

District English Language Learners (ELL) Plan

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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

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(4) MAILING ADDRESS: 200 North Clara Ave. DeLand Fl. 32720	(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
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(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, Timothy Egnor, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

Signature of Superintendent or Authorized Agency Head

Date Signed

Date of Governing Board Approval

Signature of School Board Chairman

Date Signed

(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:

Signature of the Chairperson of the District PLC

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, Timothy Egnor _____, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

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). Responses should include the following:

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

Into what languages are the HLS translated?

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

How do you identify immigrant students?

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

Please include a link to your HLS.

All students entering Volusia County Schools register at their zoned school. The Home Language Survey is included on the registration form and is available in English and Spanish. The registration form also includes the following questions in order to identify immigrant students and Date Entered a United States School. Was the student born in a country other than the United States (U.S.) or Puerto Rico?

- *Regardless of their birthplace, what was the date your child first enrolled in a school within the continental United States, Alaska or Hawaii?*

Parents receive assistance in their native language when feasible. Families may receive assistance in languages other than English if the school contacts the District's translation office.

When there is a "yes" response to any of the first three questions of the HLS, the student is screened with the IPT Aural/Oral assessment. The student is placed in the ESOL Program if he/she scores Non English Speaker or Limited English Speaker. Students in grades 3-12 who score Fluent English Speaker on the IPT Oral assessment are further assessed with the IPT Reading and Writing assessment. A student who scores at or below the 32 percentile on the IPT Reading and Writing is placed in the ESOL Program.

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)

2. Listening and Speaking Proficiency Assessment

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

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

The registrar will inform the ESOL contact when a student registers that answered "yes" to one of the HLS questions. The ESOL contact administers the IPT aural/oral assessment within 20 school days from the time of student entry. When a student is not tested within 20 days, the ESOL office is contacted and a notification of assessment delay is sent home with reason for the delay and in the student's native language when feasible.

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.

ESOL contacts administer the reading/writing assessment to students in grades 3-12 who score proficient on the listening/speaking assessment, this data is entered in the student information system. If a student qualifies for ESOL services, they receive an "LY" designation.

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

An ELL Committee may recommend that students be entered in the program with consideration of at least 2 of the following criteria after scores have been obtained from IPT.

- *Extent and nature of prior educational experiences and student interview*
- *Written recommendation and observation by current and previous instructional and supportive services staff*
- *Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards*
- *Grades from the current year or previous years*
- *Test results other than the aural/oral and reading/writing tests*

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.

Grade Level and Course Placement Procedures – Grades 9-12

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

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).

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

In Volusia County a Programmatic Assessment is conducted by the registrar, guidance counselor, ESOL Contact and/or ESOL teacher. Previous academic records are honored. In the absence of such, the decision for grade level placement is based on parent/guardian and student interviews, social history and chronological age. The final placement is determined by the principal with the student's best interest being of foremost importance. When a student enters a Volusia County School with incomplete or no records, prior schooling records are requested through mail, fax or phone. Students whose educational records are unobtainable are placed with the guidance of the ESOL Coordinator and the Student Services K-12 Coordinator.

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.

School personnel will verify in the Student Information System whether the student was previously identified as an ELL at a Volusia County school. If the student was previously placed in the ESOL program at a Volusia County School, he/she will continue to receive ESOL services. School personnel must check to ensure that all ESOL records have been updated and are in compliance. If the student was not previously identified, school personnel will check the original Home Language Survey. If a “yes” was answered to any of the questions, then the Test Summary Panel should be checked to verify if the student has been tested with the appropriate assessments. If the student was tested and did not meet criteria for entry, the student does not need to be retested. If there is no ELL test data, the previous school must be contacted to confirm that the student was not tested at that school. If the student has not been tested, the student must be tested immediately.

REGISTRATION PROCEDURES FOR STUDENTS FROM ANOTHER FLORIDA COUNTY

- *Students Coming Without ESOL Documentation*

If the registration form indicates that the student is entering VCS from another Florida county, and responses to the HLS indicate a “yes” to any of the first three questions, school personnel should make every attempt to get the paperwork from the previous county unless such paperwork is provided by parent/guardian. Paperwork must include: HLS, assessment, entry, plan, and classification dates. The information must be updated in the Student Information System in accordance with the documentation provided from the previous Florida school district. If they were previously in VCS in ESOL, reassess. If the student does not meet criteria to receive ESOL services, hold ELL Committee Meeting to discuss exit.

- *Students coming with ESOL Documentation*

New students who enter VCS from another Florida school district and have appropriate documentation must have a record created in the Student Information System in accordance with the documentation provided from the previous Florida school district. It must include assessment, classification, entry and plan dates from the previous county. The student must be tested as new to obtain accurate placement data. If the student does not meet placement criteria, an ELL committee must convene in order to discuss/decide proper placement or to exit the student from the program.

- *“LY”s With Documentation*
 - *Re-assess. If student qualifies, honor other district’s assessment/entry/classification/plan dates. Classify as “LY”.*
 - *Enter new test information in SIS.*
 - *If student DOES NOT qualify, hold ELL Committee to discuss exit.*
- *“LF”s With Documentation*
 - *Create an ESOL record with the other district’s data.*
 - *Continue with Post-Reclassification reviews.*
 - *If the student is re-entering VCS, use other district’s data, use their exit date, their basis of exit, and continue with Post-Reclassification reviews.*

REGISTRATION PROCEDURES FOR STUDENTS COMING FROM OUT OF STATE

- *New to VCS, handle as a new entry.*

- *Previous VCS Student*
 - *Re-assess.*
 - *Enter the test information in the SIS.*
 - *If the student does not meet criteria to receive ESOL services, hold ELL Committee to discuss exit.*

ELL Student Plan Development

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

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

Please include a link to the ELL Student Plan.

ELL Student Plans are prepared when a student first enters the ESOL program. The ESOL teacher or ESOL contact is responsible for developing the ELL Student Plan. The data entry clerk enters the ELL information in the student's database and an electronic file is printed for the ESOL folder in the student's cumulative folder. The ELL plan must be accurate and up-to-date. Data should be recorded on the ELL SIS record as soon as it becomes available. Additionally, the plan must be reevaluated after any time the student receives a schedule change and after three years in the program based on the Date Entered a United States School (DEUSS) date, when the student receives extension of services in the program.

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.
ELL students receive the same core curriculum using ESOL strategies noted in lesson plans.

*In elementary, Mainstream-Inclusion ELA and Core/Basic Subject Areas Models are used. At sites with large ELL populations, an ESOL Resource Teacher provides additional instruction during the ELA block to ELLs.
 In secondary, the Mainstream-Inclusion ELA, Core/Basic Subject Areas and Sheltered ELA Models are used.
 At schools with small ELL populations, the Mainstream-Inclusion ELA model is used. ELL students receive the same instruction in Florida standards using ESOL strategies, noted in teachers' lesson plans.*

*At schools with large ELL populations, the Sheltered ELA model is used. ELLs that score level 1 or 2 on FSA are scheduled for Developmental Language Arts-R when feasible, data from the FAIR assessment, ACCESS and IPT is also considered. LYs are scheduled in Language Arts or English through ESOL classes using the same state standards as non-ELL students. ESOL strategies and accommodations are used to meet the needs of ELLs.
 At all secondary schools, the Mainstream-Inclusion Core/Basic Subject Areas model is used. Teachers use ESOL strategies, noted in their lesson plans, to provide comprehensible instruction.*

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 in Volusia County whether in Mainstream Inclusion or Sheltered models, receive the same rigorous curriculum as the one delivered to Non-ELLs. Florida Standards are followed. Teachers scaffold and differentiate their instruction through the use of ESOL strategies. Teachers are highly encouraged to use the tools from the WIDA framework for instruction planning and delivery.

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

The office of assessment and accountability in Volusia County prepares an English Language Learners State Testing Performance report. This report focuses on the general demographics of both ELL and non-ELL students, comparing relative student

compositions across race, ethnicity, grade level, socio-economic status, native language and special education status. This report has a clear connection with student performance based on instructional models.

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

School principals are responsible for monitoring fidelity of instructional models at the school level and for providing equal access to programs and services. The ESOL Department conducts school visits to monitor program implementation and to provide clarification and support.

Any concerns are reported to school-based administration.

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

ELL students receive the same instruction in Florida standards using ESOL strategies, noted in teachers' lesson plans. School based administrators are responsible for monitoring teacher lesson plans for documentation of ESOL strategies.

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

ELL students receive the same instruction in Florida standards using ESOL strategies, noted in teachers' lesson plans. ESOL strategies are expected to be differentiated based on ELLs language proficiency levels. The WIDA framework is made available to all teachers. Lesson plans are reviewed by school level administration.

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.

Volusia County has developed a Priority Instructional Practices guide. All students, including ELLS are expected to progress towards high quality standards-aligned instruction. Guidance is provided for how to use data to identify students who need additional instructional supports and planning resources to meet their needs. Also, the Minority Achievement Office monitors and supports schools with minority participation in Advanced Placement courses and programs.

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

Student Portfolios

Other Criterion Referenced Test (Specify) _____

Native Language Assessment (Specify) _____

LEA/school-wide assessments (Volusia Content Area Assessments, iReady

diagnostics, District Interim Assessments) _____

Other (Specify) _____

Student Progression

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

Yes please provide a link to the LEA's SPP with specifics to ELLs highlighted.

<http://myvolusiaschools.org/Search/Pages/results.aspx?k=student%20progression%20plan>

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.

School based administrators are provided with a document that includes all guidelines for Good Cause exemptions including ELLs. Administrators review student records for Date Entered a US School and submit the request for exemption to the curriculum office for review and approval. Parents are notified of this process through District Parent Leadership Councils, school meetings and personal letters to parents.

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.

In Volusia County Schools, students with less than two years in the ESOL program, based on the Date Entered a United States School, cannot be retained.

ELL Committees convene at various times during the school year to maintain communication with the families, particularly when a student is exhibiting lack of performance. The ELL Committee discusses areas of concern, student data, expectations and strategies. Possible end of year retention should be addressed throughout the school year. These meetings are in addition to those required for extensions of services.

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

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer

assessments and maintain documentation of the following:

Statewide content area assessments:
ACCESS for ELLs assessment programs:

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)?

The office of Assessment & Accountability is responsible at the district level for ensuring that ELLs participate in statewide assessments. The Principal and Testing Coordinator are responsible at the school level for ensuring that ELLs participate in statewide assessments. All ELLs participate in Statewide Assessments except those whose Individual Exceptional Education Plan states that they be exempted. The Assessment & Accountability Department provides training to school Testing Coordinators regarding standardized testing and accommodations for English Language Learners. The school Testing Coordinator trains the school personnel who assist in the administration of the state 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? Please provide links to communications in parents' languages.

The Assessment & Accountability Department provides training to school Testing Coordinators regarding standardized testing and accommodations for English Language Learners. The school Testing Coordinator trains school personnel who assist in administration of the state assessments.

<https://schools.volusia.k12.fl.us/vcsforms/lookup.asp>- Selection of Testing Location for ELL Students

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.

In order to determine exit from the ESOL, consider ACCESS for ELLs proficient level scores, and FSA-ELA scores as applicable.

- *Students in grades K-2 will exit the ESOL Program when they score 4.0 in the overall composite score or greater AND at least 4.0 in the Reading domain of ACCESS. Basis of exit code “H”*
- *Send home Parent Notification of Exit Form.*
- *Exit date is the last day of the school year that the ACCESS test was administered.*

3-12

- *Students in grades 3-12 will exit the ESOL program when they score 4.0 overall composite score or greater AND at least 4.0 in the Reading domain of ACCESS AND a level 3 or higher on FSA – ELA.*
- *For student in grades 10-12, *concordant scores may be used instead of FSA- ELA.*
- *Basis of exit code grades 3-9 “I”, grades 10-12 “J”*
- *Send home Parent Notification of Exit Form.*
- *Exit date is the last day of the school year that the ACCESS and FSA tests were administered.*
 - *A parent’s request for withdrawal from the ESOL Program cannot be granted when the child has not met exit criteria. However, the parent may select the instructional delivery model which meets the ESOL requirements.*
 - *An ELL Committee may recommend that the student be exited from the program with consideration of at least two of the following criteria after scores have been obtained.*
 - *Extent and nature of prior educational and social experiences and student interview*
 - *Written recommendation and observation by current and previous instructional and supportive services staff*
 - *Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards*
 - *Grades from the current year or previous years*
 - *Test results other than the aural-oral and reading/writing tests Basis of exit code “L”*

Student who entered via ELL committee must exit via ELL committee.

*

Cohort	Concordant Scores
Those who entered 9th grade in 2018-2019 and beyond	For Grade 10 FSA ELA: • 480 on SAT EBRW or • An average of 18 on ACT English and Reading
Those who entered 9th grade between 2010-2011 and 2017-2018	For Grade 10 FSA ELA: • 430 on SAT EBRW*** or • 24 on SAT Reading subtest or • 19 on ACT Reading

What is the title of person(s) responsible for conducting the exit assessments described

above? (Check all that apply.)

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

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

An ELL Committee may recommend that the student be exited from the program with consideration of at least two of the following criteria after scores have been obtained:

- *Extent and nature of prior educational and social experiences and student interview*
- *Written recommendation and observation by current and previous instructional and supportive services staff*
- *Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards*
- *Grades from the current year or previous years*
- *Test results other than the aural-oral and reading/writing tests*

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

All student data that pertains to student exit per State Rule, is reviewed as soon as it's released and exit decisions are made. The only way a student may exit the ESOL program in the middle of a grading period is via an ELL Committee meeting and after having re-administered entry assessments.

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?
- Updating the student ELL plan?
- Reclassification of ELL status in data reporting systems?

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

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

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

After exiting the program, a former ELL student (LF) may be referred to the ELL Committee by the parent, teacher, administrator or other school personnel for re-classification if the student shows unsatisfactory academic progress during the monitoring process. The ELL Committee must convene to discuss and document the proper interventions and the parent must be invited. An ELL Committee may recommend that the student be reclassified LY with consideration of at least two of the following criteria:

- *extent and nature of prior educational and social experiences and student interview*
- *written recommendation and observation by current and previous instructional and supportive services staff*
- *level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards*
- *grades from the current year or previous years*
- *test results other than the aural-oral and reading/writing tests*

The committee must determine if the student's academic deficiencies are due to limited English proficiency. Formal testing is NOT required to reclassify a student as ELL. The possibility of reclassifying the student as an "LY" must be discussed and the final decision must be documented on the ELL Committee Minutes. If the student's difficulties are determined not to be due to lack of English language acquisition, the student should be referred for the proper services.

If the student is reclassified, a new ELL Student Plan is developed and placed in the green ESOL folder with new Student Plan Date and Re-entry Date documented.

If an ELL committee convenes, the parent must be invited.

Compliance of ELL Plan and Student Performance

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

School based ESOL administrators are responsible for ESOL Compliance at their sites. The ESOL Department monitors program compliance and collaborates with school staff. During school visits, staff from the ESOL Department meets with the school's ESOL contact to review program implementation and documentation. In addition, departmental communications inform school-based staff of the requirements of State Rules and the Consent Decree. Any area of concern is brought up to the attention of the school's ESOL Administrator.

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

Once approved the District ELL Plan is posted on the ESOL website and is made available to parents during District Parent Leadership Council meetings.

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

The ESOL Department monitors program compliance at schools. During school visits, staff from the ESOL Department meets with the school's ESOL contact to review program implementation and documentation. In addition, departmental communications inform school-based staff of the requirements of State Rules and the Consent Decree. Any area of concern is brought up to the attention of the school's ESOL administrator.

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.

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

In Volusia County the Translation Office is available to support schools when requests are made for interpretations and/or translations. Bilingual personnel in the ESOL Department also assist when Spanish support is needed. ESOL program forms are translated into multiple languages and schools can access them through the Forms Management site.

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 ESOL Department provides ongoing opportunities for Family Engagement. These activities are delivered on a school by school basis per the school's request, in collaboration with other district wide events, and at the District level.

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) _____

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

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

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

- LEA Level
- School Level

Please address the functions and composition of the PLC:

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

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

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

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

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

The PLC at the district level is composed of active and former ELL parents/guardians, District ESOL staff, district guests and community members. PLCs may also be conducted at the school level. During these PLC meetings parents, teachers, school staff and community groups are provided training opportunities and information. The goal of our Parent Leadership Council is to empower parents to become active participants in their child's education. PLC members collaborate in communicating and monitoring the District's ELL plan. The Council meets at least 3 times a year and all ELL parents are invited to attend. Parents/guardians are informed and trained on topics regarding their children's education.

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.

Category 1 teachers are notified of training requirements when signing an Out of Field form after School Board Approval. ESOL courses are advertised in the weekly professional development announcements and teachers can search for opportunities in our local Professional Development management system. In addition, these courses are posted on the ESOL website.

The process is documented in the local Student Information System in the Human Resources database. An internal auditing system will be conducted to ensure the process is being conducted properly.

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.

Category 2 teachers are notified via memo by the District Certification Specialist. ESOL courses are advertised in the weekly professional development announcements and teachers can search for opportunities in our local Professional Development management system. In addition, these courses are posted in the ESOL website. The process is documented in the local Student Information System in the Human Resources database.

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.

Category 3 teachers are notified via memo by the District Certification Specialist. ESOL courses are advertised in the weekly professional development announcements and teachers can search for opportunities in our local Professional Development management system. In addition, these courses are posted in the ESOL website. The process is documented in the local Student Information System in the Human Resources database.

Describe the procedures used when Category 1 teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

When a Category 1 teacher is reported Out of Field, a memo is sent to all impacted ELLs in that course. This memo is kept in the teacher's file at the school site.

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 ESOL for administrator's course is offered in a local self-paced, online course. The process is tracked in the local Student Information System in the Human Resources database.

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

The ESOL for Guidance Counselors course is offered in a local self-paced, online course. The process is tracked in the local Student Information System in the Human Resources database.

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

Consultants and/or District Resource teachers will research, facilitate and deliver professional development in the areas of English Development standards, Florida Standards, differentiation and best practices when working with ELLs.

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

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.

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. 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.

- *Holds a High School diploma or General Education Diploma (GED) or equivalent and one of the following:*
- *Holds an Associate's (or higher) degree; or*
- *Completed at least two years of study at an institution of higher education (48 hours); or*
- *Received a passing grade on the Para Pro Assessment*
- *Successful completion of the VCS' substitute teacher training course (STAR) within one (1) year of the date of hire*
- *Proficient in spoken and written English and a language other than English and used widely by parents of students in the school, as determined by the majority of ESOL students' language at the school site*

- *May only work with students classified "LY".*
- *Must only work with ELL students in the areas of: **Mathematics, Science, Social Studies, and Computer Literacy.***
- *May assist with ESOL paperwork and translations when not assigned to students during instruction. If the paraprofessional translates documents, they should be bi-literate. As a courtesy, please provide advance notification so that instruction is not impacted when the paraprofessional is assisting in this capacity.*
- *May administer the IPT oral test but NOT the IPT Reading and Writing. They may assist with proctoring during Florida Standards Assessments and ACCESS for ELLs*
- *Must not remove/pull-out students from the general education setting to work with them.*

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

ESOL Paraprofessionals are trained twice a year by the ESOL department. This training focuses on best practices when supporting content area and language acquisition.

Paras are exposed to tools that sustain native language while developing English language proficiency. This Professional Learning is also documented in the districts PL Plan. Documentation is maintained through the district's Professional Learning platform; sign ins are kept.

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

Bilingual Paraprofessionals must meet the job description requirements and must also demonstrate an adequate level of language proficiency in English and the other language. Potential candidates are asked interview questions in both languages, if feasible, and schools may request assistance from the ESOL Department for this process if needed.

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

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.) Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

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.

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.

The ELL Committee must meet for annual re-evaluation to extend ESOL services/instruction if the student does not meet exit criteria. After reviewing the exit criteria, the ELL Committee will determine whether or not the student needs extension of services/instruction for an additional year. Extension of services/instruction should be based on data. This process must be repeated on an annual basis.

Students with a DEUSS date of first two weeks of school

- *Look at data from ACCESS and FSA - ELA.*
- *For those students who do not meet exit criteria, extension meetings must be held from 30 days prior to the DEUSS anniversary up until October 1st.*
- *The meeting date will be the annual re-evaluation date*

Students with a DEUSS October 1 or after

- *Administer IDEA/IPT LISTENING & SPEAKING (oral/aural) test. If the student already passed, this test does not need to be re-administered.*
- *Administer IPT READING & WRITING test (grades 3-12).*
- *Consider ACCESS and FSA/ELA data.*
- *Extension Meetings must be held 30 days prior up to the DEUSS anniversary. The meeting date is going to be the annual reevaluation date*