

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

Response: Students can exit through an ELL Committee at any time in the school year. If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

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 heritage language according to local, state or national criterion-referenced standards,

d. Grades from the current or previous years, or

e. Test results other than the entry assessments

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

Response: Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and FSA ELA data are normally used as the instruments to make the exit decision, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL committee decision based on a current data analysis and student evaluations. A current listening, speaking reading and writing English proficiency assessment will be given, as well as review of report card grades, benchmark test scores or portfolio data. Input from parents, teachers and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF. If the exited student is in a sheltered ESOL class, the student will be transferred out at the end of the grading period.

If the high school ESOL student has a DEUSS Date before 10/1 they can be exited once they pass the ACT/SAT or FSA Retake in October. They must be exited via an LEP committee meeting and all required documentation must be kept. This is the case even if after extension of services (4 or more years) have been established as long as the LEP meeting occurs before the first day of the testing window.

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? **Classroom teachers, ESOL Resource teachers, School Counselors**
Updating the student ELL plan? **ESOL teachers, Data processors/Registrars**
Reclassification of ELL status in data reporting systems? **School/District SIS staff**

Response: To explain, during the required two-year monitoring period, the person responsible for conducting the follow-up performance of former ELLs (LF), updating the student ELL plan, and the reclassification of students if needed is the school's ESOL Contact.

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

☒ Report Cards
☒ Test Scores
☒ Classroom Performance
☒ Teacher Input
☒ Other (Specify) STAR Reading, STAR Math, FSA, EOC

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

Response: The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Per Consent Decree guidelines, reviews will occur as specified below:
1st report card after exiting the ESOL program;
at the end of the 1st semester;
at the end of the first year; and
at the end to the second year.

The procedures followed when the academic performance of former ELLs is not on grade level is:

A. Student is referred to the ELL Committee.
B. ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency.
C. ELL Committee may determine that the student continues in the regular program.
D. ELL Committee may determine that the student needs to be reclassifed as an ELL, coded LY and re-entered into the program or be referred to MTSS/RTI for further evaluation

The ESOL Resource Teacher or school counselor is responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the mainframe SIS- FOCUS and ensuring the appropriate placement after the student has been assessed. Original student data stays the same. The student may be reported in the ELL program for an additional year, or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

Compliance of ELL Plan and Student Performance

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

Response: The District Curriculum Team including the ESOL Program Specialist periodically visit schools for compliance of all programming including ELL, ESE, MTSS/Rti, comprehensible instruction, etc.

Monitoring of the ELL student performance is done by the ESOL Contact, the school's guidance counselor, and when necessary, the ELL Committee; they work together to develop an appropriate plan for each ELL student. The plan is updated at the beginning of each school year or whenever the student's schedule is changed. The ESOL Contact will complete the Plan Update Form to reflect the student's updated plan. The ESOL Contact records and maintains each student's individual ELL Plan.

Teacher professional development records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist.

Student ELL plans and schedules are updated annually and monitored in the SIS-FOCUS by the ESOL Coordinator to ensure that ELLs are being provided the appropriate program 130.

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

Response: ELL plans are available on the district's website. Schools provide the link to parents in the welcome back to school letter, as well as during PLC meetings. Parents can request copies of the plan at any time. Although the District ELL plan is in English, bilingual school staff will help translate components of the plan.

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

Response: District ESOL administrators responsible for implementation of the District ELL Plan meets with school based administrators at each school to make certain that appropriate instructional practices and procedures are in place. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during ELL PLC meetings with translators available. Parent input and feedback is encouraged so that there is successful implementation.

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.

Response: 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.

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

Response: All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parent/guardian home language, i.e. pre-

recorded messages with time sensitive information sent directly to the parent/guardian phones, information posted on district website and interpreted at school functions and community venues. Translation services, specifically in less commonly spoken languages are also provided through bilingual staff, university personnel, community volunteers which help builds relationships with our parents.

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.

Response: The ESOL Department hosts various events throughout the school year to involve parents, including ESOL Open House, homework support workshops and ESOL Family Night. In addition, the ESOL Parent Liaisons and Educators meet quarterly to ensure that ELL parent needs and concerns are being addressed. Parent Liaisons also conduct home visits, phone parents to invite them to teacher/parent conferences and a personal invitation to attend the ESOL meetings. If students are in need of outreach services such as a medical appointment, the parent liaisons assist parents with these appointments as well. During the ESOL meetings school policies, FSA/EOCs and ACCESS for ELLs assessments information and explanations are given, and tips for parents to assist their children academically are discussed. The district ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies to provide additional services that can include English Language classes, assistance with immunization and immigration information. Activities are usually scheduled at school sites with significant ELL populations so that it is easier for parents to participate. Babysitting services are often available, as well as interpreters.

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 a link(s) to all boxes checked.):

MCSD Parent Portal Page with translation drop down menu
Link: https://fl02202360.schoolwires.net/domain/2726

MCSD ESOL SharePoint
Link: https://portal.monroe.k12.fl.us/PortalSites/is/esol/default.aspx

☒ 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.

Response: The ESOL contact at each school provides a letter in the Spanish and Haitian Creole goes home with the report cards offering translation assistance as needed.

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:

Response: The goals of the PLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites and among the community. Via these meeting, parents are provided with an opportunity to take an

active role in the decisions that affect the education of their children and to consult with school personnel and give input on goals related to the program The District PLC is composed of the majority of parents of current and former ELLs, as well as classroom teachers, curriculum specialists and ESOL resource teachers. Community leaders and ELL advocates are also invited to participate as members. The primary function of the PLC is to make recommendations for the District ELL plan, and review policies which are instrumental in the approval process.

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.

Response: No, the school level PLC approves the District ELL Plan. MCSD has geographical issues and it is difficult to bring ELL parents together in one location. ELL parents were not able to travel the 50 to 100 miles as a district group so we meet as school based groups. The plan will be reviewed and approved via email and/or within their school ELL parent meetings.

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

Response: At the new teacher orientation at the beginning of the school year, the district certification department provides all new personnel with information regarding the required ESOL training dependent upon teaching assignment. Each participant also receives a brochure explaining the ESOL training requirements and timeline for completion.

MCSD Certification Specialist notifies each school of out of field teachers. At the same time the district provides teachers with the ESOL endorsement courses offering two out of the five courses each year with the Cross Cultural and Communications course offered on alternating years and notification of the training dates are sent out which are published by the ESOL program Specialist. Email is sent out district wide, posted on the main website, and posted and monitored in MyLearningPlan.com, the district professional development site. In addition to the ESOL endorsement courses offered through the district, Title II The Teacher and Principal Training and Recruiting Funds, reimburses teachers for ESOL courses taken through other accredited agencies. Proof of completion is also maintained in their personnel file.

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

Response: FTE reported for FEFP funding must comply with Section 1003.56 F.S. Instruction must be provided through courses listed in the current Course Code Directory for ESOL (Language Arts/English and Reading) and basic subject areas of math, science, social studies, and computer literacy.

Language Arts/Reading teachers with an ELL student must have an ESOL endorsement. If

these teachers do not have an ESOL endorsement the Certification department, before the survey week, submits the names to the Board for out-of-field approval and teachers must be on an ESOL training timeline. If the teacher did not get the ESOL endorsement, the following year their names are resubmitted for out-of-field approval. Parents of these students are notified of the out-of-field status of the teacher. Teachers of math, science, social studies, and computer courses who have ELL students do not require board approval but must be on the ESOL training timeline.

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

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

Response: No, the school level PLC approves the District ELL Plan. MCSD has geographical issues and it is difficult to bring ELL parents together in one location. ELL parents were not able to travel the 50 to 100 miles as a district group so we meet as school based groups. The plan will be reviewed and approved via email and/or within their school ELL parent meetings.

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.

Response: Personnel who will be the primary providers of English or Language Arts and reading courses to an ELL must be appropriately certified for the ESOL teaching assignment. Teachers can be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment.

Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300-hour in-service of:

a) Methods of Teaching ESOL

b) ESOL Curriculum and Materials Development,

c) Cross Cultural Communication and Understanding

d) Applied Linguistics

e) ESOL Testing and Evaluation.

Teachers can also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training can be used and documentation is maintained in the teacher's personnel file.

Staff members in the Office of Educator Certification will assist personnel who have completed the requirements for the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification. Staff who has passed the ESOL K-12 subject area exam will assist individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification.

The Office of Educator Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. The Office of Professional Development will schedule, monitor, coordinate, and deliver the inservice training. Weighted FTE 130 may be claimed for these teachers.

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.

Response: The Monroe County School District has continued the implementation of the ESOL training according to the guidelines received from the Florida Department of Education. School-based administrators fulfill their ESOL requirements through taking online ESOL for Administrators Course through the North East Florida Educational Consortium (NEFEC) or through another credited institution. The Certification Specialist is responsible for the notification of school-based administrators and tracks completion through MyLearningPlan.com, the district professional development site. Proof of completion is also maintained in the administrator's file.

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.

Response: All other instructional staff is notified of training requirements and opportunities by posting the ESOL training schedule on the District's Professional Learning Performance website – My Learning Plan, and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email who, in turn notify teachers. The district ESOL certification specialist is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the District and school levels. The process is documented through SIS/Employee IS FOCUS electronic files and maintained in the teacher's personnel file.

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

Response: FTE reported for FEFP funding must comply with Section 1003.56 F.S. Instruction must be provided through courses listed in the current Course Code Directory for ESOL (Language Arts/English and Reading) and basic subject areas of math, science, social studies, and computer literacy.

Language Arts/Reading teachers with an ELL student must have an ESOL endorsement. If these teachers do not have an ESOL endorsement the Certification department, before the survey week, submits the names to the Board for out-of-field approval and teachers must be on an ESOL training timeline. If the teacher did not get the ESOL endorsement, the following year their names are resubmitted for out-of-field approval. Parents of these students are notified of the out-of-field status of the teacher. Teachers of math, science, social studies, and computer courses who have ELL students do not require board approval but must be on the ESOL training timeline.

Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teacher must document that ESOL strategies are being used to ensure comprehensible instruction.

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.

Response: MCSD provides the 60-hour ESOL training requirements for school administrators by providing the appropriate training opportunities through blended learning training model once every two years. The office of Professional Development is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based administrators. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through in-service electronic records platform- My Learning Plan and maintained in the personnel file.

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

Response: Guidance counselors fulfill their ESOL requirements through taking the online ESOL for Guidance Counselors Course through the North East Florida Educational Consortium (NEFEC) or through another credited institution. The Certification Specialist is responsible for the notification of school-based administrators and tracks completion through MyLearningPlan.com, the district professional development site. Proof of completion is also maintained in the administrator's file

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

Response: Teachers, administrators and bilingual paras are informed of supplemental ESOL training through the Executive Leadership Team of Teaching and Learning or the Office of Professional Development. Staff can sign up for courses or activities that are provided by the school district, DOE or WIDA facilitators. Emails are sent out district wide, posted on the main website, and posted in MyLearningPlan.com, the district professional development site. During the courses the instructor incorporates the English Language Development (ELD) standards and best practices.

In addition to the ESOL endorsement courses, the district provides professional development on the ELD standards and WIDA Framework by the train-the-trainer model or through outside certified WIDA trainers.

Although these courses cannot be used towards the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

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.

Response: Instruction is not provided in a language other than English, although, the district has teachers that are bilingual. Some have taken extra certification courses to assist our ELL population.

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.

Response: When bilingual professionals are needed, the district advertises the position in the same manner that it advertises any other district position. The school's principal or their designee will interview the applicant(s) and determine which, if any, meet the criteria for the given position. The bilingual paraprofessional's primary assignment is to assist ELL students in understanding and completing instructional assignments. They work under the supervision and direction of the classroom teacher to whom they are assigned (the ESOL teacher or the regular classroom teacher). Based on the given unit

of study on which students are working, the classroom teacher may determine the specific assignment that the bilingual paraprofessional will follow in helping ELL student(s). When necessary, the bilingual paraprofessional also serves as a translator during parent meetings/conferences. The above job functions are not to be construed as a complete statement of all duties performed. Bilingual paraprofessionals may be required to perform other duties as deemed necessary to assist in meeting the needs of the ESOL Program. The job description may include but is not limited to: participation in inservice activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; becoming a member of the ELL Committee and actively participate in developing the student plan; assisting the ELL Committee chairperson and the ESOL Resource Teacher with native language support; working with small groups of students, under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

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

Response: Bilingual Education Paraprofessionals are provided with inservice training on an ongoing basis during pre-planning, orientation, early release days, Professional Development days, summer institutes, and small group area meetings that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and accommodation, and strategies for working with ELLs. The process is documented through My Learning Plan in-service electronic files and maintained in the personnel file.

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

Response: All bilingual paraprofessionals who tutor ELL students, must have two years of college (or its equivalent in another country) or must pass the ParaPro Test prior to employment. The ParaPro Exam, as well as the interviewer's assessment of the individual during the interview process, determines the bilingual paraprofessional's proficiency in English.

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

In a separate letter:

XXX School District Letterhead

XXXXX 1, 2019

Student Achievement through Language Acquisition Office:

This letter confirms that the teachers in XXX County Public Schools are in compliance of applicable ESOL training requirements or working towards them within the mandated timeframe.

Sincerely,

John Smith
Superintendent, XXX County Public Schools

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.

Response: Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency.

The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1.

This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing.

If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The procedures followed when determining extension of services is:

a) Student is referred to the ELL Committee.
b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program and language acquisition proficiency.
c) ELL Committee may determine that the student continues in the regular program.
d) ELL Committee may determine that the student be referred for further evaluation.
e) ELL Committee may determine that the student needs extension of services

The ESOL Resource Teacher and ELL Chairperson are responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the mainframe and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date stay the same.

Listening and Speaking Proficiency Assessment

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

LAS Links

ACCESS for ELLs 2.0

WIDA Screener

Reading and Writing Proficiency Assessment

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

LAS Links

ACCESS for ELLs 2.0

WIDA Screener