District
English Language Learners (ELL) Plan

July 1, 2019- June 30, 2022

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(5) PREPARED BY: (If different from contact person)
   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, Joel Herbst, 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

3/29/19

Date Signed

3/27/19

Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)
Name of Chairperson representing the District ELL PLC: Lynn Pagans

Contact Information for District PLC Chairperson:
Mailing address: A.D. Henderson School, 777 Glades Road, Boca Raton, FL 33431

E-mail Address: lpagans@bellsouth.net Phone Number: 561 297 3976

Date final plan was discussed with PLC: 3/27/2019

Signature of the Chairperson of the District PLC

3/27/2019

Date Signed by PLC Chairperson
DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements 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, [Signature], 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  

3/29/19  
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:

Students are invited to attend A.D. Henderson University School and Palm Pointe Educational Research School based on participation in a demographically representative school lottery. Students attending FAU High School’s dual enrollment program meet the entrance criteria for the program. When the student receives his/her letter of invitation, the parent reports to the school to receive a registration packet or accesses the forms from the schools’ websites. Upon submission of the registration packet, it is checked for completion by the registrar. The registrar officially registers the student and enters the demographic information including native language, country of birth, immigrant student date of entry into US schools, and responses to the HLS into the school’s student management system (FOCUS/Skyward).

Once school begins, the school-based ELL Coordinator pulls a report from FOCUS/Skyward to determine all new students with any positive responses to the HLS. The ELL Coordinator then schedules the district-approved assessment of English language proficiency to determine eligibility in the school/district ELL program. Affirmative responses to HLS questions 2 and 3 result in a student automatically being placed in the ESOL Program until completion of the eligibility assessment. The HLS are filed in the students’ CUM folder. A copy is also added to the student’s ESOL folder.

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

At the time of registration all parents/guardians complete a Student Enrollment/Registration form at their child’s school which contains the Home Language Survey:

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

If any of the three questions are answered “yes” the student is given the IDEA Proficiency Test or WIDA screener.

Registration procedures are the same for all students. All parents must complete the Student Enrollment/Registration form and the Home Language Survey, as well as other pertinent student data and information.
Into what languages are the HLS translated?

A.D. Henderson/FAU High School recently switched to an online registration process. At this time, the HLS is not translated into another language. Palm Pointe Educational Research School in St. Lucie County have the HLS translated into Spanish and Creole.

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

ELL families are provided registration assistance by bilingual school staff who speak their native language, if needed. In addition, translation web sites and apps are available to assist parents with less commonly spoken languages when needed.

How do you identify immigrant students?

Immigrant student information, along with the DEUSS, is captured on the Student Enrollment/Registration form. During the student registration process, the registrar of each school collects and reviews a student's birth certificate, registration form (which includes DEUSS date) previous school transcripts, report cards, and other records as applicable to determine whether or not a student meets the definition as an Immigrant Child and Youth. These same records will be used to determine if the student has been attending one or more schools in any state for less than three full academic years.

The term immigrant children and youth means individuals who:
(A) are ages 3 through 21; and
(B) were not born in any state, the District of Columbia or Puerto Rico; and
(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.
Based on this definition, the student's immigrant code is Y and data element number is 131785.

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

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

- IDEA Proficiency Test I Form G (grades K-5)
- IDEA Proficiency Test II Form E (grades 6-12)
- WIDA MODEL (kindergarten)
- WIDA Screener (grades 1-12)
- WIDA Kindergarten W-APT

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

Once school begins, the school-based ELL Coordinator generates a report from FOCUS/Skyward to determine all new students with any positive responses to the HLS. The ELL Coordinator schedules the student(s) for testing. The ELL Coordinator frequently monitors the testing schedule and revises as needed. If the student is not assessed within 20 school days, this period is extended for an additional 20 days and parents are notified in their native language (unless clearly not feasible). All students who are not proficient on the Listening and Speaking L/S assessment qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the (L/S) assessment are determined as non-ELL (ZZ). Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment. If the student enrolls at another time during the school year, parents must be notified of ESOL placement within two weeks.
Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

IDEA Proficiency Test I, 2, and 3
WIDA Screener

K-12 students who score English proficient on the Listening and Speaking assessment are interviewed informally for further proficiency. In grades 3-12, students who are proficient on the district-approved Listening and Speaking assessment are administered a Reading and Writing assessment to determine if a student needs ESOL services. Any students in grade 3 or above, who scores at or below 32nd percentile on the IPT Reading and Writing test or scores below the English proficient level on a district-approved WIDA assessment in reading and writing shall be classified as ELL and provided ESOL services.

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?

Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:
   a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
   b. Written recommendation and observation by current and previous instructional and supportive services staff,
   c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
   d. Grades from the current or previous years, or
   e. Test results other than the entry assessments
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.

The ELL Coordinator assesses the records of all new ELL students. The records will be analyzed to determine the appropriate placement and support for ELL students in addition to determining testing needs for placement in the ELL program. The district will make every effort to obtain transcripts and prior educational records. However, if a student cannot provide such records a reading and language assessment will be provided to determine present level of performance. Students will be placed in an age-appropriate grade level unless records provided indicate a different placement or recommendation.

Because A.D. Henderson School and Palm Pointe Educational Research School utilize a lottery system for admittance and FAU High School is a selective dual enrollment program, it would be improbable that a student would have had no prior schooling. However, if an instance should occur, the school/district would employ the following guidelines to address the placement of a student with limited or no prior school experience:

- Interview parents/guardians regarding the student’s previous schooling.
- Generate a general profile of the student using target questions such as:
  What grade was the student in during the previous year?
  What courses did the student take?
  How did the student perform in the prior school setting?
  At what age did the student start school?
  What is the total number of years the student has been in school?
  Was the student ever retained?
  Were there excessive absences or special circumstances affecting achievement?

Check the age of the student to determine approximate grade placement. Administer placement tests to assess student’s academic skills.

An ELL committee may meet to determine best placement for students.
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?

The FAU High School program is a targeted selection dual enrollment program. Students must apply, successfully interview, and meet strict academic criteria to be accepted. Students in 9th grade are taught by FAU High School Instructors. Students in grades 10-12 take all of their courses on the university campus at Florida Atlantic University. The academic criteria for FAU High School Grade 9 are below. In grades 10-12th the criteria becomes even more rigorous.

Recommended Criteria for Admissions Consideration

Un-weighted GPA: 3.8 (minimum)

High School Math Courses: Algebra I, Geometry, and Algebra II. ALL COURSES successfully completed with A or B grade.

Next Generation AccuPlacer College Readiness Test:

Required Next Generation AccuPlacer Test (minimum for admissions consideration):

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>280 (out of 300)</td>
</tr>
<tr>
<td>Writing</td>
<td>280 (out of 300)</td>
</tr>
<tr>
<td>Quantitative Reasoning, Algebra, and Statistics (QAS)</td>
<td>280 (out of 300)</td>
</tr>
<tr>
<td>WritePlacer (may only be taken once)</td>
<td>4 (out of 8)</td>
</tr>
</tbody>
</table>
Accuplacer College Readiness Test: (minimum)

<table>
<thead>
<tr>
<th>Test</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Comprehension</td>
<td>100 (out of 120)</td>
</tr>
<tr>
<td>Sentence Skills</td>
<td>100 (out of 120)</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>100 (out of 120)</td>
</tr>
<tr>
<td>WritePlacer</td>
<td>4 (out of 8)</td>
</tr>
</tbody>
</table>

School Based Standardized Tests: (minimum)

<table>
<thead>
<tr>
<th>Test</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSA Reading</td>
<td>Level 4</td>
</tr>
<tr>
<td>FSA Mathematics</td>
<td>Level 4</td>
</tr>
<tr>
<td>Florida End of Course (EOC) Assessments</td>
<td>Level 4</td>
</tr>
</tbody>
</table>

Students without Florida Assessment Scores should submit other school based standardized test scores (e.g. Stanford 10, Iowa Test of Basic Skills, TerraNova)

Due to the unique nature of FAU High School's aggressive dual-enrolment program, it is highly improbable that students would apply for 9th-12th grades, with completed credits in countries outside of the United States, for which there is no documentation. Students transferring from other countries with credits for language arts courses taken in the student’s native language and for world language courses (including English) may apply to FAU High School. Translations of transcripts will be used to determine if the student meets the minimum eligibility criteria for FAU High School.

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

The registrar and the director of the high school program are responsible for evaluating foreign transcripts. Copies of all records are kept in each student’s cumulative record. Information specifically related to FAU High School’s application process can be found at [http://fauhigh.fau.edu/admissions/newstudents.php](http://fauhigh.fau.edu/admissions/newstudents.php)
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.

Students are invited to attend A.D. Henderson University School and Palm Pointe Educational Research School based on participation in a demographically representative school lottery. Students attending FAU High School’s dual enrollment program meet the entrance criteria for the program. If an ELL student leaves the district, they would need to reapply and be selected in the lottery again or be selected again to attend FAU High School. It is improbable that this scenario would happen. In the rare instance that it would happen, ELLs who leave the district for another state or country for a period longer than 90 school days and then return and re-enroll, should be reassessed for English language proficiency due to an interruption of ESOL services. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remains the same.

If a student has been withdrawn but attended another Florida school district, no interruption of ESOL services should occur. All original reporting data stays the same. For out of state LYs new to FL, DEUSS date stays the same, but HLS, entry, classification date are changed to reflect Florida services. For students new to the country DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry date must be reported accordingly. DEUSS date can never be after the classification and entry dates.

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 Coordinator is responsible for overseeing the development and updating of the English Language Learner Plan. The ELL Plan is updated as follows:
- whenever an ELL Committee is held
- annually at the beginning of each school year to reflect current services
- on/before the anniversary date of student’s entry into the ESOL Program, if applicable
- any other time when there is a change in the student’s educational plan

All ELL Plans are reviewed annually, at the beginning of each school year, to reflect current services. Assessment data (i.e. achievement test results, class performance, grades, language proficiency) are considered when conducting the review. The
documentation of the recommendations is part of the student ELL Plan. The plan can also be updated on the student’s anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program. The 2nd and 3rd year recommendations are documented by the ELL coordinator in the appropriate section of the ELL Plan. In addition, the ELL Coordinator informs the teachers of students who have completed a 3-year base period in the ESOL program. If the student does not meet the re-evaluation criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th, or 6th year of continued ESOL program placement. Recommendations for an extension of the ESOL program are documented on the ELL Plan by the ELL Coordinator.

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 elements of the student plan will include the student’s name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student’s instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the IPT. The student’s academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan.

A.D. Henderson and FAU High School
https://drive.google.com/file/d/0Bw3khrKA29k_zTY0U05UU2JTLXc/view?usp=sharing

Palm Pointe Educational Research School uses the ELL Plan and forms from St. Lucie County Schools http://www.stlucie.k12.fl.us/forms/ (go to Federal to find ELL Plan)

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

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

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

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

All ELL students at FAU Lab are taught in mainstream inclusion classes. The administration team at each school (School-based Principal and Assistant Principals) is responsible for monitoring fidelity of instruction. Monitoring occurs through classroom walk-throughs, formal classroom observations as well as monitoring of lesson and/or unit plans to document ESOL strategies and English Language Development Standards.

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

FAU Lab uses an inclusion model to deliver instruction to ELL students with ESOL strategies incorporated within each lesson. This means the instruction for ELL students is equal in amount, sequence, quality, and scope to that provided to non-ELL students.

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

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews students' success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELL. Teacher input is also requested. If the inclusion instructional model does not show that positive student performance goals are being met, then additional support may be considered.

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

ELL students have equal access to all programs and facilities at FAU Lab School. To ensure ELL students are afforded quality instruction where the intensity matches the need, the administrative team at the school conducts classroom walk-throughs and
lesson plan review. Professional development is provided to teaching staff to help meet student needs.

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

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs? 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 incorporating ESOL strategies and English Language Development Standards into daily lessons and must provide evidence in lesson/unit plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the Marzano Teacher Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners (Domain 2, Element 47).

Program goals and objectives for ELLs are the same as the program goals and objectives for all students. ELL students must meet the Florida State Standards established by the Florida Department of Education. The content of the curriculum for ELLs in each of the basic subject areas is the same in scope, sequence and quality as the instruction provided to non-ELLs. This is accomplished by following the curricula frameworks and by the utilization of the following materials:

- Grade level State/District adopted materials
- District-recommended supplementary ESOL materials
- ESOL Instructional Strategies Matrix
- WIDA Framework and Resources available at www.wida.us
- CPALMS

School administrators and the ESOL Coordinator will conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

A. Reviewing of the student's grades in all subject areas.

B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools

C. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.

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

☐ Student Portfolios
☐ Other Criterion Referenced Test (Specify) ________________________________
☐ Native Language Assessment (Specify) ________________________________
☒ LEA/school-wide assessments (Specify) Diagnostic assessments
☒ Other (Specify) Universal Screening Assessment Data such as FAIR (Florida Assessments for Instruction in Reading) for 3-8th grade, Reading Running Records

Student Progression

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

☒ Yes Please provide a link to the LEA’s SPP with specifics to ELLs highlighted.


http://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanElementary.pdf (pages 32-36)

http://www.stlucie.k12.fl.us/pdf/StudentProgressionPlanMiddle.pdf (page 41)

☐ 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.

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

ELL students may not be retained based solely on lack of language proficiency in English. An ELL Committee will be convened to review documentation and data, and to determine whether a student may be considered for retention. It should be noted that there must be documentation of interventions implemented throughout the school year if an ELL student is to be considered for retention. ESOL instruction is not an intervention. It is considered part of comprehensible instruction. When determining promotion/retention for ELL’s, information and documentation may include, but not be limited to: classroom performance, response to intervention data, benchmark testing results, statewide assessment data, progress towards English Language acquisition, progress monitoring tools, and parent/student interview. The committee makes a recommendation to the principal.

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:

The ELL Coordinator and the Testing Coordinator at each school oversee the inclusion of all students in the statewide assessment program as well as ACCESS for ELLs. School Assessment Coordinators provide annual training to all personnel involved in administering state assessments. The School Assessment Coordinator maintains all assessment documentation.

ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered the accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student and recommendations of the student’s team. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

Statewide content area assessments:
All ELLs will participate in statewide assessments. The ESOL Coordinator at each school works with the school based assessment coordinators and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations. The ESOL Coordinator assures that the accommodations for statewide assessment
which are indicated in the testing manual are provided to ELLs. Accommodations include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries. Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment. The parents are notified of the different testing accommodations in a letter sent by the ESOL Coordinator. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

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

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

- School based testing administrators
- School-based ELL Coordinator
- Teachers administering assessments

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida’s statewide assessments policies, mandates and student outcomes?

A testing calendar is available on the school’s/district’s website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates. A letter is sent to parents of ELLs explaining the allowable testing accommodations, which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting for testing. Parent are notified of outcomes from assessments through individualized student score reports, which indicate the performance level of the student as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results.
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.

Exit criteria is based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

Students in grade 1-2 are eligible for exit from the ESOL program upon scoring proficient at the applicable grade level on ACCESS for ELLs assessment. Proficient on ACCESS for ELLs means the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and a score on the FSA ELA of 3 of higher or passing concordant score on the SAT or ACT. The exit code is J.

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

Upon receipt of the ACCESS and FSA scores, the ELL Coordinator shall exit students no later than the last school day of the school year. If ACCESS or FSA ELA scores are received after the end of the school year, students will be exited within two weeks after the beginning of the next school year. The last day of the school year in which the FSA examination was administered will be used as the exit date.

The ELL Coordinator, in collaboration with teachers, follows the procedures below to exit students from the ESOL program:
- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL Plan for exiting students.
- Completes the appropriate section of the ELL Plan with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Updates the data on the school's student information system (FOCUS/Skyward). Parents must be notified by the school that the student is exiting the ESOL program. The student is then monitored for two years from the exit date in order to ensure success.

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?

If assessment results do not fully capture the student’s academic or linguistic needs, an ELL committee may be convened where input from parents, teachers, and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student exit the program with consideration data of other than statewide assessment such as student portfolios or alternative evaluations.

An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. Students with inconsistent ACCESS for ELLs data will be assessed using the district-approved assessment in the domain needed to show proficiency. In some cases, the student may have another documented disability that is being met through an IEP or other student plan.

Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

a. Extent and nature of prior educational or academic experience, social experience, and a student interview,

b. Written recommendation and observation by current and previous instructional and supportive services staff,

c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,

d. Grades from the current or previous years, or

e. Test results other than the entry assessments

If the student is exited via ELL Committee, the student’s language classification will not
change; however, the ELL Code in the student information system (FOCUS/Skyward) will be updated to LF. When a student exits the ESOL program, parents are notified via a Parent Notification letter.

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

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

**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?

The ELL Coordinator, with input from classroom teachers and any other applicable staff, is responsible for monitoring the performance of former ELL (LF) students.
The ELL plan includes a section for documenting the exited ELL’s progress. Exit student’s academic performance is monitored on an ongoing basis and is documented on the ELL Plan at four specific times after exiting: first report card, end of first semester, end of first year, and end of second year. The ELL Coordinator is responsible for data entry into the student information system (FOCUS/Skyward) and works with the district’s MIS contact to report ESOL data to the FLDOE during survey periods. If a former ELL student’s performance is unsatisfactory, the ELL Coordinator convenes an ELL Committee meeting to determine the reason(s) for the student’s lack of progress and to recommend appropriate alternative interventions, including possible re-entry into the ESOL Program. If re-entered into the ESOL program, the ELL Coordinator initiates a new ELL Plan. Appropriate placement is made based on the recommendations of the ELL Committee. All post-reclassification information is documented on the student’s ELL Plan. As appropriate, referrals for additional services are made as well as additional interventions. The student will be provided with additional state or district approved diagnostic assessments in Reading, Writing, Science and/or Math to determine the nature of the student’s difficulty and areas of academic needs.

Compliance of ELL Plan and Student Performance

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

Student progress is monitored in the ESOL folder and is based on the targeted skills identified during initial testing, ACCESS for ELL and academic assessments. Assessment results and identified, targeted skills are kept in the ESOL folder and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ELL Coordinator.

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

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

Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans by the school’s administration team.

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

The approved District ELL Plan is given to each school and is available for all ELL parents to access in hard copy or on the school’s web site.
How does the LEA ensure that schools are implementing the District ELL Plan?

FAU Lab School Superintendent will monitor schools’ implementation of the District ELL Plan.

The school-based administrative team (Principal and Assistant Principals) is responsible for monitoring instructional practices related to the district ESOL Program. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan.

Section 8: Parent, Guardian, Student Notification and Rights

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

1. the reasons for the identification of their child as an ELL and the need for the child’s placement in a language instruction educational program;
2. the child’s level of English proficiency, how such level was assessed, and the status of the child’s academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
   a. detailing the right that parents have to have their child immediately removed from such program upon their request;
   b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
   c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.
To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders and monitored by Title I. All letters, as well as all home-school communication must be provided to parents in a language that they can understand unless clearly not feasible.

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents/guardians’ home language. Translation services, specifically in less commonly spoken languages are also provided through bilingual staff, university personnel, and community volunteers which help builds relationships with ELL parents.

Describe parent outreach activities that inform parents of how they can be involved in their children’s education and how they can assist their children to learn English and meet state academic standards.

School sites host various events throughout the school year to involve parents, including Open House, Parent Resource Night, Family Night, and Coffee Chats with the Principle. In addition, the School Advisory Board (SAB), which assumes the role of the ESOL Parent Leadership Council, meets monthly to provide general oversight and guidance of the development and implementation of the School Improvement Plan.

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) Any communication from the FLDOE available in multiple language such as Notification of the McKay Scholarship Program

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

Because of our limited number of ELLs, our report cards are only available in English, but bilingual staff will assist teachers in interpreting grades and student expectations.

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:
Because the FAU Lab School district's ELL population is very small, it is impossible to get enough ELL parent participation on a committee to comprise a majority. The district uses its School Advisory Body (SAB) to represent the PLC. The SAB is used in a similar capacity for various other programs such as the Title 1 program and the ESE program. The SAB makes recommendations about any aspect of the district's ELL Plan and may make suggestions for changes or improvements in the program. This group meets monthly to discuss current and future school related topics. All meetings are noticed and any parent may attend. The SAB is composed primarily of parents, one high school student, community representatives, and school and district personnel.

http://adhus.fau.edu/owll-community/sab/

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.

See previous section

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

The School Advisory Body's mission is the development and implementation of the School Improvement Plan and the provision of general oversight and guidance for FAU Lab School as provided under Florida law.

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

The District ELL Plan was reviewed with and approved by the School Advisory Body.

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

If no, please provide explanation for PLC's non-approval.
Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

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

Teacher certification at the school/district level is reviewed annually. The Certification Specialist is responsible for evaluating teachers' certification and notifying teachers of updates and renewal information. If a teacher is missing ESOL endorsement/certification or other requirements or is at risk of falling out of compliance, the school principal/director is notified. Notifications to teachers and administrators may be through email and/or other written correspondence. Teachers are provided ongoing information about ESOL training leading to the compliance in the appropriate category.

Teachers can be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300 hour in-service of: a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation. Teachers can also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training can be used and documentation is maintained in the teacher's personnel file. When teachers have completed the necessary training, they must provide a certificate of completion to the Certification Specialist who determines if all ESOL requirements have been met and will verify the teacher's training. The Certification Specialist will assist the teacher in obtaining the necessary ESOL Endorsement for Category I teachers or verify the compliance for teachers who fall in Category II, III, or IV. All documentation will be held in the district's professional development/certification office. Weighted FTE 130 may be claimed for these teachers.

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

Teacher certification at the school/district level is reviewed annually. The Certification Specialist is responsible for evaluating teachers' certification and notifying teachers of updates and renewal information. If a teacher is missing ESOL endorsement/certification and other requirements or is at risk of falling out of compliance, the school principal/director is notified. Notifications to teachers and administrators may be through email and/or written correspondence. Teachers are provided ongoing information for ESOL training leading to the compliance
in the appropriate category. When teachers have completed the necessary training they must provide a certificate of completion to the Certification Specialist who determines if all ESOL requirements have been met and will verify the teacher’s training. The Certification Specialist will assist the teacher in obtaining the necessary ESOL Endorsement for Content Area teachers (60 hours) or verify the compliance for teachers who fall in Category II, III, or IV. All documentation will be held in the district’s professional development/certification office. Weighted FTE 130 may be claimed for these teachers.

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.

Teacher certification at the school/district level is reviewed annually. The Certification Specialist is responsible for evaluating teachers’ certification and notifying teachers of updates and renewal information. If a teacher is missing ESOL and other requirements or is at risk of falling out of compliance, the school principal/director is notified. Notifications to teachers and administrators may be through email and/or written correspondence.

Teachers are provided ongoing information for ESOL training leading to the compliance in the appropriate category. When teachers have completed the necessary training they must provide a certificate of completion to the Certification Specialist who determines if all ESOL requirements have been met and will verify the teacher’s training. The Certification Specialist will assist the teacher in obtaining the necessary ESOL Endorsement for all other instructional staff (18 hours) or verify the compliance for teachers who fall in Category II, III, or IV. All documentation will be held in the district’s professional development/certification office.

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

Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met.

Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed.

If a teacher is deemed to be out-of-field, including lack of ESOL compliance, the district follows these procedures:
- The teacher meets with an administrator and the Certification Specialist to determine the requirements for obtaining certification and/or meeting ESOL endorsement requirements.
- The teacher is provided with a list of pathways to obtain full credentials including courses offered at FAU that can be taken with the Employee Educational Scholarship
Program (fee free) or online courses available through PAEC or NEFEC.
-Parents of students in a class taught by an out-of-field teacher are notified of the
teacher's certification area. Out-of-field status is also reported to the School Advisory
Body.
-The teacher is provided with a letter from the administration acknowledging the
teacher's deficit and a plan toward full certification/endorsement/compliance.
-Every effort is made to place ELL students in a class with an ESOL endorsed/certified
teacher. In the event that this is not possible, FAU Lab School will claim FTE at the
basic funding level.

Although weighted FTE 130 may be claimed for teachers responsible for teaching
Category II, core courses of Math, Science, Social Studies and Computer Literacy,
teachers are not considered out-of-field and no notification letter or school board
approval is necessary. All teachers must document that ESOL strategies are being used
to ensure comprehensible instruction.

Describe how the LEA provides the 60-hour ESOL training requirement for school-
based administrators and the LEA's tracking system that will be implemented.

Administrators who are in need of the 60-hour ESOL training have several options.
They can take a course at FAU through the Employee Educational Scholarship Program
(fee free). They also can take an online course through NEFEC. When teachers have
completed the necessary training they must provide a certificate of completion to the
Certification Specialist who determines if all ESOL requirements have been met and will
verify the administrator's training. The Certification Specialist will verify that the
administrator has met Category IV compliance for ESOL. All documentation will be held
in the district's professional development/certification office.

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

School counselors who are in need of the 60-hour ESOL training have several options.
They can take a course at FAU through the Employee Educational Scholarship Program
(fee free). They also can take an online course through NEFEC. When teachers have
completed the necessary training they must provide a certificate of completion to the
Certification Specialist who determines if all ESOL requirements have been met and will
verify the guidance counselor's training. The Certification Specialist will verify that the
counselor has met Category IV compliance for ESOL. All documentation will be held in
the district's professional development/certification office.

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 Professional Development Team and ELL Coordinator provide supplemental in-service on best practices and share information such as webinars, web sites, CPALMS self-paced PD training, WIDA Online Professional learning with all instructional staff. Although these courses cannot be used towards the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

All instruction for ELL students at FAU Lab School is provided 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.

Due to the small number of ELLs in FAU Lab School, the district does not have any bilingual paraprofessional for ELLs and as such has no specific qualifications for bilingual paraprofessionals. Should this change, the district will make every attempt to hire highly qualified paraprofessionals in keeping with requirements. General job descriptions for the paraprofessional positions can be found at the University's website: www.fau.edu

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

See above

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

See above

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements.
Assurance Letter for FAU Lab School’s District English Language Learners (ELL) Plan effective July 1, 2019 - June 30, 2022

March 27, 2019

This letter is included in FAU Lab School’s District ELL Plan as an assurance that the teachers at FAU Lab School are in compliance of applicable ESOL training requirements or working towards them within the mandated timeframe.

Dr. Joel Herbst
District Superintendent

3/29/19 Date
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.

For Students Entering Years 2 and 3
The ELL Coordinator, with feedback from the teacher, recommends continued placement within 30 days prior to the DEUSS. For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY Date is used. The ELL Plan is updated. An ELL Committee meeting is not required. An approved English Language Proficiency Assessment may be administered to update language classification for students in years 2 and 3. This information may also be used to inform continued placement. The ELL Plan is updated to reflect changes in language classification codes.

For Students Entering Years 4, 5, 6 and beyond

An ELL Committee makes recommendations for extension of services no earlier than thirty (30) school days prior to the DEUSS unless the student’s anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1.
For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY date is used to determine continued placement. Any student considered for extension of services is assessed with an approved English Language Proficiency Assessment (L, S, R, W) no earlier than 30 days prior to the DEUSS. If the student’s date falls between the administration of the ACCESS for ELLs 2.0 and October 1 of the following school year, the ACCESS for ELLs 2.0 and applicable FSA scores will suffice, and a more recent assessment is not required. The ELL Committee reviews the student’s academic record holistically and makes a final recommendation. The committee documents recommendations for extension of services on the ELL Plan and maintains information in the ELL Folder.

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.

- IDEA Proficiency Test 1, 2, and 3
- WIDA Screener
- ACCESS for ELLs
Reading and Writing Proficiency Assessment

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

- IDEA Proficiency Test 1, 2, and 3
- WIDA Screener
- ACCESS for ELLs
- FSA ELA