

# **The Florida School for the Deaf and the Blind English Language Learners (ELL) Plan 2023-2025**

**Contact Person: Jacqueline Provoost**

**LEA: The Florida School for the Deaf and the Blind**

**Email: provoostj@fsdbk12.org**

**Phone: 904-827-2527**



# Florida School for the Deaf & the Blind

*Do More. Be More. Achieve More.*

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March 28, 2022

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

Re: Assurance Letter

To Whom It May Concern:

This letter verifies that the Florida School for the Deaf and the Blind (FSDB) is in compliance with all English as a Second Language training requirements. FSDB is smaller than typical school districts and we require that all of our teachers comply with the ESOL training requirements, whether or not they have ELL students in their current class assignments. This facilitates scheduling administratively.

Please let me know if more information is needed in regard to this verification. You may contact me at 904-827-2211 or contact Mrs. Jacqueline Provoost at 904-827-2527. Thank you.

Sincerely,

A handwritten signature in blue ink that reads "Tracie C. Snow".

Tracie Snow  
*President*  
Florida School for the Deaf and the Blind

(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

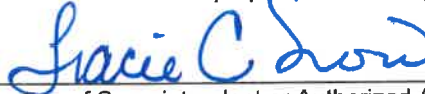
FDOE INTERNAL USE ONLY

<b>(1) NAME OF THE DISTRICT:</b>	<b>(2) CONTACT NAME/TITLE:</b>	<b>(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:</b>
Florida School for the Deaf and the Blind	Jacqueline Provoost/Director of ESOL services	904-827-2527 provoostj@fsdbk12.org
<b>(4) MAILING ADDRESS:</b> 207 North San Marco Avenue Saint Augustine, Florida 32084		<b>(5) PREPARED BY: (If different from contact person)</b> First Name: Last Name: Mailing Address: Phone No:

**(6) CERTIFICATION BY SCHOOL DISTRICT**

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

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

  
 \_\_\_\_\_  
 Signature of Superintendent or Authorized Agency Head

3/30/22  
 \_\_\_\_\_  
 Date Signed

\_\_\_\_\_  
 Date of Governing Board Approval

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

Name of Chairperson representing the District ELL PLC: Wilma Rivera

Contact information for District PLC Chairperson:  
Mailing address: 18 Louisville Dr. Unit B  
Palm Coast, FL 32137

E-mail Address: princesask1k2@gmail.com Phone Number: 787-619-6251

Date final plan was discussed with PLC: 3/25/2022

Date final plan was discussed with PLC:

  
 \_\_\_\_\_  
 Signature of the Chairperson of the District PLC LC

3/25/22  
 \_\_\_\_\_  
 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, Tracie C. Snow, 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.

Tracie C. Snow  
Superintendent's Signature

3/30/22  
Date Signed

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

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

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs).

Registration procedures are the same for all students. The application to enroll is available on the FSDB website Admissions page. Families have access to an online application or paper application in English and Spanish. The application includes the Home Language Survey (HLS).

The Registrar works with students' families, school(s) and medical providers to collect all relevant information/documents. The Admissions Department is available to answer any questions families may have to understand the purpose of the HLS and ensure a HLS is present in each student's final admissions file. Ideally, the HLS is provided once during a student's public-school career.

**Responses should include the following:**

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

Registration procedures are the same for all students. Only when there is an indication of another language spoken in a child's home through one or more of the questions on the HLS being answered with "yes" does the ESOL department step in for a file review. ESOL department staff will review a student's admissions file information and determine eligibility into the ESOL program.

**Into what languages is the HLS translated?**

Currently, the HLS is translated into Spanish, Haitian-Creole, Arabic and Russian. In addition, FSDB contracts with LanguageLine Solutions, a telephone interpreting service with access to over 240 languages available on-demand.

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

Online application forms for admission have the capability to use Google translate, allowing for the translation of the webpage into 108 languages. Paper application forms are available for download in English and Spanish. The Home Language Survey is available in the languages outlined above. In addition, parents/guardians who need additional help with a language other than English can request assistance through the Admissions office, which will either guide them with an on-campus translator or provide translation services through the LanguageLine.

**How do you identify immigrant students?**

Native language, home language, country of birth, date entering the United States and/or date of entry into a U.S. school is information requested as part of the online and paper application process.

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

A form to record this information is attached to the HLS and available both within the online application module and the paper application.

Please include a link to your HLS.

A link to the HLS: <https://www.fsdbk12.org/admissions>

## 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.)

- Director of Admissions
- Director of ESOL Services
- Other (Specify) ESOL Specialist and D/HH ELL Teacher

### 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.

WIDA Screener is administered to determine English language proficiency level for potential ELL students in grades K-12.

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

All students that enroll at FSDB must go through the admissions process. This process consists of a panel of evaluators that assess students to determine if they meet eligibility criteria (see <https://www.fsdbk12.org/admissions>). Part of the admissions process for ELL students is if a student answers "yes" for any question on the HLS, indicating a language other than English is used, staff in the Admissions Office will notify the ESOL Specialist that a file review must take place. Once a student meets eligibility and is accepted for enrollment, a date is given to invite the student for an Admission meeting. At that time, the ESOL department is already aware of the student and has completed the file review. Once admission is granted and based on the file review three options are presented for ESOL services:

1. The student enrolls with a previous ELL identification, ESOL staff attend the IEP meeting and either keep current ELL goals or write new goals. If a student enrolls in FSDB and has already been identified as ELL in another district, the student will continue to receive services.
2. The student is not eligible for ESOL services based on the file review.
3. The student appears to be ELL based on file review and a referral for ESOL testing has been requested.

ESOL department staff work with Admissions Department to ensure the timeliness of evaluations. Listening and Speaking testing is completed within 20 days of enrollment. All students, grades K-12, scoring a 3 or below as measured by the



WIDA Screener will potentially be eligible for the ESOL program, pending a review of all pertinent student information.

### **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.

WIDA Screener is administered to determine English language proficiency level for potential ELL students in grades K-12.

### **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?

Students meeting potential eligibility for ESOL services are tested in all four language domains using the assessments outlined above. Based on the student's sensory loss, certain domains may not be appropriate. For new students, initial assessment data is used to create ESOL goals that are shared at a student's IEP meeting among the ELL Committee through the ELL Student Plan. Students that will have a continuation of services, have current ACCESS for ELLs assessment data and ESOL goals shared.

The ELL Committee consists of all members of the student's IEP team; ESOL Specialist or D/HH ELL teacher, IEP Coordinator, parents and general education teacher/special education teacher, as well as any other specialist or service provider deemed necessary. ESOL services-initiation/duration date, frequency and location, and model of instruction are noted in the Supplementary Aids and Services section of the IEP. The ELL Student Plan is attached to the IEP.

### **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.

As noted previously, all potential students at the Florida School for the Deaf and the Blind must first, meet eligibility requirements and second, partake in an admissions review. These steps in the process for enrollment are to ensure a current and comprehensive picture is developed for any new student. Along with information collected by Admissions, the following professionals are involved in reviewing a potential student's file(s): Educational Diagnostician, Psychologist, Social Worker, ESOL Specialist, Audiologist, Speech & Language Pathologist, Medical staff, Occupational and/or Physical therapist and Mental Health staff, as indicated by need. Every effort is made collaboratively to place all students in the academic environment he/she will be most successful. As outlined in Florida State Board of Education Rule 6A-

6.0902, "Each school district shall seek to document the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to such students. The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. 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. Should a school district use a placement test for determining appropriate grade or course placement, such assessment may not be based in whole or in part on the student's English language proficiency. Students classified as ELLs shall be placed in the appropriate English for Speakers of Other Languages or Language Arts through ESOL course and core subject area courses based on their assigned grade level." ELL students with limited or no prior school experience or whose prior school records are incomplete or unobtainable receive support for developing English and/or ASL in the following ways: High school level students are scheduled into Language Arts through ESOL courses taught by an ESOL Specialist and/or D/HH ELL Teacher. Other High school subject areas are taught by ESOL endorsed teachers utilizing ESOL strategies and best practices to deliver comprehensible instruction. Middle and elementary level students are provided targeted services, either through pull-out or push-in models by ESOL staff. ESOL staff and ESOL Specialist collaborate weekly on lessons and activities to work on ELL goals developed and documented in a student's ELL Student Plan. ELL Language Facilitators are available to support students' native language(s) in academic content-area classes, as well as assisting specific content-area teachers with the delivery of comprehensible instruction to ELL students. Such primary language support is designed to decrease as English proficiency and academic success increases. ELL Language Facilitators receive training from the ESOL Director and work closely with the ESOL Specialist and content-area classroom teachers.

### **Grade Level and Course Placement Procedures – Grades 9-12**

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

FSDB accepts transfer work and courses for students entering grades 9, 10, 11, and 12 from out of state, out of country, or home schooling in accordance with State Board Rule 6A-1.09941, F.A.C.

Foreign transcripts are translated, and credit is issued based on how courses correlate with the FLDOE Course Directory. Every effort is made to obtain a course description from the student's foreign school to fully view the scope and sequence of the course(s) being considered for transfer credit(s). If courses from a foreign transcript do not correlate with FLDOE Course Directory, ESOL Director and/or School Guidance Counselor will utilize outside resources obtained from other local Florida school districts, such as the International Association of Universities World Higher Education Database



(WHED) and/or the Palm Beach County's Department of Multicultural Education's "A Guide for the Placement and Transcript Evaluation of Foreign-Born Students" in order to correlate coursework completed in a foreign country with that in Florida/USA.

When no student records are available or no previous school experience is reported by the parent, the IEP/ELL Committee will collaboratively decide placement for the student. All students without any records or prior schooling will be placed according to age appropriateness, regardless of the student's English language proficiency.

**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).**

Language Arts courses taken in a student's native language will transfer as Language Arts credits. Foreign language courses, including English, taken in a student's native country will transfer as World Language credits.

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

Assistant Principals and School Guidance Counselors are responsible for creating student schedules. They work together, with the assistance of the ESOL Director as needed, to match courses taken in a student's native country with those in the FLDOE Course Directory. A document that describes each course taken/credit transfer is created and maintained in student files. All academic decisions are made collaboratively, through the IEP/ELL Committee. This ensures all decisions are made with the most current information from FLDOE regarding transcript evaluation, as well as acceptable resources, guides and websites. Questions concerning student transcripts from out-of-country are thoroughly researched by all involved parties, and assistance is provided by the FSDB Administrator of Instructional Services as needed.

### **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.**

Any student who withdraws from FSDB and would like to re-enroll must go through the admission process. If the time frame for re-entering from another Florida school district, state or country has been longer than six (6) months, a current English language proficiency assessment must be administered to students with an affirmative response on the Home Language Survey (HLS) at the time of re-enrollment/registration. This will help determine placement and current ESOL services, but for data reporting, the original HLS, entry, classification and DEUSS dates remain the same. For students coded LY (English Language Learner) transferring from one school district to FSDB, or re-enrolling to FSDB within a six (6) month time frame, no new English language proficiency assessment is required, and ESOL services continue as indicated by previous school records or IEP. All original data reporting information stays the same. For students coded LY from out-of-state, DEUSS does not change, but HLS, entry and classification data must be changed to reflect Florida codes.

## **ELL Student Plan Development**

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

The ELL Student Plan (ELLSP) is developed after a proficiency level is determined through testing by the ESOL Specialist and/or ESOL staff. Every student eligible for ESOL services at FSDB also has an IEP that the ELLSP is attached to. The ESOL Specialist and/or ESOL staff will provide the IEP/ELL Committee with current English language proficiency assessment data, recommendations for services and ESOL specific goals part of the ELLSP. In addition, the ELLSP may include specific accommodations of the Statewide Assessment Program Instruments as outlined in F.A.C. 6A-6.09091. The ELL Student Plan will also outline any content-area classroom native language support deemed necessary and provided by an ELL Language Facilitator. In addition, any recommended ESOL strategies and best practices are shared through the Plan. The ELLSP will be updated prior to the student's annual IEP meeting, following a newly determined English language proficiency level as measured by the ACCESS for ELLs assessment, or the attainment of a goal as measured by progress monitoring testing. The ELL Student Plan is maintained in the student's cumulative file. Copies are also kept in ELL student files at the ESOL department office. Specific data from the ELLSP is input to the FSDB student information system, Skyward, by the ESOL Director.

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

The ELL Student Plan will include an ELL student's present level of English language proficiency as measured by either the WIDA Screener and/or ACCESS for ELLs assessment, English language goal(s) related to one or more language domain developed using the WIDA English Language Development Standards Framework and WIDA Can-Do Statements, student-specific comments/notes, as well as the documentation of progress monitoring procedures.

Please include a link to the ELL Student Plan.

<https://sites.google.com/fsdbk12.org/fsdb-esol-department>

## **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. High School ELL students are either placed in Sheltered English Language Arts class or receive services through a push-in/pull-out model. Middle and Elementary school ELL students participate in Mainstream grade-level classes and are provided ESOL services also through a push-in or pull-out model. Bilingual and Trilingual ELL Language Facilitators provide native language support in Core/Basic Subject Area classes to students as needed.

FSDB participates in the Northeast Florida Educational Consortium. All teachers that fall under Category I are required to obtain an ESOL endorsement as outlined in F.A.R. 6A-4.0244. All teachers falling under Category II and student service providers falling under Category III follow the requirements outlined in F.A.R. 6A-6.0907.

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

ELL students are placed in grade-level courses and schedules are maintained in the Student Information System. Regardless of the Instructional model(s) followed, ELL students receive instruction that is aligned with state standards, taught by qualified teachers who follow best practices and research-based strategies to provide the necessary supports for ELL students to both acquire English proficiency, and gain access to grade-level content. This is evidenced through lesson plans, informal and formal observations, and collaboration among the IEP/ELL Committee.

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

Student performance/student academic progress monitoring takes place on multiple levels. Every quarter parents receive a progress report regarding progress made toward IEP annual goals. ESOL related goals are also reported on, and include input from mainstream classroom teachers, ELL Language Facilitators, ESOL Specialist and/or D/HH ELL teacher. The instructional models, and their efficacy on ELL students are consistently evaluated in conjunction with the progress of each student.

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

ELL students attending Florida School for the Deaf and the Blind have access to all of the incredible curricula, services and facilities the school has to offer Deaf/Hard of Hearing and Blind/Visually impaired students. School-based administrators and guidance counselors ensure all students receive equal access and that ELL students are afforded the same rights as their non-ELL peers. The ESOL Director and ESOL Department staff serve as advocates for ELL students and their families. The ESOL Director is responsible for educating school-based personnel about the Federal and State laws, rules and regulations regarding ELL students.

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

In addition to the documentation of instruction outlined in each ELL student's IEP, ESOL strategies and best practices are documented through lesson plans and informal/formal observations. Ongoing professional development is offered through the FSDB Learning Network ESOL Teams channel.

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

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

Each classroom teacher is responsible for providing differentiated instruction and incorporating ESOL strategies into daily lessons. These must be evidenced in lesson plans and checked by school administrators. Per the FSDB EA, teachers are informally and formally observed according to the Charlotte Danielson Framework for Teacher Evaluation, which specifies teachers demonstrate familiarity with individual students' backgrounds, cultures, skills, language proficiency, interests and special needs. District administrators, school-based administrators, ESOL department staff and teachers are responsible for ensuring ELL students receive comprehensible instruction and access to grade level curriculum.

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) LAS Links Benchmarks
- Native Language Assessment (Specify) \_\_\_\_\_
- LEA/school-wide assessments (Specify) FSA, NWEA Measures of Academic Progress (MAP), Achieve 3000, Independent Reading Level Assessment (IRLA)
- Other (Specify) ACCESS for ELLS

### Student Progression

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

Yes, please provide a link to the LEA's SPP with specifics to ELLs highlighted.  
[https://www.fsdbk12.org/files/ugd/527372\\_154dc3083cd841b7bd4e1da364c7ed45.pdf](https://www.fsdbk12.org/files/ugd/527372_154dc3083cd841b7bd4e1da364c7ed45.pdf)

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.

Good Cause exemptions may be granted to Limited English Proficient (LEP) students who have had less than two years of instruction in an English for Speakers of Other Languages (ESOL) program according to the FSDB Student Progression Plan and following Florida Statute 1008.25. Requests for Good Cause exemptions must include documentation (IEP/DEUSS) that indicates the student is being recommended for promotion from the IEP/ELL Committee due to his/her status of having had less than two years of instruction in an ESOL program. The documentation must be submitted to and approved by the FSDB President.

**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.**

All placement decisions are discussed and made collaboratively during ELL students' annual IEP meetings. ESOL staff provide input related to English language proficiency and ESOL goals. Data is used by the IEP/ELL Committee to make appropriate educational decisions for each student.

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

### **Statewide Assessment**

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

**Statewide content area assessments:** The process is the same for all students.

Teachers and Instructional Assistants are trained by the school-based Coordinator (SBC) using FLDOE FSA training materials. SBC are tasked with ensuring that test administrators maintain security logs and documentation of accommodations throughout the testing window, in addition to securing test materials daily. ELL students participate in all statewide assessments outlined in the Florida Statewide Assessment Program schedule for the current school year. All ELL students are tested using the same instruments as non-ELL students. Participation in statewide assessments is discussed at an ELL student's IEP meeting and an appropriate testing plan is developed. Accommodations discussed are based on those outlined in FAC 6A-6.09091 or otherwise noted in the student's IEP. The SBC coordinates with the ESOL Director to ensure that all students have accommodations they require before testing.

**ACCESS for ELLs assessment programs:** ESOL Department staff is trained by the District Assessment Coordinator using the WIDA secure portal assessment training. D/HH ELL teacher and ESOL Specialist maintain security logs throughout the testing window and the ESOL Director/designee is responsible for the securing of test materials daily.

ELL students participate in all statewide assessments outlined in the Florida Statewide Assessment Program Schedule for the current school year.



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)?

Test administrators and school-based coordinators (SBC) are responsible for providing and ensuring that ELL students receive appropriate testing accommodations during testing. SBCs work with the ESOL Department to ensure that students' needs are being met during an assessment window.

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.

Information about testing is shared during IEP meetings. Assessment calendars are available on the FSDB website. Prior to assessment dates parents receive information regarding state testing policies, and parents of ELL students are informed of the acceptable testing accommodations available to their children.

## **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.

ELL students can exit per the following criteria:

1. ELL students in grades 3-10 who receive a passing score on the FSA ELA for their grade level. The exit code is I.
2. Deaf/hard of hearing ELL students, in grades K-12, who are exempted from Listening and Speaking subtests, and do not receive an overall composite score on the ACCESS for ELLs, should score a 4 for reading and writing. The exit code is L.
3. Blind students, in grades K-12, who are exempt from the Speaking subtest, should score a 4 for Listening, Reading and Writing. The exit code is L.
4. Hard of hearing students, in grades K-12, who may not be exempt from L/S, but can still exit with a score of 4 in Reading and Writing. The exit code is L.
5. Low vision students, in grades K-12, using a large print booklet and taking all four subtests should score a 4 for Reading and Writing, as well as receive an overall composite score of 4. The exit code is I.
6. A collaborative decision involving the IEP/ELL Committee can also determine if a student exits the ESOL program. The exit code is L.
7. A parent or adult student can decide to opt out of the ESOL program at any time through an IEP review. The exit code is L.
8. A student exhibits grade-level reading and writing skills through another mode of assessment, i.e., progress monitoring, portfolio. The exit code is L.

Exited ELL students are coded as LF and are monitored by the ESOL department for two (2) years following their exiting the program. Upon completing the two-year follow-up period after exiting the ESOL program, a student is coded LA for the next two years (years 3-4 after exiting) for the purpose of student subgroup reporting per the state ESSA plan. Finally, students coded LZ have been exited from the ESOL program for more than four years.

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

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

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

The IEP/ELL Committee is involved in the decision making for exiting an ELL student from the ESOL program in all instances at FSDB as all ELL students have an IEP. However, if English language assessment results do not fully capture the student's academic or linguistic abilities, the Committee may decide to exit a student from the ESOL program with consideration of data other than statewide language proficiency assessment such as student portfolios or alternative evaluations. In addition, the Committee may decide to exit a student if there is sufficient data to indicate that English language proficiency is not the main cause interfering with the student achieving proficiency on statewide assessments. The student may have another documented disability. These decisions are made collaboratively, with the documentation of necessary information.

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

Most ELL students exit the ESOL program when exit criteria is met through assessment. Since ACCESS for ELLs and FSA ELA assessment data is typically received during the summer, any decision to exit an ELL student in the middle of a grading period would require an IEP review meeting to be scheduled involving the student's IEP/ELL Committee. The decision would be made collaboratively, based on the most current data analysis of the student's English language proficiency assessment scores, as well as other necessary test data and information.

## **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? ESOL Director

Updating the student ELL plan? ELL Teacher and ESOL Specialist  
Reclassification of ELL status in data reporting systems? ESOL Director

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) Progress Monitoring Reports

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

The ESOL Director is responsible for conducting the two-year follow-up of ELL students after they exit the ESOL program. The reviews shall occur quarterly within the first two years after exiting the ESOL program. If a student is showing poor signs of academic success, input is requested from teachers and a recommendation is made on whether the student needs to be reevaluated for ESOL services. In addition, the ESOL Specialist may meet with classroom teachers to discuss the use of ESOL related strategies and best practices that should continue to be in place even after an ELL student exits the ESOL program.

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

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

New hires are given an overview of the ELL Plan. FSDB staff with contract stipulations requiring 18-hour ESOL in-service training are required to read and summarize the District ELL Plan. Staff and administrators can visit the FSDB Learning Network ESOL Teams channel to view research, strategies, best practices, supports and accommodations for ELL students. The D/HH ELL teacher, ESOL Specialist maintain regular communication with classroom teachers, and ELL Language Facilitators submit written, bi-weekly service logs to the ESOL Director. The ESOL Director sends out a quarterly Language Support Progress Monitoring for those students that receive native language support in core content classes.

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

The approved District ELL Plan is posted on the FSDB website. An overview of the Plan is reviewed annually during the ELL Parent Leadership Council meeting held at the beginning of each school year.

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

School administrators have access to the ELL Plan and are required to follow the policies and procedures approved by the Board of Trustees and FSDB President.

## **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 Every Student Succeeds Act and 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 must have their child immediately removed from such program upon their request
  - b. detailing the options that parents must 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.

Parents, guardians and students are considered equal partners with the school and are encouraged to be active members of the IEP/ELL Committee. IEP meetings are held annually for all students with an IEP. This includes ELL students. Discussions at IEP meetings include current academic achievement data, English language proficiency assessment data, educational, medical, linguistic and developmental background information, newly developed goals and benchmarks, as well as the methods of instruction available to help students reach these goals and benchmarks. In addition, IEP meetings discuss how the program(s) the student is participating in meets their needs academically, linguistically, socially and physically, all with special attention to the Deaf/Hard of Hearing or Blind/Visually impaired diagnosis providing them the IEP. Exit criteria is discussed when appropriate and parents are always informed of their rights as a primary member of the IEP/ELL Committee. In addition, parents of ELL students will receive a notice from the ESOL Department delineating the following:

- The reasons for the identification of their child as ELL, the child's current level of English proficiency as measured by the WIDA Screener and/or ACCESS for ELLs



- The instructional model used in the program their child is, or will be, participating, how the program will meet the educational needs of the child, as well as the addition of native language support when deemed appropriate
- The current status of the child's academic achievement and how the instructional model for ESOL services will help their child learn English, and meet grade appropriate academic standards, with special consideration of the objectives of the IEP
- The specific exit requirements for the ESOL program and information pertaining to parental rights

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

Any staff can request a written and/or oral foreign language translation through the FSDB electronic forms site. The forms alert responsible parties of the need for services and a team involving ESOL staff will try to meet the needs of the request(s). If a foreign language translator is unavailable to assist or FSDB does not employ a person that can help with a particular language, the LanguageLine service is used. The service is reliable and user friendly.

**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 Parent Services Department has a page on the FSDB website devoted to sharing information with parents and families. Teachers, staff and families can find information about workshops, classes, School Advisory Council meeting dates, links to Title I Handbooks, Parent-Student Handbooks, school newsletters and calendars by visiting the webpage. <https://www.fsdbk12.org/parent-services>

The ESOL Department hosts an annual ELL Parent Leadership Council meeting. ESOL program-specific information, learning strategies, supports and best practices are shared with families, as well as resources for Deaf and Blind, culturally and linguistically diverse students. A portion of the FSDB private funds are used to provide resources to the members of the ELL Parent Leadership Council relating to culturally and linguistically diverse, Deaf/hard of hearing and/or Blind/visually impaired students.

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

- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs
- State and/or LEA testing
- Accommodations for testing (flexible setting)



- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from 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) IEPs

\*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 School Advisory Council meets four (4) times a year to discuss district-level issues and topics including reviewing assessment data, parent survey feedback and school improvement plans. The purpose of the council is to hear from stakeholders about issues that impact our community as a whole and make recommendations for change/improvement. Sub School Advisory Council meetings focus more intently on school specific topics and discuss individual school improvement plans.

The ELL Parent Leadership Council is comprised of locally residing parents of ELL students, D/HH ELL teacher, ESOL Specialist, ELL Staff Translator and ESOL Director.

It is a challenge for parental involvement, as FSDB enrolls students from across the state of Florida, with very few families living close to the campus. Members of the ELL PLC shall be provided leadership training and orientation to the district's ESOL program, including program monitoring procedures and involvement procedures available to the parents of ELL students. Parents are encouraged to make suggestions for changes or improvements.

**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.**

FSDB is such a unique public learning environment. The majority of students serviced yearly live on campus during the school week. They come from any one of the 53 counties served in Florida. They are supervised by incredible boarding staff who become mentors for students who live away from home. It is a challenge for many of our families to be involved in school related activities on a regular basis as they do not reside locally.

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

For the 2022-2023 school year, the ESOL department will partner with the Parent Services department in promoting the involvement of culturally and linguistically diverse families in the array of opportunities and activities offered through the school. The ESOL department will have a representative from the Parent Services department present at the annual ELL PLC Meeting to share information regarding the Parent Services Department. In addition, the ESOL department will be on-hand at relevant events held by the Parent Services department.

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

The ELL Parent Leadership Council chairperson assists with the review of and approval of the district's ELL Plan prior to its submission to the state.

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

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

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

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

The office of Instructional Services is responsible for informing supervisors and administrators about the contractual stipulations/certification requirements for their staff. Supervisors and administrators are responsible for ensuring that staff follow/complete contract stipulations for a given school year. Training must align with the needs of the school as required by federal law, Florida Statutes, Florida Administrative Code and

FSDB operational policies and procedures. Specifically regarding Category I teachers and ESOL endorsement, FSDB follows the requirements outlined in F.A.R. 6A-4.0244; compliance through an infused ESOL endorsement in conjunction with a FLDOE approved teacher preparation program. In addition, teachers may complete a FLDOE approved district inservice add-on endorsement program through the Northeast Florida Educational Consortium.

**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.**

The Office of Instructional Services is responsible for informing supervisors and administrators about the contractual stipulations/certification requirements for their staff. Staff have the option of taking courses at a local college and/or taking the courses online through the Northeast Florida Education Consortium.

**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.**

The ESOL Director receives information from the Office of Instructional Services regarding staff that have a contract stipulation to complete 18-hour inservice training. It is the responsibility of the staff member having the contract stipulation for ESOL training to contact the ESOL Director for the scheduling, coordination and monitoring of the inservice training.

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

The Office of Instructional Services is responsible for informing supervisors and administrators about the contractual stipulations/certification requirements for their staff. Staff have the option of taking courses at a local college and/or taking the courses online through the Northeast Florida Education Consortium. It is the responsibility of the staff member having the contract stipulation for ESOL training to take the required coursework. Any staff member not meeting the training requirements at the end of the school year receive a new contract with a salary reduction. Any staff member not meeting the training requirements after the second year is terminated. FSDB does not report weighted FTE.

**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.**

The Office of Instructional Services is responsible for monitoring supervisors and administrators about the contractual stipulations/certification requirements. School based administrators have the option of taking courses at a local college and/or taking the courses online through the Northeast Florida Education Consortium. It is the responsibility of the school-based administrator having the contract stipulation for ESOL training to take the required coursework. Any administrator not meeting the training requirements that contract year is terminated.

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

The Office of Instructional Services is responsible for informing supervisors and administrators about the contractual stipulations/certification requirements for their staff. Staff have the option of taking courses at a local college and/or taking the courses online through the Northeast Florida Education Consortium. It is the responsibility of the guidance counselor having the contract stipulation for ESOL training to take the required coursework. Any guidance counselor not meeting the training requirements at the end of the school year receive a new contract with a salary reduction. Any guidance counselor not meeting the training requirements after the second year is terminated. FSDB does not report weighted FTE.

**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 ESOL Department, led by the ESOL Director, will offer TESOL research and teaching resources through the FSDB Learning Network Teams ESOL channel for the 2022-2023 school year.

**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.**

Any teacher using a language other than English for instruction must hold a certification in that language. All staff in the Deaf Department must meet a certain level of proficiency in American Sign Language and anyone providing instruction to deaf students using ASL must maintain proficiency.

**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.**

Currently, there are no schools with 15 or more ELLs with the same language. If there were, that language would be ASL, and all teachers working directly with the deaf must have an advanced level or higher proficiency in ASL. The district does employ OPS ELL Language Facilitators to support an ELL student's native language when necessary. ELL Language Facilitators are equivalent to a bilingual paraprofessional and must have a minimum higher education level of associate degree or have passed ETS ParaPro exam. They must be fluent in English and an appropriate native language as determined through an interview, district screening and/or an oral and written exam. For a complete job description see the ESOL Department website. The ESOL Department currently employs five (5) ELL Language Facilitators; 2 trilingual ASL/English/Spanish, 2 English/Spanish and 1 English/Russian.

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

Training is provided by the ESOL Director and/or ESOL Specialist. Meetings between the ESOL Specialist and ELL Language Facilitators take place weekly, while specific training by the ESOL Director happens monthly. ELL Language Facilitators are given guidance regarding ELL student's IEP/ELL goals, combined with training in specific strategies and activities to target these goals. They are provided print materials to read, summarize and discuss regarding ESOL strategies and best practices. This is documented by the ESOL Director.



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

Bilingual proficiency assessment of an ELL Language Facilitator relating to English and an appropriate heritage language takes place upon hiring. Applicants interviewing for the position must pass an oral and written screening to show bilingual and biliterate fluency. It is a part of the interview process for the position. Interviewees are asked to explain sample school-related scenarios to a parent/family member that doesn't use English. They are expected to be able to explain the scenarios orally, and in writing using two languages, and/or ASL.

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

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

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

Three (3) years following the date of an ELL student's initial enrollment in a school in the United States, the IEP/ELL Committee shall meet to discuss the student's progress toward English proficiency as measured by the annual statewide language proficiency assessment and decide if an extension of ESOL services is necessary. According to research, (Stanford University, 2000-2001) ELL students can achieve an acceptable level of oral proficiency in 3-5 years of being in an English educational environment. However, the research also states for ELL students to reach an appropriate level of proficiency in academic English and English literacy, it can take an additional 4-7 years. The IEP/ELL Committee shall not convene earlier than thirty (30) school days prior to the third anniversary of the student's initial DEUSS and no later than the anniversary date, unless the date falls within the first two (2) weeks of any school year. Then, the Committee shall convene no later than October 1. The most current English language proficiency assessment data shall be cited as the basis for the decision to extend or not extend ESOL services. In addition, the IEP/ELL Committee will review the ELL student's report card grades, FSA scores, parent/teacher input and/or student portfolios.

### **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.**

If a student's DEUSS 3-year anniversary date falls between the release of the ACCESS for ELLs assessment and October 1 of the following school year, the listening and speaking scores from that previous spring administration of ACCESS for ELLs will suffice. If an ELL student is exempt from either the listening, speaking or both sections due to the student being profoundly deaf, reading and writing scores and/or other assessment data will be used to determine an extension of services.



## **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.

If a student's DEUSS 3-year anniversary date falls between the release of the ACCESS for ELLs assessment and October 1 of the following school year, the reading and writing scores from that previous spring administration of ACCESS for ELLs will suffice. In addition, the IEP/ELL Committee may review other assessments of English literacy including, but not limited to, the FSA ELA, NWEA MAP, IXL, IRLA, the Brigance Diagnostic Assessment of Basic Skills and Achieve 3000 to determine if an extension of services is necessary.