

**2016-2019**

**District  
English Language Learners (ELL) Plan**

**Contact Person: Natasa Karac, Ed. D.  
LEA: Pinellas  
Email: [karacn@pcsb.org](mailto:karacn@pcsb.org)  
Phone: 727 588 6067**

**Rule 6A-6.0905  
Form ESOL 100  
(February 2016)**

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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

FDOE INTERNAL USE ONLY

**(1) NAME OF THE DISTRICT:**

Pinellas

**(2) CONTACT NAME/TITLE:**

Natasa Karac, Ed. D  
ESOL Specialist, K-12

**(3) CONTACT PHONE NO (EXT.):  
EMAIL ADDRESS:**

727 588 6067  
[karacn@pcsb.org](mailto:karacn@pcsb.org)

**(4) MAILING ADDRESS:**

Pinellas County Schools  
Administration Building  
301 - 4<sup>th</sup> St. SW  
Largo, FL 33770

**(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, Michael A. Grego, Ed.D., 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.

Approved as to Form:



School Board Attorneys Office

\_\_\_\_\_  
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: Branka Prodanovic Hodzic

Contact Information for District PLC Chairperson:

Mailing address: 1600 – 15<sup>th</sup> Street, North, St. Petersburg, FL 33704

E-mail Address: [heidycfa@gmail.com](mailto:heidycfa@gmail.com) Phone Number: 727 656 6281

Date final plan was discussed with PLC: 6/8/2016



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

6/8/16

\_\_\_\_\_  
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;
- 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, Michael A. Grego, Ed.D., do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

\_\_\_\_\_  
**Superintendent's Signature**

\_\_\_\_\_  
**Date Signed**

Approved As To Form:

  
\_\_\_\_\_  
School Board Attorneys Office

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

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

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

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

*The Home Language Survey is administered to all students at every school as part of the registration process. Home Language Surveys are included in the registration packets at every school for all students.*

Into what languages are the HLS translated?

*The HLS form is translated into the following languages: Spanish, Vietnamese, Serbo-Croatian, Albanian, Arabic, Chinese, Haitian-Creole, Greek, Laotian, Cambodian, Hmong, Japanese, Korean, and Russian.*

*Affirmative responses on the Home Language Survey forms are processed by the Data Management Technicians at each school. They initially enter the state required data elements into the student data management system: FOCUS and forward the Home Language Surveys with "yes" responses to ESOL teachers and/or the district ESOL office for language assessment.*

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

*The Home Language Survey and registration forms are translated into Spanish, Vietnamese, Serbo-Croatian, Albanian, and Arabic. Bilingual assistance is available in Spanish, Serbo-Croatian, Vietnamese, Albanian, Arabic, Greek, Laotian, and Cambodian. In addition, the TransAct Online Library of Educational Forms is available to all schools for forms in additional languages. District closely collaborates with the Red Cross Language Bank, a volunteer organization with over 100 volunteers speaking 36 different languages. Furthermore, the Voices Interpreting Services are utilized through the Department of Children and Families with refugee families that qualify for assistance in following languages: Arabic, Dari, Russian, Serbo-Croatian, Farsi, Spanish, Burmese, French, Vietnamese, Chin, Haitian-Creole. District also has available the Optimal Phone Interpreters (over-the-phone) translation and interpretation services – a resource with over 300 languages available at any time to all district schools.*

How do you identify immigrant students?

*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.

*Immigrant students are identified through the HLS form in a following manner:*

(A) All students are ages 3 through 21

(B) Place of birth is verified at the time of registration through appropriate documentation and recorded via the "country of birth" data element; collected via HLS

(C) DEUSS date collected via HLS

*If the students meet the definition: A, B and C, based on the data collected, they are identified as the immigrant student in the student information system, FOCUS.*

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

*The Date Entered US School (DEUSS) is collected via the HLS form.*

Please include a link to your HLS.

Link to PCSB HLS form: <http://www.pcsb.org/Page/6505>

## **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): *ESOL Testing Coordinator, Bilingual Specialist, ESOL Teacher, ESOL Tester, or ESOL Bilingual Assistant*

### **2. Listening and Speaking Proficiency Assessment**

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

*CELLA Online, Form 3 is used to assess the Listening and Speaking (Aural/Oral) English language proficiency. District will start using the WIDA Screener, once it becomes available.*

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 student registration is completed, the Data Management Technician gives the Home Language Survey form with any "yes" responses to the ESOL teacher or sends to the ESOL Office, so that the student can be tested right away. Testing is carried out by ESOL Testing Coordinator, Bilingual Specialist, ESOL Teacher, ESOL Tester, or ESOL Bilingual Assistant. If the testing is carried out by the ESOL Office, the form is stamped with the date of arrival. A testing schedule is set up for the required assessment of all students with a "yes" response on the Home Language Survey.*

*Parents are notified in writing with a translation where feasible if testing cannot be carried out within the state mandated timeline of four weeks (<http://www.pcsb.org/esol/forms.html>).*

*In addition, the ESOL office initiates random internal reviews to ensure that placement and testing procedures are implemented according to guidelines.*

**For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?**

*All students in grades 2-12 who score proficient on the Listening/ Speaking test (CELLA Online, Form 3) are administered an approved and grade-appropriate reading and writing English language proficiency assessment (CELLA Online, Form 3) immediately following the Listening/Speaking portion of the test to determine their program eligibility and plan for appropriate instruction. District will start using the WIDA Screener, once it becomes available.*

*For students in grades K-1, the Listening and Speaking (Oral/ Aural) assessment scores determine eligibility.*

**Reading and Writing Proficiency Assessment**

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

*All students in grades 2-12 who score proficient on the Listening/ Speaking test (CELLA Online, Form 3) are administered an approved and grade-appropriate reading and writing English language proficiency assessment (CELLA Online, Form 3) immediately following the Listening/Speaking portion of the test to determine their program eligibility and plan for appropriate instruction. District will start using the WIDA Screener, once it becomes available.*

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

*The CELLA Online, Form 3 is administered to all ELL students at the time of initial eligibility assessment. All students in grades 2-12 are tested in all language domains: Listening/ Speaking, Reading and Writing, at the time of initial eligibility assessment to determine their level of English language proficiency and determine their language needs to help drive instruction. District will start using the WIDA Screener, once it becomes available.*

*Once student registration is completed, the Data Management Technician gives the Home Language Survey form with any "yes" responses to the ESOL teacher or sends to the ESOL Office, so that the student can be tested right away. Testing is carried out by ESOL Testing Coordinator, Bilingual Specialist, ESOL Teacher, ESOL Tester, or ESOL Bilingual*

*Assistant. If the testing is carried out by the ESOL Office, the form is stamped with the date of arrival. A testing schedule is set up for the required assessment of all students with a "yes" response on the Home Language Survey.*

*Parents are notified in writing with a translation where feasible if testing cannot be carried out within the state mandated timeline of four weeks (Link to letter: <http://www.pcsb.org/esol/forms.html> ).*

*In addition, the ESOL office initiates random internal reviews to ensure that placement and testing procedures are implemented according to guidelines.*

### **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?

*Each school has an ELL Chairperson and a functioning ELL Committee to reflect the definition and requirements of Rule 6A-6.090; Florida Statute 233.058 as amended by Section 41. An updated list of ELL Chairpersons for each individual school is kept at the ESOL Office.*

*Specific guidelines are in place outlining the requirements for using the ELL Committee. The ELL Committee is responsible for making certain entry/exit decisions, monitoring ELL student progress, assessing appropriateness of instructional programming, promotion/ retention, etc., as appropriate.*

*School personnel or ELL parents who wish to have the ELL Committee review the educational program of a particular student fill out an ELL Committee Conference form and submit it to the ELL Chairperson who schedules a meeting of the ELL Committee. A written invitation, with a translation whenever feasible, is sent to the student's parent. The parent is invited to participate in the review. The findings of the ELL Committee and the recommendations, as well as the meeting minutes, are all kept on file. The ELL Chairperson and Guidance Counselor work together to implement any changes recommended by the ELL Committee. Documentation used to support the ELL Committee decisions includes at least two of the following: prior educational experiences, report cards, teachers' recommendations, and state and / or local 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.

*Academic assessment of identified and assessed ELL students is initiated at the registration site with staff seeking to document the prior school experiences of each new student using school records, transcripts, and other evidence of educational experiences. The guidance counselor and or the assistant principal review the educational background and*

*history of the student, conduct parent and/or student interviews and use all pertinent data to determine the appropriate grade level and/or subject area placement for the student. A Spanish language version of the LAS is available for testing literacy skills of students in the majority language group, if needed. Students` Lexile levels are established through the Scholastic Reading Inventory.*

*Out of district student records are transferred through the FASTER system or requested school to school through telephone calls.*

*The assistant principal or guidance counselor determines the final placement with the student`s best interest being foremost in importance. If no records are available, or if students do not have prior school experience, the principal, counselor and ESOL teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews through the ESOL Student Profile form, professional judgment based on a period of observation by the ESOL and/or classroom teacher and guidance counselor.*

*The ELL Student Plan (ES 620) contains the student`s schedule, entry information, language proficiency level, and testing information. Test data are recorded on the Test History Tab in FOCUS. The schedule of the student and test data are recorded and updated in FOCUS by the site based Data Management Technician.*

*ELL students with limited or no prior school experience are placed age- and grade-level appropriately and are provided with supplementary programs that help develop their language proficiency and content knowledge. Classroom teachers are notified, so that they are aware that these students need additional support.*

*The principal, assistant principal or guidance counselor determine the final placement with the student`s best interest being foremost in importance. This is done in collaboration with the ESOL Office and the district Student Assignment Office. If no records are available, or if students do not have prior school experience, the principal, counselor and ESOL teacher determine grade level placement through the following considerations: chronological age, parent/guardian/student interviews, school based professional judgment based on a period of observation by the ESOL and/or classroom teacher and guidance counselor.*

## **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.

*The guidance counselor reviews the educational background and the history of the student, conducts parent and/or student interviews and uses all pertinent data to determine the appropriate grade level and/or subject area placement for the student. Students` reading levels are established through data from the CELLA Form 3. Students` Lexile levels are established through the Scholastic Reading Inventory. District will start using the WIDA Screener, once it becomes available.*

*At the high school level, the assistant principal for curriculum reviews student transcripts in collaboration with the ESOL Office to award appropriate credits based on students' previous school experience.*

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).

*Students transferring from other countries receive English credit for language arts classes taken in the student's native language. Furthermore, students receive foreign language credit for any 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 following personnel are responsible for evaluating foreign language transcripts: school's assistant principal for curriculum (APC), school's guidance counselor. Additionally, following personnel may be involved in assisting with more complicated foreign language transcripts evaluations: ESOL Specialist, executive director for elementary education, executive director for middle school education, and executive director for high school education.*

*The training for evaluating foreign transcripts for APCs and guidance counselors is included in the required 60 hr ESOL training for administrators and guidance counselors respectively. Additionally, this training is also offered annually during regular monthly meetings for each group. Documentation is maintained through meeting agendas.*

### **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 after having been either in another LEA, state, or country. 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.

*ELL students who withdraw (or leave) from the district for more than three months are tested upon their return, unless they come from another Florida school district with an approved ELL assessment administered within the last three months from the date of enrollment into Pinellas County Schools.*

Moving from one Florida LEA to another:

*ELL students who withdraw (or leave) from the district for more than three months are tested upon their return, unless they come from another Florida school district with an approved ELL assessment administered within the last three months from the date of enrollment into Pinellas County Schools.*

Moving from another state to Florida LEA:

*ELL students who withdraw (or leave) from the district for more than three months are tested upon their return.*

Moving from another country to Florida LEA.

*ELL students who withdraw (or leave) from the district for more than three months are tested upon their return.*

## 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 ESOL teacher, classroom teacher, and assistant principal or guidance counselor are responsible for developing the student ELL Plan based on assessment data and the student's previous education background. The data management technician at the student's school enters the student ELL data reporting elements into FOCUS. The plans are updated at least twice a year and with any changes with the input from the ELL Committee when needed. The ELL Student Plan always reflects the current services.*

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

*The ELL Student Plan is a written document kept in each ELL student's cumulative folder and identifies student name, instruction by program, including programs other than ESOL provided, amount of instructional time and full schedule, date of initial ELL identification, and all assessment data used to classify or reclassify the student as an ELL; furthermore, it includes the date of exit and assessment data used to exit student as English proficient. The Date of Entry into United States Schools is also a part of the individual ELL student plan. The teacher works with the data management technician at the student's school as they enter the student ELL data reporting elements into FOCUS. The plans are updated at least twice a year and with any changes with the input from the ELL Committee when needed. The ELL Student Plan always reflects the current services.*

Please include a link to the ELL Student Plan.

*Link to the ELL Student Plan:*

[http://elearn.pcsb.org/pluginfile.php/26840/mod\\_resource/content/1/ELL\\_Ind\\_StudentPlan-blank-4-2015.pdf](http://elearn.pcsb.org/pluginfile.php/26840/mod_resource/content/1/ELL_Ind_StudentPlan-blank-4-2015.pdf)

## Section 4: Comprehensive Program Requirements and Student Instruction

### Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model appear in the current Florida Department of Education (FDOE) [Database Manuals](#). (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.

*Several different program models are in place in Pinellas County Schools depending on the identified needs of the ELL student population and upon consideration of the available resources at the school sites: dual language, mainstream-inclusion English Language Arts, Mainstream-Inclusion Core/Basic Subject Areas, self-contained Language Arts with ESOL Inclusion, modified mainstream. The program models are monitored to ensure fidelity. The monitoring is done at the school and district level through the student assessment and growth data. Monitoring also occurs through School Improvement Plans (SIP) and is ongoing.*

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

*The schedules of ELL students are comparable to those of mainstream students containing the same subject area classes and are equal in scope, sequence, and content. Students' schedules and minutes per week in all classes are recorded in the ELL Student Plan. The Data Management Technician inputs this information into FOCUS. ESOL teachers and district staff check students ELL plans to ensure equal access to all programs.*

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

*The program models are monitored to ensure fidelity and positive academic outcomes for ELLs by school and district staff through student assessment and growth data. Monitoring occurs through tiered Instructional Support Model (ISM) visits and the School Improvement Plans (SIP) and is ongoing.*

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

*In accordance with the rule 6A-6.0904, Equal Access to Appropriate Instruction for English Language Learners, all ELLs are enrolled in programming and have equal access to facilities appropriate for their level of English proficiency and academic potential and needs. Appropriate programming includes enrollment in programs other than ESOL funded programs as provided in Rule 6A-6.0908, F.A.C. All programs seek to develop each student's English language proficiency and academic potential. All ELLs with special needs and in need of additional services are provided equal and comparable services and access to facilities as to those provided to English proficient students on a timely basis and appropriate to their level of English proficiency, and as reflected in their IEP or 504 plans. Parental involvement and participation in English Language Learners' educational programming and academic achievement is promoted district-wide. Parent leadership councils are established at schools and are composed of the majority of parents of English Language Learners. Equal access to programs and facilities for ELLs is also monitored*

*through the school-based parent leadership councils. Additionally, at any time during a school year, an ELL's teacher, parent or parent's designee, or other school personnel may request the convening of an ELL Committee to identify any special problems which may be hindering a student's progress. An ELL Committee makes appropriate recommendations, as necessary, for the modification of the student's ELL Student Plan.*

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

*The district's Teacher Performance Appraisal System aims at the early identification of specific areas in which the individual instructional staff member needs help in providing appropriate instructional strategies to meet the needs of ELLs, so that appropriate assistance and teacher support may be provided. In classes and classrooms with ELLs, during the formal and informal walkthroughs and during the conversations with teachers, administrators support teachers by monitoring and requiring the use of appropriate instructional strategies and by providing constructive and supportive feedback specifically on the element# 47, Needs of English Language Learners, in the Marzano classroom teacher framework. Teachers document the use of ESOL instructional strategies in their lesson plans. School site administrators are responsible for monitoring the delivery of comprehensible ESOL instructional strategies in their schools. The respective regional center administrators, executive directors and the ESOL office staff also initiate on-going reviews through the Instructional Support Model (ISM) visits, to ensure that schools are using and documenting ESOL instructional strategies. Furthermore, the ELL supports for all levels of English language proficiency are specifically built into the district curriculum modules for ELA and rolled out to the classroom teachers.*

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.

*All teachers of ELLs are expected to deliver instruction that is comprehensible, and equal in amount, score and sequence to that of non-ELLs. The district's Teacher Performance Appraisal System aims at the early identification of specific areas in which the individual instructional staff member needs help in providing appropriate instructional strategies to meet the needs of ELLs, so that appropriate assistance and teacher support may be provided. In classes and classrooms with ELLs, during the formal and informal walkthroughs and during the conversations with teachers, administrators support teachers by monitoring and requiring the use of appropriate instructional strategies and by providing constructive and supportive feedback specifically on the element# 47, Needs of English Language Learners, in the Marzano classroom teacher framework. Teachers document the use of ESOL instructional strategies in their lesson plans. School site administrators are responsible for monitoring the delivery of comprehensible ESOL instructional strategies in their schools. The respective regional center administrators, executive directors and the ESOL office staff also initiate on-going reviews through the Instructional Support Model (ISM) visits, to ensure that schools are using and documenting ESOL instructional strategies. Furthermore, the ELL supports for all levels of English language proficiency are specifically built into the district curriculum modules for ELA and rolled out to the classroom teachers.*

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) LAS and Pre- LAS in Spanish, iStation in Spanish

LEA/school-wide assessments (Specify) ELA Modules, district-developed math and science, and social studies assessments, iReady, SRI, Achieve3000, ELA PCS Common Assessments, etc.

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.

No (Specify) District Policy; Link to specific text: [2470 Education of English Language Learners \(ELLs\)](#)

Link to full document:

<http://www.pcsb.org/cms/lib8/FL01903687/Centricity/domain/170/board%20policy%20stuff/District%20Bylaws%20and%20Policies%20Manual%20-%20July%2029%202014%20PDF%20Document.pdf>

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.

*A school committee reviews the student's performance data and makes a recommendation to the principal regarding promotion or retention. The decisions to retain, promote, or accelerate follow State statute and are based upon multiple factors and the professional judgment of the principal and staff with the principal having final jurisdiction with the exception of 3rd grade. Further, a student who has been retained in third grade, due to a reading deficiency, can be promoted mid-year if the student has demonstrated mastery of the State-mandated requirements in reading. In all instances of retention and challenged promotion, parents' input is solicited and included in the decision process. After consultation with the school administration, a student is recommended for retention by the School Based Leadership Team or Promotion/Retention Committee. A student who is retained must be in the RtI process and include the teacher and parent input. On the recommendation of the principal, after consulting with the School Based Leadership Team or Promotion/Retention Committee and the Area Superintendent, students will be retained or promoted. Individual exemptions are based on the third grade good cause provisions, one of them being the*

*exemption for ELLs who have had less than two (2) years of ESOL instruction (based on DEUSS). Parents are notified of the good cause decisions in writing, after being involved in the decision-making process through an ELL Committee. The letters are translated and sent home in parents' native languages.*

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.

*The ELL Committee has to meet every time an ELL is being considered for retention. No promotion or retention decision may be made for any individual student classified as ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or of a particular district's formal assessment process. A formal retention recommendation regarding an ELL student may be made through action of an ELL committee. The parent is invited to participate in the review. The findings of the ELL Committee and the recommendations are kept on file. The ELL Chairperson and Guidance Counselor work together to implement recommendations made by the ELL Committee. Documentation used to support the ELL Committee decisions includes at least two of the following: prior educational experiences, report cards, teachers' recommendations, and state and / or local assessments.*

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

### **Statewide Assessment**

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

- Statewide content area assessments
- ACCESS for ELLs assessment programs

*In Pinellas all ELL students are expected to participate in statewide assessment programs. To ensure inclusion of all ELLs in statewide assessments, the Testing Department provides training for all Test Coordinators in the district for each assessment (i.e., FSA, ACCESS for ELL 2.0, PERT, EOC, etc.). A School Test Coordinator is designated yearly by the principal of each school to coordinate the administration of the assessments. For statewide assessments, ELL students in Pinellas County are provided with the test accommodations according to publisher guidelines that could change in the future. The exact combination of accommodations to be offered to any particular student is individually determined, considering the needs of the student and availability of linguistic resources at the school. The ESOL teacher, test coordinator at each school, and district staff work together to ensure that all ELL testing accommodations are available to ELLs based on their individual needs, language proficiency level, and academic ability. Procedures are explained at meetings held by the district's director of testing. A letter is sent to parents in their native language where feasible offering the preferred methods of test administration and accommodations. The documentation kept at the school is a copy of the test schedules and location for testing.*

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

*The school-level personnel responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements) are school test coordinator, principal's designee, and classroom/ ESOL teacher.*

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

*The ESOL teacher, test coordinator at each school, and district staff work together to ensure that all ELL testing accommodations are available to ELLs based on their individual needs, language proficiency level, and academic ability. Procedures are explained at meetings held by the district's director of testing. A letter is sent to parents in their native language where feasible offering the preferred methods of test administration and accommodations. The documentation kept at the school is a copy of the test schedules and location for testing. Link to the parent letters: <http://elearn.pcsb.org/course/view.php?id=90>*

## **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.

*Students must be determined English proficient and eligible for exit from the ESOL program based on the following standards, as defined in 6A-6.0903, Requirements for Exiting English Language Learners from the English for Speakers of Other Languages Program: An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:*

*"1. Scores of "Proficient" at the applicable grade level on each ACCESS for ELLs 2.0 subtest administered annually pursuant to Rule 6A-6.9021, F.A.C.;*

*And*

*2. Scores on applicable Florida Standards Assessment (FSA) in ELA, or Florida Standards Alternate Assessment (FSAA), or by ELL Committee determination, as follows:*

*a. For students in grades K-2, English Language Proficiency assessment (ELP) is the only assessment required;*

b. For students in grades 3- 9, earning a passing score on the grade-level FSA in ELA or the FSAA, as applicable to Rule 6A.-1.09430, F.A.C.

c. For students in grades 10-12, a score on the 10th grade FSA in ELA or a score on the FSAA, as applicable to Rule 6A.-1.09430, F.A.C., or a score on the 10<sup>th</sup> grade FCAT in Reading, as applicable pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.”

Upon receipt of the ACCESS for ELLs 2.0 and the FSA in ELA scores, schools exit students with an exit date of no later than the last school day of the school year in which the assessments were administered. If the ACCESS for ELLs 2.0 and the FSA in ELA scores are received after the end of the school year, schools exit students within two weeks after the beginning of the next school year and use the last day of the school year in which the assessments were administered as the exit date. Any exit decisions made after the first two weeks of school are made through an ELL Committee, following appropriate procedures for documentation. The ESOL Teacher, the ELL Chairperson, or ESOL Testing Coordinator, the Bilingual Specialist, or the ESOL Tester works with the Data Management Technician on data reporting of status change

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

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify): ESOL Tester, ESOL Bilingual Assistant, Bilingual Specialist

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

*The ELL Committee meets to determine if the student should be dismissed from the ESOL program after the student has taken the ACCESS for ELLs 2.0 and FSA in ELA and has not met the required scores for program exit but has demonstrated appropriate grade-level mastery as measured by grade-appropriate and content-appropriate local assessments.*

*The following list of items is taken into consideration:*

- extent and nature of the educational experiences and student interviews;
- written recommendations and observations by current instructional and support service staff;
- grades from the current and previous years;
- level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion-referenced standards;
- other instructional program or combinations of programs that better meet the needs of the student;

- other instruments to assess English proficiency or academic achievement as appropriate; review, at the discretion of the ELL Committee, of other data in addition to oral language proficiency for tests of students in kindergarten through grade one who have no other academic records.

The recommendations of the ELL Committee are documented on the ELL Committee Form (<http://www.pcsb.org/esol/forms.html>) and are kept in the student's cumulative file. The ELL Chairperson and Guidance Counselor work together to implement any program changes recommended by the ELL Committee.

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

*Students will exit at the beginning of the school year after analysis of FSA in ELA and the ACCESS for ELLs 2.0 data. For those students who meet exit qualifications in the middle of a student grading period an ELL Committee will convene to make further recommendations and/ or exit decisions with appropriate justification and documentation of the decision.*

## **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?

*The Bilingual Specialist, ESOL teachers, classroom teachers, ELL Chairs, ESOL Testers, and guidance counselors review LF student progress after exit from the ESOL program. Academic progress of the former ELLs (LFs) is documented through assessments and/or report cards and other approved criteria in four monitoring cycles. The student's teacher and/or guidance counselor or ELL Chair review the student's report card and complete monitoring information on district forms, so that appropriate action can be taken. Satisfactory monitoring reports are filed in the student's cum folder. Unsatisfactory performance is taken to the school's ELL Committee for review. Upon meeting, the ELL Committee makes appropriate recommendations, based on relevant and recent data, proceeds with updating the ELL Student Plan and reclassification of ELL status in the data reporting system with the help of the school's data management technician.*

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?

*District staff reviews the list of LF students on the ES 630 ELL Student Data Report for LF Students and determines which students are in a current monitoring cycle. For each student, a copy of Form PCS 2-2458 is sent to the principal of the student's school for distribution to classroom teachers, so that appropriate LF student performance data can be collected.*

*For secondary students, the ES 650 ELL Student Grade Report lists LF students at each school for the current monitoring cycle. The report lists LF students with unsatisfactory performance, grades D and F, and their current monitoring cycle. District staff reviews this printout and disseminates a post-reclassification form designated as unsatisfactory performance. LF students with unsatisfactory performance are referred to the ELL Committee for review. The ELL Committee can recommend continuing to monitor, refer students back to ESOL, reclassify them as ELL or place them into other appropriate programs. Parents are invited to attend the ELL Committee meeting, and a record of the decision is placed into the student's cum folder.*

*When considering a reclassification of an LF student to LY status, the ESOL teacher reevaluates the student with the district English language proficiency assessment. The ESOL teacher with the ELL Committee documents the information on the ELL Committee Conference Report and files it in the student's cum folder. A new Student ELL Plan is generated from FOCUS indicating that the student has been reclassified and the LF designation is changed to LY in FOCUS.*

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

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

*The ESOL Testing Coordinator monitors the school ESOL compliance through data reports and meetings with individual schools to provide compliance reviews and technical assistance. Additionally, regular guidance and technical assistance are provided at the district ESOL PLC meetings.*

*Student academic performance is monitored at the school level and at the district level by ESOL Staff Developers for elementary and secondary schools. Guidance and technical assistance are provided at the district ESOL PLC meetings and in meetings with individual schools.*

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

*The approved and current District ELL Plan is posted on the ESOL website. Additionally, each school is provided a copy of the District ELL Plan through the ELL Chairperson.*

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

*Meetings, guidance and technical assistance are provided for each school in different modalities and at different times during the school year to ensure implementation of the District ELL Plan.*

## **Section 8: Parent, Guardian, Student Notification and Rights**

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

*Home language assistance is provided to parents / guardians as follows:*

- 1. Bilingual assistants help with the registration process and provide the home-school connection in Spanish, Serbo-Croatian, Vietnamese, Laotian, Cambodian, Greek, and Arabic.*
- 2. The TransAct library is available online for school personnel to use educational forms in 23 languages.*
- 3. A bilingual translator helps schools with the translation of newsletters, notices to parents, and parent conferences.*
- 4. District Spanish translator translates all district correspondence to the families*
- 5. A Spanish Parent Helpline was established*
- 6. A Spanish talk show called Hablemos! was established through the PCS Channel 14 and airs every Monday, Wednesday and Friday exclusively on WPDS Pinellas County Schools television: Channel 614—Bright House, Channel 46—Verizon, Channel 2—Knology, Live web stream – [www.wpds.tv](http://www.wpds.tv)*

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.

*All schools hold parent meetings where they inform parents about important issues such as FSA requirements, graduation requirements, volunteer involvement and discipline issues. Interpreters are provided for events.*

*The Pinellas County Schools ESOL Department collaborates with the Gulf Coast Jewish Family and Community Services to make the orientation services available to refugee children and parents of any age to help familiarize them with the U.S. school system. The orientation services are provided upon the arrival and registration with the Pinellas County Schools' system.*

*The Pinellas County Schools ESOL Department provides ELL families with the basic information they need to navigate the school system in the form of parent/student workshops and in-classroom activities organized and carried out by the ESOL Office staff – ESOL Family Outreach Coordinator - and school personnel and community partners demonstrating different topics of interest in the ELL families' native languages.*

*The workshop topics include but are not limited to:*

- *introduction to the U.S. school system,*
- *expectations,*
- *standardized testing,*
- *requirements for graduation, etc.*

*A Spanish Parent Helpline was established for Spanish-speaking parents in order to provide all district information available to parents in Spanish language. A Spanish-speaking staff member takes daily phone calls from Spanish-speaking parents with questions related to their children's education in Pinellas County Schools. Additionally, a Spanish talk show called Hablemos! was established through the PCS Channel 14 and airs every Monday, Wednesday and Friday exclusively on WPDS Pinellas County Schools television: Channel 614—Bright House, Channel 46—Verizon, Channel 2—Knology, Live web stream – [www.wpds.tv](http://www.wpds.tv). Topics range from VPK registration, to student assignment procedures, testing tips, etc.*

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.):

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model option(s)
- Extension of ESOL instruction
- Exit from ESOL program

- Post-reclassification of former ELLs monitoring
- Reclassification of former ELLs
  
- State and/or LEA testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemption from FSA in ELA for ELLs with DEUSS less than one year
- Retention/Remediation/Good Cause
- Transition to regular classes or course change
  
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Report Cards\*
- Other (Specify) \_\_\_\_\_

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

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

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

- LEA Level
- School Level

Please address the functions and composition of the PLC:

*Invitations for participation in the Parent Leadership Council are sent in schools with ELLs. The PLC in schools meets at least twice a year. During the school PLCs, parent leadership training is provided at a number of schools with topics ranging from basic information about life in our schools, reading strategies, and parenting strategies. Individual parents are invited for active participation in a variety of district committees. PLCs can be composed of district ESOL staff, school ESOL staff,*

*parents of current and former ELLs, and community partners. The majority of PLC membership at the schools is composed of parents of ELLs. The main function of a PLC is to promote, encourage and increase participation of ELL families in active leadership, decision-making, and education of ELLs.*

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.

*The PLC is "composed in the majority of parents of limited English proficient students."*

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

*During the PLC meetings, information is provided to the parents on various existing committees to encourage parental participation through education on various functions of the committees. Individual ESOL teachers, along with the ESOL Family Outreach Coordinator encourage and involve families of ELLs in other district/school committees by educating parents about other committees during the PLC meetings. Speakers – members of other committees, as well as the representatives of various community organizations, are invited to the PLC meetings to promote the work of their committee and encourage the ELL families' participation.*

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

*During the PLC meetings, information is provided on all aspects of District ELL Plan and the requirements. PLC input is solicited and needs surveyed to incorporate into the development and updates of the existing plan.*

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.

*See response below.*

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.

*See response below.*

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.

*See response below.*

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

*See response below.*

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.

*See response below.*

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

*See response below to all of the above:*

*The ESOL 622 Report is used by the Credentialing Team to identify teachers in need of ESOL training. Once identified, the teacher's out of field status is input into the out of field screen in TERMS. The Credentialing Team then sends notification to the School Board Office to include the teacher's name on the out of field list for School Board approval to teach out of field. This is completed prior to FTE Survey 2. The teacher is then notified via e-mail of their out of field status, their requirements, training available, and timeline to meet compliance. The principal is included in the information on the teacher's status. The teacher's progress towards meeting compliance is then monitored by the Credentialing Team monthly, and the out of field screen in TERMS is updated with their training as documented in the B14 screen in TERMS. The same procedure is followed prior to Survey 3.*

Once a Category 1 teacher has met their ESOL training requirement, they are advised by the Credentialing Team on how to add the area to their teaching certificate.

The Credentialing team updates component points on the out of field screen for Category 1 teachers on a monthly basis, so their progress towards meeting compliance is continually monitored. Once a Category 1 teacher has completed the 300-point endorsement or passed the ESOL test they are emailed directions for adding the endorsement/certification to their teaching certificate. Once added, the new certification area is added to their certification screen in TERMS.

Additionally, the district utilizes the ES 812 ESOL Report which lists all instructional personnel in ALL categories (by school) and includes a teacher's first and last assignments to an ELL student, how many total assignments to an ELL student, how many points a teacher is required to have, and how many points the teacher has completed. The report is used to notify Category II-IV teachers (and their principals) who are out of compliance for ESOL.

Category II, Category III & Category IV are identified by the Credentialing Team with a Period of Contract Agreement to complete their ESOL training based on assignment.

**Category 1 – Language Arts, Reading, and Elementary Ed teachers - 300 points total**  
60 points by year one, additional 60 points by year two, and the ESOL Endorsement completed and added to certificate by year three

**Category 2 – 60 points total, Social Studies, Science, Math and Computer Literacy teachers**  
60 points total by year one

**Category 3 - PE, Music, Art and all other teachers and service providers – 18 points total**  
18 points total by year one

**Category 4 - Administrators and Guidance Counselors – 60 points total**  
60 points total by year one

All ESOL training components that lead each category to meeting the requirements for that particular group are available free of charge through the district, year-round, and in a variety of modalities: online, blended, and face-to-face. The tracking system is established through the district's learning management system, Professional Learning Network, PLN.

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 WIDA ELD standards training workshops are provided at the district-wide training as one of the workshops available to all teachers. Several workshops at several locations district wide are open to all who wish to attend. Additionally, WIDA ELD standards training workshops are provided to schools in the form of just-in-time training to the entire faculty,

*grade-level and content teams, as well as to individual teachers. It is also incorporated into each of the ESOL Endorsement training components.*

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.

*In school(s) where instruction is provided in a language other than English (Spanish), the teacher's proficiency in that language is assessed during the interview process by the World Languages Specialist who holds a degree in that language. If the teacher candidate meets the language proficiency requirements, a recommendation is then forwarded to the school principal. Furthermore, all teachers providing instruction in a language other than English are native speakers of the language group they are assigned to, and hold a bachelor's degree in the target language, which is documented with the district's human resources office.*

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.

*Bilingual assistants are hired in schools with fifteen or more students in one language group. The ESOL Office keeps a file of potential applicants to provide recommendations to the schools in need and also recruits through school / home communications to the language minority community. The ESOL Department provides several ESOL workshops a year for bilingual assistants covering teaching strategies, testing and compliance issues. Bilingual assistants provide academic support to ELL students in the classroom and maintain the essential connection and communication between the school and the family. Eligibility qualifications for the position of the bilingual assistant require them to possess at least a high school diploma.*

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

*Bilingual assistants participate in ESOL strategies workshops for teachers. Furthermore, other specific training sessions on ESOL strategies and a variety of other topics are offered throughout the school year to bilingual assistants during the designated district training days. Documentation of training is maintained in the district's internet based professional development system TrueNorth Logic – Professional Learning Network (PLN).*

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

*In school(s) where bilingual paraprofessionals are assigned to service the students and support the home-school communication, the proficiency of the paraprofessional in the language of the targeted student group is assessed during the interview process by a school or district personnel proficient in the target language. If the bilingual paraprofessional candidate meets the language proficiency requirements, a recommendation is then forwarded to the school principal. Currently, all bilingual professionals providing instructional support and bilingual assistance are native speakers of a student language group.*

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

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

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

*An ELL Committee is convened annually to re-evaluate the student's progress towards English language proficiency for any student who has been classified as an ELL and has been enrolled in the ESOL program for 3 years, based on the Date Entered US. School (DEUSS).*

*The ELL Committee can be convened no earlier than 30 days prior to the anniversary of the student's DEUSS, and no later than the DEUSS anniversary.*

*If the student's DEUSS anniversary date falls between the release of scores of the ACCESS for ELLs 2.0 in a given school year and October 1 of the following school year, the student's ACCESS for ELLs 2.0 and applicable FSA in ELA scores are used with the ELL Committee, and a more recent assessment is not required. Any student being considered for extension of services with a DEUSS after October 1 and prior to the release of ACCESS for ELLs and the FSA in ELA scores in a given school year, is assessed with the grade-appropriate CELLA Online (Form 3). The CELLA Online covers all four (4) language domains: listening, speaking, reading, and writing. The assessment is administered no earlier than 30 school days prior to the student's DEUSS anniversary date and before the ELL Committee meets. Teachers are given until September 30 to complete the ELL Committee meetings for students in need of extension of services with DEUSS that falls within the first two weeks of school.*

*The ELL Committee reviews the student's academic record holistically and considers the appropriate assessment results and the state-approved criteria to determine whether the student is English language proficient.*

*The majority of the ELL Committee determines the final recommendation when determining the need for continuation of services. The parents' preference as to whether the student is in need of additional language support is considered in the final decision. This process is completed annually.*

### **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.

*The CELLA Online, Form 3 is the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services. The assessment covers all four (4) language domains: listening, speaking, reading, and writing.*

### **Reading and Writing Proficiency Assessment**

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

*The CELLA Online, Form 3 is the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services. The assessment covers all four (4) language domains: listening, speaking, reading, and writing.*