

# District English Language Learners (ELL) Plan

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Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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<b>(1) NAME OF THE DISTRICT:</b>	<b>(2) CONTACT NAME/TITLE:</b>	<b>(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:</b>
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<b>(4) MAILING ADDRESS:</b> A.D. Henderson University School 777 Glades Road Boca Raton, FL 33431	<b>(5) PREPARED BY: (If different from contact person)</b> <b>First Name:</b> <b>Last Name:</b> <b>Mailing Address:</b> <b>Phone No:</b>
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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, 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      Date Signed      Date of Governing Board Approval

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

Name of Chairperson representing the District ELL PLC: Jon Cipyak

Contact Information for District PLC Chairperson:

Mailing address: A.D. Henderson University School, 777 Glades Road, Boca Raton, FL 33431

E-mail Address: [jcipyak@buildersplus.com](mailto:jcipyak@buildersplus.com) 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, Joel Herbst, 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**

1/23/25  
\_\_\_\_\_  
**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:**

The registration process for English Language Learners (ELLs) begins with the submission of a completed enrollment application. This application is reviewed by our Records and Registration department to ensure all necessary information is provided. Once verified, the student's information, including demographic details such as native language, country of birth, immigrant status, date of entry into U.S. schools (DEUSS), and responses to the Home Language Survey (HLS), is entered into our student information system, Focus. Upon completion of this step, the student is officially registered.

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

During registration, all parents/guardians are required to complete the Home Language Survey, which includes the following three questions: (1) Is a language other than English spoken at home? (2) Did the student's first language differ from English? and (3) Does the student primarily speak a language other than English? If any of these questions are answered "Yes," the student is administered the WIDA screener to assess potential ELL status. Overall, the registration process is consistent for all students, with all parents needing to complete the Home Language Survey, along with other relevant student information.

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

The Home Language Survey is translated into Spanish and Creole. Services are available in other languages as needed.

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

ELL families receive registration support from bilingual school staff who can communicate in their native language if necessary. Additionally, translation websites and apps are made available to assist parents with languages that are less commonly spoken, ensuring all families can navigate the registration process effectively.

**How do you identify immigrant students?**

The student enrollment/registration form includes immigrant student information, and the DEUSS data is recorded there. The term "immigrant children and youth" refers to

individuals who: (A) are between the ages of 3 and 21; (B) were not born in any U.S. state, the District of Columbia, or Puerto Rico; and (C) have not attended school in any U.S. state for more than three full academic years. Based on this definition, the student's immigrant status is marked as "Y" and recorded in our student information system, Focus.

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

During registration, parents complete the Home Language Survey along with questions regarding the student's birthdate, country of birth, and DEUSS data. The DEUSS includes the month, day, and year the student first entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). The original DEUSS data is then entered into the student information system, Focus, as system-data element 197237.

### **Please include a link to your HLS.**

The following questions are part of our student registration packet as the Home Language Survey.

[https://docs.google.com/document/d/1V\\_bTRoY0qxVVfNcSQpKzL1c\\_AUjuHsGWX09eB3v9Zt4/edit?usp=sharing](https://docs.google.com/document/d/1V_bTRoY0qxVVfNcSQpKzL1c_AUjuHsGWX09eB3v9Zt4/edit?usp=sharing)

1. Does the student have a first language other than English?\*
2. What is the primary language spoken in the home?\*
3. Is a language other than English used in the home?\*
4. Does the student most frequently speak a language other than English?\*
5. Home Language Survey Date (date offered is the first day of the calendar school year the student joined our school.)\*
6. Native Language, student\*
7. Supplemental questions:
  - a. Was the child in an English for Speakers of Other Languages (ESOL) program in their former school?
  - b. If yes, please upload the English for Speakers of other Language (ESOL) plan. (This question is found in our new enrollment form.)

## **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

**X 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.**

- WIDA Screener for Kindergarten
- WIDA Screener (Grades 1-12)

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

Once the school year begins, the ELL coordinator generates a report from the student information system, Focus, to identify new students who answered "Yes" on the Home Language Survey (HLS). The ELL coordinator schedules testing for these students, oversees the testing process, and scores and interprets the results. If testing is not completed within 20 school days, the timeline can be extended by 20 additional days with parent consent and notification. Parents will be informed in their native language, unless not feasible. Any student who is not proficient in the Listening and Speaking sections of the assessment qualifies for ELL accommodations and is coded as LY in Focus. Students in Kindergarten through 2nd grade who score within the fluent English-speaking range on the assessment are classified as non-ELL (ZZ). For students in grades 3-12, if they achieve proficiency in listening and speaking, they are then given the reading and writing assessment within 30 days of registration. If a student enrolls later in the school year, parents must be notified of their ELL 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.**

- WIDA Screener Online
- WIDA Screener Paper

**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 by a parent or teacher, a student who is determined not to be an English Language Learner (ELL), or a student classified as an ELL based solely on one reading or writing assessment, may be referred to the ELL Committee for further eligibility review. The ELL Committee will determine the student's ELL status based on a consideration of at least two (2) of the following criteria, in addition to the entry assessment results:

- A. The extent and nature of prior educational, academic, and social experiences, as well as a student interview
- B. Written recommendations and observations from current and previous instructional support staff
- C. The level of mastery of basic competencies and skills in both English and the student's heritage language, according to local, state, or national criterion-referenced standards
- D. Grades from the current or previous academic years
- E. Test results other than the entry assessment

### **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 district will make every effort to obtain transcripts and prior educational records. However, if these records are unavailable, a reading and language assessment will be administered to determine the student's current level of performance. Students will be placed in the appropriate age-level grade unless the records or a recommendation suggest an alternative placement.

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

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

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?

FAU High School is a selective dual enrollment program. Students must complete an application, participate in an interview, and meet rigorous academic criteria for acceptance. Instructors at FAU High School teach 9th-grade students, while students in grades 10-12 enroll in university courses at Florida Atlantic University.

The following are the recommended minimum criteria for admission consideration:

<https://fauhigh.fau.edu/admissions/>

Given the nature of FAU High School's dual-enrollment program, it is highly unlikely that students applying for 9th-12th grades will have completed credits from countries outside the United States without proper documentation.

Students transferring from other countries with credits for language arts courses taken in their native language or for world language courses (including English) may apply to FAU High School. Translated transcripts will be reviewed to determine if the student meets the minimum eligibility criteria for admission.

According to section 6A.6.0902, Part B, of the Florida Administrative Code: "Each school district shall seek to document the prior schooling experience of ELLs through school records, transcripts, and other evidence of educational experiences, and take such experiences into account when planning and providing appropriate instruction. The district shall award equal credit for courses taken in another country or in a language other than English as they would for the same courses taken in the United States or in English. For foreign-born students, the district's policies regarding age-appropriate placement shall be followed, just as they are for students born in the United States. If a district uses a placement test to determine appropriate grade or course placement, the assessment must not be based on the student's English language proficiency. ELL students shall be placed in the appropriate English for Speakers of Other Languages (ESOL) or Language Arts through ESOL courses, as well as core subject area courses, based on their assigned grade level."

The data processor and the high school program director are responsible for evaluating foreign transcripts. Copies of all records are kept in the student's cumulative record.

## **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 selected to attend A.D. Henderson University School through participation in a demographically representative school lottery. Students entering FAU High School's dual enrollment program must meet the program's entrance criteria. If a student leaves and later returns, they must reapply. ELLs who leave the district for more than 90 school days to another state or country and then re-enroll will be reassessed for English language proficiency due to the interruption of ESOL services. This reassessment helps determine appropriate placement and services, but the original Home Language Survey (HLS), entry date, classification, and DEUSS date remain unchanged.

If a student withdraws but attends another Florida school district, there should be no interruption of ESOL services, and all original reporting data remains the same. For out-of-state LY students new to Florida, the DEUSS date remains unchanged, but the HLS, entry, and classification dates will be updated to reflect Florida's services. For students new to the country, the DEUSS date begins on the enrollment date, and the appropriate HLS, classification, and entry dates must be reported accordingly.

### **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 (ELL) Plan. The ELL Plan is updated in the following situations:

- Whenever an ELL Committee is convened
- Annually at the beginning of each school year to reflect current services
- On or before the anniversary date of the student's entry into the ESOL program, if applicable
- Whenever there is a change in the student's educational plan

At the start of each school year, all ELL Plans are reviewed to ensure they reflect current services. During this review, assessment data such as achievement test results, class performance, grades, and language proficiency are considered. Any recommendations are included in the student's ELL Plan and updated on the student's anniversary entry date. The ELL Coordinator will update the second and

third-year information in the appropriate sections of the ELL Plan. Additionally, the ELL Coordinator will meet with the teachers of ELL students who have completed three years in the ESOL program. If the student does not meet the re-evaluation criteria after three years in the ESOL program, the ELL Committee will be convened to recommend continued placement in the ESOL program. Any proposals for extending the ESOL program are documented in 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 student plan will include the student's name, date of entry, current ACCESS for ELL scores, and state assessment data. It will outline the student's instructional program, including the amount of instructional time or schedule, documentation of appropriate ESOL strategies, and a description of all services provided. The ELL plan will also incorporate input from both previous and current teachers, gathered through interviews to assess the student's socialization and participation in the general classroom setting.

**Please include a link to the ELL Student Plan.**

[https://docs.google.com/document/d/1eSMteqWEWfYleZomSxqE-fvEY\\_kJBWzt/edit?usp=sharing&oid=104186061634547874819&rtpof=true&sd=true](https://docs.google.com/document/d/1eSMteqWEWfYleZomSxqE-fvEY_kJBWzt/edit?usp=sharing&oid=104186061634547874819&rtpof=true&sd=true)

## **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 is responsible for ensuring the fidelity of instruction. This is achieved through classroom walk-throughs, formal observations, and the review of lesson and unit plans to ensure the inclusion of 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.

An inclusion model is used to deliver instruction to ELL students, with ESOL strategies integrated into each lesson and assessment.

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

ELL's academic performance is monitored throughout the year to ensure progress in both academics and language development. Administrative and support staff review students' success through teacher observations, ELL participation, attendance, grades, and statewide assessments, particularly the ACCESS for ELL.

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 they receive quality instruction, professional development is provided for educators, and the administrative team conducts classroom walk-throughs and reviews lesson plans.

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 integrating ESOL strategies and English Language Development Standards into daily lessons and must provide evidence of this in lesson/unit plans.

School administrators and the ESOL Coordinator will conduct reviews to monitor the effectiveness of the student's program. These reviews may include:

- A. Reviewing the student's grades across all subject areas.
- B. Monitoring the student's performance in Reading and Mathematics using state-approved progress monitoring tools.
- C. Evaluating the student's performance on statewide assessments or norm-referenced tests.
- D. Conducting 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) Heggerty Screener (K-1), Foundations assessments (K-2), iReady Diagnostic Assessments (K-5), CommonLit assessments (6-8)
- 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.  
<https://adhus.fau.edu/documents/plans-and-reports/23-24-student-progression-plan.pdf>
- No (Specify) \_\_\_\_\_

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

As outlined in the district's Student Progression Plan, the school's Principal may exempt ELL students in grade 3 from mandatory retention for good cause if they have received less than two years of instruction in an ESOL program (based on DEUSS). Decisions are made based on an ELL committee recommendation, which includes input from parents, teachers, and support staff. Good Cause Exemptions for ELLs are communicated to 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 cannot be retained solely due to a lack of English language proficiency. An ELL Committee will be convened to review documentation and data to determine if a student should be considered for retention. ESOL instruction is viewed as a part of comprehensible instruction, not as an intervention.

When determining promotion or retention for ELLs, the committee will consider various factors, including but not limited to classroom performance, response to intervention data, benchmark testing results, statewide assessment data, progress in English language acquisition, progress monitoring tools, and parent/student interviews. The committee will make a recommendation to the principal, who will make the final decision.

## **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 Testing Coordinator are responsible for ensuring the inclusion of all students in statewide assessments, including ACCESS for ELLs. School Assessment Coordinator provides annual training to all staff involved in administering state assessments and maintain all related documentation. Accommodations for ELLs during the administration of the FAST, EOC, and ACCESS for ELLs must adhere to the guidelines outlined in the respective assessment manuals.

#### **Statewide content area assessments:**

- All ELLs will participate in statewide assessments. The ESOL Coordinator at collaborates with assessment coordinator and teachers to ensure that all ELLs are included in the Statewide Assessment program and receive the appropriate

testing accommodations. The ESOL Coordinator ensures the proper implementation of accommodations during the statewide assessments.

The school testing coordinator ensures that all ELLs receive the appropriate assessment accommodations during statewide assessments. These accommodations may include flexible setting, flexible scheduling, flexible timing, assistance in the heritage language, and the use of English-to-heritage language dictionaries. These accommodations are also implemented within both the ESOL classroom and regular classroom assessments. Parents are informed of the available testing accommodations through a letter sent by the ESOL Coordinator.

**ACCESS for ELLs assessment programs:**

Students coded LY by the first day of the ACCESS for ELL test administration are assessed for language proficiency. The ACCESS for ELLs is a paper-based assessment for students in Grades 1-12. The Speaking section is administered one-on-one with a teacher, while the Listening, Reading, and Writing sections may be given in a group setting. The Kindergarten ACCESS for ELLs is also a paper-based assessment and is administered one-on-one with a teacher. The Alternate ACCESS for ELLs is a paper-based assessment designed for students in Grades 1-12 with significant cognitive disabilities.

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

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

A testing calendar is posted on the school's or district's website and is updated as needed to reflect any changes in state or district testing schedules. Prior to the assessment dates, parents are informed of all statewide testing policies and mandates. Parents of ELL students receive a letter outlining allowable testing accommodations, including specific language regarding flexible setting options.

Our ELL Coordinator is responsible for ensuring and documenting that ELL students are provided with appropriate testing accommodations during assessments. Following assessments, parents are notified of results through individualized student score reports, which detail the student's performance level along with interpretive guides available in multiple languages. Parent/teacher conferences may be arranged with a translator, if necessary, to discuss assessment policies, mandates, and results.

Please provide links to communications in parents' languages.

<https://wida.wisc.edu/resources>

## **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 for ELL students are based on assessment scores, as outlined in 6A-6.0903.

- For Kindergarten students, the required English language proficiency level is a composite score of 4.0 or greater on the ACCESS for ELLs, with a minimum score of 4.0 in the reading domain. The exit code is H.
- For students in grades 1-2, they are eligible to exit the ESOL program upon scoring proficient at the applicable grade level on the ACCESS for ELLs assessment.
- For students in grades 3-10, the required English language proficiency level is a composite score of 4.0 or greater on the ACCESS for ELLs, with at least a 4.0 in the reading domain, and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.
- For students in grades 10-12, the required English language proficiency level is a composite score of 4.0 or greater on the ACCESS for ELLs, with at least 4.0 in the reading domain, and either a score of 3 or higher on the FSA ELA or a passing concordant score on the SAT or ACT. The exit code is J.
- For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs assessment, the proficiency level must be a P1 composite score or greater. The ELL/IEP committee will determine the exit status.

Upon receipt of the ACCESS and FSA scores, the ELL Coordinator will ensure that students are exited from the ESOL program no later than the last school day of the school year. If the scores are received after the school year ends, students will be exited within two weeks after the start of the next school year. The last day of the school year in which the FSA was administered will be used as the exit date.

The ELL Coordinator, in collaboration with teachers, follows these procedures to exit students from the ESOL program:

- Identifies students who are eligible to exit based on the established criteria.
- Updates the exit information on the student's ELL Plan.
- Completes the appropriate section of the ELL Plan with assessment data, including the proficiency level, exit date, and signature. If an ELL Committee is

required, parents must be invited, and all committee members must sign the plan.

The updated information will be entered into the student's record in the school's student information system (FOCUS/Skyward). Parents will be notified that their child is exiting the ESOL program, and the student will be monitored for two years following the exit to ensure continued 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 reflect a student's academic or linguistic needs, an ELL Committee—composed of parents, teachers, and support staff—will be convened to make placement decisions. The committee may recommend that the student exit the program based on additional data beyond statewide assessments, such as student portfolios or alternative evaluations and assessments.

If a student's English Language Proficiency does not hinder their performance on the Statewide English Language Proficiency exam or the Statewide Assessment, the ELL Committee may recommend exiting the student from the ESOL program. For students with inconsistent ACCESS for ELLs data, testing may be conducted using a district-approved assessment in the relevant domain to demonstrate proficiency. In some cases, the student may also have another documented disability addressed through an IEP or other student plan.

Regardless of the exit reason, the ELL Committee will review the student's academic and English language proficiency records, and at least two of the following five criteria will be documented to support the decision to exit the student:

- a. The extent and nature of prior educational, academic, and social experiences, including a student interview,
- b. Written recommendations and observations by current and previous instructional and support staff,
- c. Mastery of essential competencies or skills in English and heritage language based on local, state, or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results beyond the entry assessments.



If the student exits the ESOL program through the ELL Committee, their language classification will remain unchanged. However, the ELL Code in the student information system (Focus) will be updated to LF. Parents will be notified of the exit through a Parent Notification letter.

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

Typically, ELLs exit the ESOL program once they meet the exit criteria through assessment. However, ELLs can be referred for exit during the school year. Since ACCESS for ELLs and FAST ELA data, which are typically received in May, are used to determine exit, any decisions made mid-year would require input from the ELL Committee. The committee will use current data and student evaluations to make an informed decision. A proficiency assessment in listening, speaking, reading, and writing will be administered in the domain necessary to demonstrate proficiency. Additional data such as report cards, benchmark test scores, portfolio data, and input from parents, teachers, and staff will also be considered for the exit decision. The exit code will be L, and the student's language classification 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?- ELL Coordinator  
Updating the student ELL plan?- ELL Coordinator  
Reclassification of ELL status in data reporting systems?- ELL Coordinator

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, in collaboration with classroom teachers and any other relevant staff, is responsible for monitoring the progress of former ELL (LF) students. The ELL Plan includes a section to document the progress of exited ELL students, with performance being tracked at four key intervals: the first report card, the end of the

first semester, the end of the first year, and the end of the second year. The ELL Coordinator is responsible for entering this data into the student information system (Focus) and working with the district's MIS contact to submit ESOL data to the FLDOE during survey periods.

If a former ELL student's performance is deemed unsatisfactory, the ELL Coordinator will convene the ELL Committee to assess the reasons for the lack of progress and to recommend appropriate interventions, which may include the possibility of re-entering the ESOL program. If re-entry is recommended, the ELL Coordinator will initiate a new ELL Plan. Placement decisions will be made based on the ELL Committee's recommendations. All post-reclassification information will be documented in the student's ELL Plan. The student will undergo additional state or district-approved diagnostic assessments in Reading, Writing, Science, and Math to identify areas of academic need.

### **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 tracked in the ESOL folder, based on the targeted skills identified during initial testing, ACCESS for ELL assessments, and academic evaluations. Assessment results and identified targeted skills are documented and monitored throughout the school year to track mastery of key English language acquisition concepts. The ELL Coordinator is responsible for maintaining these records.

Teacher training records are monitored by district-level personnel or certification specialists to ensure compliance with ESOL requirements.

Student ELL plans and schedules are reviewed and updated annually by the ESOL Coordinator to ensure that ELLs receive the appropriate services under Program 130.

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

The approved district ELL Plan is brought to SAB for approval and is available for full access on the school website.

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

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

The school-based administrative team is responsible for monitoring instructional practices related to the district ESOL Program. Classroom walk-throughs, observations, and documentation of compliance items are 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.

Districts must inform parents of a student identified as ELL and eligible for program participation within 30 days of the start of the school year. For students identified as ELL during the school year, parents must be notified within two weeks of the child's placement in an ESOL program. Notifications are sent through letters and email, which are kept in student folders and monitored by the Title I contact. All home-school communication is provided to parents in a language they can understand, unless it is not feasible to do so.

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

Whenever possible, all verbal and written communication is provided to parents/guardians in their home language. School and district personnel who are fluent in the parents/guardians' home language are available to offer assistance. Additionally, translation services are provided through bilingual staff, university personnel, digital resources, and community volunteers, especially for less commonly spoken languages. This approach helps foster stronger 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.

Throughout the school year, the school organizes various events to engage parents, such as Open House and Parent Literacy Night. Additionally, the School Advisory Board (SAB), which serves as the ESOL Parent Leadership Council, meets monthly to offer oversight and guidance on the creation and execution 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 that is available in multiple languages

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

Due to our limited number of ELL students, 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:

FAU Lab School relies on its School Advisory Body (SAB) to serve as the Parent Leadership Council (PLC), given the district's minimal ELL population. The SAB also plays a similar role for other programs, including Title 1 and ESE. The SAB provides recommendations and suggestions for enhancements to the district's ELL Plan. The SAB meets monthly to discuss current and upcoming school-related matters. All meetings are publicly noticed, and any parent is welcome to attend.  
<https://adhus.fau.edu/owl-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 mission of the School Advisory Body is to support the development and implementation of the School Improvement Plan, as well as to provide general oversight and guidance for FAU Lab School, in accordance with 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 is reviewed annually at the school/district level. The Certification Specialist assesses teachers' certification status and informs them of any updates or renewal requirements. If a teacher is missing ESOL or other necessary certifications, or is at risk of non-compliance, the Superintendent will be notified. Teachers receive continuous information about ESOL training opportunities to ensure compliance with the appropriate certification category.

Once teachers complete the required ESOL training, they must submit their certificate of completion to the Certification Specialist, who verifies that all ESOL requirements have been met. The Certification Specialist also assists teachers in obtaining the ESOL Endorsement, particularly for those in Categories II, III, or IV, or ensures compliance for teachers in Category I.

ESOL training options include the completion of a DOE-approved teacher preparation program, typically prior to employment, or participation in a DOE-approved district in-

service add-on endorsement program, which includes 300 hours of training in the following areas:

- Methods of Teaching ESOL
- ESOL Curriculum and Materials Development
- Cross-Cultural Communication and Understanding
- Applied Linguistics
- ESOL Testing and Evaluation

Teachers can also fulfill ESOL requirements by passing the ESOL subject area exam and completing 120 hours of ESOL training within three years.

All certification documentation is maintained in the district's professional development/certification office, and teachers who complete the necessary training are eligible for Weighted FTE 130.

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 is reviewed annually at the school and district level. The Certification Specialist assesses teachers' certification status and informs them of updates and renewal requirements. The superintendent will be notified if any teachers are out of compliance.

Teachers receive ongoing information about ESOL training opportunities to ensure they meet the requirements for the appropriate certification category. Teachers must submit a certificate of completion to the Certification Specialist, who verifies that all ESOL requirements have been met. The Certification Specialist also assists Content Area teachers in obtaining the necessary ESOL Endorsement (60 hours) or ensures compliance for teachers in Categories II, III, or IV.

All documentation is maintained in the district's professional development/certification office. Teachers who meet the certification requirements may claim Weighted FTE 130.

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 is reviewed annually at the school and district level. The Certification Specialist assesses teachers' certification status and informs them of updates and renewal requirements. If any teachers are found to be out of compliance,

the superintendent will be notified. Notifications to teachers and administrators may be sent via email or written correspondence.

Teachers receive ongoing information regarding ESOL training opportunities to ensure compliance with the appropriate certification category. Once teachers complete the necessary training, they must submit a certificate of completion to the Certification Specialist, who verifies whether all ESOL requirements have been met. The Certification Specialist will also assist instructional staff in obtaining the required ESOL Endorsement (18 hours) or confirm compliance for teachers in Categories II, III, or IV.

All documentation is maintained 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 they complete the ESOL endorsement or certification requirements. Once a Category I teacher is assigned an ELL student, they must complete 60 hours of ESOL training within two years and continue with at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is obtained, regardless of ELL assignment. The ESOL endorsement must be added to the teacher's existing certificate. Teachers who follow these requirements are considered in compliance, and weighted FTE 130 may be claimed.

If a teacher is determined to be out-of-field, including non-compliance with ESOL requirements, the district follows these steps:

- The teacher meets with an administrator and the Certification Specialist to discuss the necessary steps for obtaining certification or meeting ESOL endorsement requirements.
- The teacher is provided with a list of available pathways to earn full credentials, including courses offered at FAU through the Employee Educational Scholarship Program (fee-free) or online courses available through PAEC or NEFEC.
- Parents of students in classes taught by an out-of-field teacher are notified about the teacher's certification status. The School Advisory Body is also informed of the teacher's out-of-field status.
- The teacher receives a letter from the administration acknowledging their deficit and outlining a plan to achieve full certification, endorsement, or compliance.
- Efforts are made to place ELL students with an ESOL-endorsed or certified teacher. If this is not possible, FAU Lab School will claim FTE at the basic funding level.



While weighted FTE 130 may be claimed for teachers responsible for teaching Category II core courses (Math, Science, Social Studies, and Computer Literacy), these 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 required to complete the 60-hour ESOL training have multiple options for fulfillment. They can take a course at FAU through the Employee Educational Scholarship Program (fee-free) or an online course through NEFEC. Upon completing the necessary training, administrators must submit a certificate of completion to the Certification Specialist, who will verify that all ESOL requirements have been met and confirm that they have achieved Category IV compliance for ESOL. All documentation will be maintained 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 required to complete the 60-hour ESOL training have several options. They can enroll in a course at FAU through the Employee Educational Scholarship Program (fee-free) or take an online course through NEFEC. Once the training is completed, counselors must submit a certificate of completion to the Certification Specialist, who will verify that they have met Category IV compliance for ESOL. All documentation will be kept 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 offer supplemental training on best practices and resources, including webinars, websites, CPALMS self-paced PD training, and WIDA Online Professional Learning, to all instructional staff. While these courses do not count toward the required ESOL training mandates, teachers can earn in-service points upon completion of the coursework.

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 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.

Given the small number of ELLs at FAU Lab School, the district currently does not employ bilingual paraprofessionals and does not have specific qualifications for such positions. If the situation changes, the district will hire highly qualified paraprofessionals in accordance with the relevant requirements. General job descriptions for paraprofessional positions are available on the University's website: [www.fau.edu](http://www.fau.edu).

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

See response above.

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

See response above.

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

**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, Joel Herbst, 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

1/23/25  
\_\_\_\_\_  
Date Signed

## **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 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 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 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.

- WIDA Screeners
- 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.

- WIDA Screeners
- ACCESS for ELLs
- FAST ELA PM1, PM2, PM3