

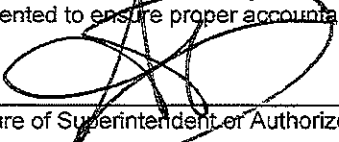
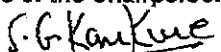
District English Language Learners (ELL) Plan

Contact Person: Elena Garcia
LEA: Hillsborough County
Email: Elena.Garcia@hcps.net
Phone: 813-273-7511

Original signatures on Signature Pages are to be submitted to:

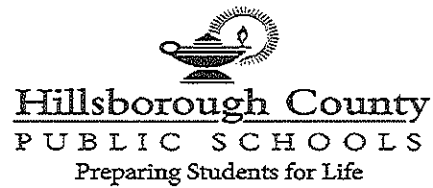
Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, Florida 32399-0400

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Hillsborough County Public Schools	Elena Garcia	Elena.Garcia@hcps.net
(4) MAILING ADDRESS: 901 East Kennedy Blvd. Tampa, Florida 33602		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
(6) CERTIFICATION BY SCHOOL DISTRICT		
<p>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.</p> <p>I, Addison Davis, 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.</p>		
 Signature of Superintendent or Authorized Agency Head		Date Signed Date of Governing Board Approval: 02/28/2022
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
Name of Chairperson representing the District ELL PLC: SUNIL . G. KANKURE		
Contact Information for District PLC Chairperson:		
Mailing address:	110 N. TAMPANIA AVE, UNIT-B	
E-mail Address:	TAMPA, FL, 33609	
Phone Number:	727-401-5185	
Date final plan was discussed with PLC:	03/11/2022	
Signature of the Chairperson of the District PLC		Date Signed by PLC Chairperson
 SUNIL . G. KANKURE		

skankure@gmail.com

School Board
Nadia T. Combs, Chair
Henry "Shake" Washington, Vice Chair
Lynn L. Gray
Stacy A. Hahn, Ph.D.
Karen Perez
Melissa Snively
Jessica Vaughn



Superintendent of Schools
Addison G. Davis

February 28, 2022

Student Achievement through Language Acquisition
Florida Department of Education
The Turlington Building, Room 404
325 West Gaines Street
Tallahassee, FL 23299

To Whom it May Concern,

Please be advised that the teachers in Hillsborough County Public School District are in compliance with or are working towards ESOL training requirements.

Respectfully,

A handwritten signature in black ink, appearing to be "AD", written over a horizontal line.

Addison G. Davis
Superintendent of Schools

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



Superintendent's Signature



Date Signed

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

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

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

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

Into what languages are the HLS translated?

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

How do you identify immigrant students?

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

Please include a link to your HLS.

[SB 45501 AUTHORIZATION FOR STUDENT RELEASE AND EMERGENCY INFORMATION CARD - English Editable.pdf](#)

As with all students, at the time of registration all parents/guardians complete a Student Enrollment Record (SER) form. The SER contains the Home Language Survey. Completion of the Home Language Survey is the first step in assessing and determining the linguistic and academic needs of English language learners to ensure proper identification. The term "English Language Learners" when used with reference to individuals, means: individuals who were not born in the United States and whose native language is a language other than English; or individuals who come from home environments where a language other than English is spoken in the home; or individuals who are American Indian or Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and individuals who, by reason thereof, have sufficient difficulty listening, speaking, reading, or writing where the language of instruction is English.

Registration of ELL students will take place at their designated school site. At the time of registration, the parent/guardian will complete the Student Enrollment Record (SER) form. The SER form contains the following HLS Questions:

- 1. Is a Language other than English used in the home?*
- 2. Did the student have a first language other than English?*
- 3. Does the student most frequently speak a language other than English*

The Data Processors and/or the Registrar at the individual school site review the Student Enrollment Record (SER) form. Copies of the SER for students who have a "yes" response to any of the HLS questions will be provided to the assigned ESOL Resource Teacher and/or Bilingual Education Paraprofessional to

assess students for program eligibility within 30 school days of registration. In addition, the Data Processor and/or Registrar will code the student in the Student Information System as LP in the section of English Language Learner with a Basis of Entry, T until the student has been identified as an English Language Learner or is determined ineligible. Parents who need native language assistance to complete the SER form may request a Spanish, Vietnamese, Korean, French, Swahili, Tagalog, Chinese, Arabic, Haitian Creole, Portuguese, or Gujarati translation of the document, and the assistance of an available bilingual interpreter, whenever feasible.

The Data Processor enters on the District student information system all student demographic information including, but not limited to: LP Status, native language, country of birth, immigrant student status, and date of entry into US schools, which is provided by parent/guardian on the Student Enrollment Record For.

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 Resource Teacher, ELL Chair, or Bilingual Paraprofessional

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.

WIS Online Screener for K-12th grade

Students in grades K-2 who score below Proficient on the Listening and Speaking sections of the initial assessment will be brought into the ESOL program.

On an individual basis, students in grades K-2 who score Proficient on the Listening and Speaking sections of the initial assessment may be referred to the ELL Committee. The ELL Committee may determine the student eligible or ineligible for ELL program services. Similarly, for students in grades 3-12 who score 4.0 or higher on the Overall Composite Proficiency Score and 4.0 or higher in the Reading of the initial language assessment may be reviewed by the ELL Committee for program eligibility.

Students in grades 3-12 who score below Proficient on the Listening and Speaking are required to be further assessed with the Reading and Writing

sections of WIS for program eligibility.

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 30 school days of the student's initial enrollment.

At the time of registration, the parent/guardian completes the Student Enrollment Record (SER) form. The SER form contains the following HLS Questions: Is a Language other than English used in the home? Did the student have a first language other than English? Does the student most frequently speak a language other than English? The Student Enrollment Record (SER) form is reviewed by the Data Processors and/or the Registrar at the individual school site. Copies of the SER for students who have a "yes" response to any of the HLS questions are provided to the assigned ESOL Resource Teacher and/or Bilingual Education Paraprofessional. The Data Processor and/or Registrar will code the student as LP in the English Language Learner section on the student plan with a Basis of Entry T, while awaiting initial assessment to determine program eligibility or ineligibility.

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.

WIS Online Screener K-12th Grade

Students in grades 3-12 who score below proficient on the Overall Composite Proficiency Score and/or below proficient in the Reading section of the initial language assessment will be brought into the ESOL program.

On an individual basis, students in grades 3-12 who score 4.0 or higher on the Overall Composite Proficiency Score and 4.0 or higher in the Reading section of the initial language assessment may be reviewed by the ELL Committee for program eligibility.

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?

On an individual basis, students in grades K-2 who score Proficient on the Listening and Speaking sections of the initial assessment may be referred to the ELL Committee. The ELL Committee may determine the student eligible or ineligible for ELL program services. Similarly, for students in grades 3-12 who score 4.0 or higher on the Overall Composite Proficiency Score and 4.0 or higher in the Reading section of the initial language assessment may be reviewed by the ELL Committee for program

eligibility.

The ELL Committee will make their determination based on assessment data and use at least two of the following criteria: extent and nature of prior educational and social experiences, and student interview; written measurable and academic reasons by current and previous instructional and supportive services staff; level of mastery of basic competencies or skill in English and/or home language according to appropriate local, state and national criterion-referenced standards; grades from the current or previous years; test results other than those identified for listening and speaking proficiency and/or reading and writing proficiency. Any determination by the ELL Committee shall be contained in a written evaluation on the student's ELL Plan under Committee Meeting Notes. This information is placed in the student's cumulative folder for further documentation. Such evaluation shall further set forth a plan that will be implemented to address the student's language needs.

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.

Teachers at individual sites are responsible for assisting the ELL Committee Chairperson, ESOL Resource Teacher and the Bilingual Education Paraprofessional when assessing new students to determine appropriate placement.

Schools will utilize the Programmatic Assessment Student Profile to determine academic achievement and placement. This profile determines academic knowledge, abilities and the prior academic experience of students identified as English language learners through the ELP assessments. All students without records will be placed age appropriate, regardless of the student's English proficiency. Each school will make every effort to obtain the student's prior schooling records by telephoning, faxing, emailing, or formally requesting all available documentation or via Records Response Request for English language learners who are new to the District. The ELL Committee Chairperson, ESOL Resource Teacher, and Bilingual Education Paraprofessional at individual sites will be responsible for initiating, within 30 school days of initial enrollment, a Programmatic Assessment Student Profile for each K-12 English Language Learner. The students' programmatic assessment results are utilized to ensure that students are placed into appropriate programs and courses. At the time of registration, school personnel will meet with the new student and their parents, to review student's transcripts and available records.

Grade Level and Course Placement Procedures – Grades 9-12

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

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

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

The ELL Committee Chairperson, ESOL Resource Teacher, and Bilingual Education Paraprofessional at individual sites will be responsible for initiating, within 30 school days of initial enrollment, a Programmatic Assessment Student Profile for each 9-12 English language learner. The students' programmatic assessment results are utilized to ensure that students are placed into appropriate programs and courses. At the time of registration, school personnel will meet with the new student and their parents, to review student's transcripts and available records. A student without obtainable or available record of credits seeking enrollment in Hillsborough County Public Schools is enrolled according to chronological age.

The student must earn the equivalent of at least two years of specified credits and meet all appropriate testing requirements and a 2.0 GPA to receive a standard diploma.

The parent/guardian and student seeking enrollment will meet with the designated guidance counselor who will conduct an entrance interview to explain the high school curriculum, graduation requirements and appropriate program planning for the students, which includes the process for awarding credit to students transferring from other countries for all content subject area courses taken in the student's native language. Additionally, credit will be awarded for world languages that the student may have taken, inclusive of English.

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.

The ESOL Resource Teacher and/or designated ELL Chairperson will meet with the parent to determine program eligibility and appropriate placement for English language learners who re-enroll after having been in another Florida district, state, or country for less than one year. At this time, every effort will be made to obtain

ELL documentation from previous districts or states. If records obtained do not have current language proficiency data, then the student will be assessed with the WIDA Model to have current data available for review by the ELL Committee.

ELL Student Plan Development

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

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

The ESOL Resource Teacher, ELL Chair, and/or the Bilingual Education Paraprofessional are responsible for initial identification, assessment and development of the student ELL Plan using data from the SER, HLS, Student Programmatic Assessment Profile and the ELL Committee Recommendations. These individuals also update the Student ELL Plan in collaboration with classroom teachers, paraprofessionals, parents/families, and other administrators at the school site for annual re-evaluations based on the Date Entered U.S Schools.

Plans for students are developed throughout the year. Students with less than three years are updated and developed using ACCESS for ELLs 2.0 data before October 1. A committee meeting will be held for students who require extension of instruction prior to October 1. The student's DEUSS date determines the day of the committee meeting. At this time, interventions, course discussions, and progress monitoring updates can be detailed in the ELL Plan. This document is completed, printed out, signed by the ELL Committee, and placed in the student's cumulative folder. Students without ACCESS for ELLs 2.0 data will be given the WIDA Model Assessment to update the student plan.

Students who receive extension of instruction after October 1 will take the WIDA Model Assessment to determine program exit or extension. The ESOL Resource Teacher, ELL Chairperson, Bilingual Paraprofessional, Classroom Teachers, Counselors, or other site personnel will hold a committee meeting to determine eligibility for extension or exit based on assessment data, grades, and other measurable academic assessments.

The ESOL Resource Teacher, ELL Chair and Bilingual Education Paraprofessional use rosters which are generated prior to date certain by our district's Information Service Department delineating the student's plan date, grade change, schedule change, school transfer and extension of instruction to ensure appropriate review and annual updates.

Please include a link to the ELL Student Plan.
[HCPS ELL Plan - District Plan Sample.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 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.

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

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

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

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.

The instructional models/approaches implemented in Hillsborough County Schools are determined by site administrators in conjunction with English Language Learners Department to ensure comprehensible instruction and are as follows:

Sheltered English/Language Arts is the instructional delivery model/approach for students classified as ELLs in 6-12. The language of instruction is English, native language assistance, when feasible, is provided and the academic content is English Language Arts: Listening, Speaking, Reading, and Writing. The instruction is aligned

to areas of knowledge standards and benchmarks of the revised Reading and Language Arts Florida State Standards.

Mainstream/Inclusion-English Language Arts is the instructional delivery model/approach for students classified as ELLs and fluent English speakers (former ELLs and native English speakers) in grades K-12. The language of instruction is English, native language assistance is provided when feasible and academic content is English/Language Arts; listening, speaking, reading, and writing. Instruction is aligned to areas of knowledge, standards and benchmarks of the revised Reading and Writing and Language Arts Florida Standards.

Mainstream/Inclusion-Core/Basic Subject Areas is the instructional delivery/approach for students classified as ELLs and fluent English speakers (former ELLs and native English speakers) in grades K-12. The language of instruction is English, native language assistance is provided when feasible and academic content is mathematics, science, social studies, and computer literacy.

Dual Language Developmental Bilingual Education is the instructional delivery/approach for students classified as ELLs and fluent English speakers (former ELLs and native English speakers) at schools with high populations of ELLs in HCPS. The language of instruction is both English and Spanish for all subject areas. Students in the Dual Language program are on the path to biliteracy with the goal of attaining the prestigious Florida State Seal of Biliteracy upon High School Graduation.

The Program for English Language Learners locally monitors the implementation of each instructional model at the school sites. Teachers, administrators, and all personnel directly involved with the instruction of ELLs receive ongoing academic monthly training throughout the school year. ESOL Resource Teachers at individual school sites support administration and teachers by holding professional development meetings to support ELLs, as well as, assisting content area teachers in Planned Learning Communities to assist with lesson planning and differentiation of content area instruction. Administrators, District Resource Teachers, and other school site personnel may conduct walkthroughs and observations to ensure program fidelity. English Language Learners Department also collaborate with the divisions of Teaching and Learning and Assessment and Accountability, Diversity, Equity and Inclusion, and District Literacy Team to ensure program fidelity. To ensure instructional models are positively supporting ELL students and academic performance, ESOL Resource Teachers and District Resource Teachers participate in curriculum adoption committees to directly support language acquisition for ELLs that are aligned to State Standards.

Entry or placement into a course or a program shall not be denied solely based on the student's inability to speak English. Both elementary and secondary ELLs will be placed or grouped into classes based on grade level, previous educational background, academic achievement level, and/or special needs. Services will be provided in accordance with federal, state, and local mandates. Students will be provided with English instruction designed to develop integrated language skills through the use of specific ESOL curriculum strategies and instructional delivery models for both Basic ESOL and content subject areas such as mathematics,

science, social studies, and computer literacy. Instructional time and curriculum will be equal to instructional time and curriculum provided to non-ELLs in basic or categorical programs as established by district, state and/or federal guidelines appropriate to those courses. Teachers of ELLs will be appropriately certified and ESOL trained, making use of appropriate instructional strategies in the delivery of the course or program curriculum.

In addition to the instruction provided by the teacher, students will be provided with heritage language assistance by a Bilingual Education Paraprofessional who will speak the student's native language, whenever feasible. The district will employ, when feasible, Bilingual Education Paraprofessionals for the largest language groups represented. These groups include Spanish, Vietnamese, Korean, Haitian Creole, and Arabic. Bilingual Education Paraprofessionals will assist students in the understanding of instruction and key concepts by utilizing the students' native languages. In addition, Bilingual Education Paraprofessionals will be a vital resource in assisting the instructional staff to differentiate curriculum and to communicate with parents of ELL students.

Furthermore, students will be provided with full equitable access to student services which include guidance services, psychological services, school social work services, health services, as well as all services provided district-wide such as suicide prevention and drug education programs. English language learners will have equal access to all the services that are available through community-based organizations. Services and assistance will be provided upon request from teachers, administrators, parents, or students. When a student's lack of English proficiency impedes effective delivery of services, efforts will be made to enlist the help of individuals who are proficient in English and the student's native language. All English language learners at both the elementary and secondary level will be provided with equal educational opportunities through equal access to academic and special service programs that will meet the cognitive, gifted, affective, and socio-behavioral needs of these students and will prepare students to meet the Florida Standards, the District Benchmarks and Graduation Requirements.

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) SAT, ACT, FSA, Approved FLDOE ELP Assessments
- ☐ Native Language Assessment (Specify)
- ☒ LEA/school-wide assessments (Specify) FSA
- ☒ Other (Specify) Mid-Year Assessment, Midterms, Final Exams, EOCs, i-Ready, Imagine Learning, Bright Fish Reading, Achieve300, Content Area Benchmark Assessments

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.

[progressionplan \(hillsboroughschools.org\)](http://progressionplan(hillsboroughschools.org))

☐ 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.

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 School Placement Committee and the ELL Committee which is composed of the parent, principal, or designee, ESOL English teacher, the guidance counselor, and any other instructional personnel responsible for the instruction of ELLs, will meet jointly to review and make placement recommendations for ELLs who have not met district promotion criteria due to their English language proficiency. Criteria to be utilized in making appropriate placement decisions include:

- (a) academic performance and progress of a student based on formal and/or alternative assessments in English.*
- (b) progress, attendance, and retention reports.*
- (c) number of years the student has been enrolled in the ESOL Program; and*
- (d) the students' English language proficiency.*

If the parent/guardian is unable to attend the ELL Committee meeting to discuss the retention or promotion of their child, a copy of the decision, in the parent's native language, whenever feasible, will be sent to the parent/guardian.

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

Statewide Assessment

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

Statewide content area assessments:

ACCESS for ELLs assessment programs:

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

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.

[ACCESS-Parent-Handout-Spanish \(1\).pdf](#)

For the administration of Statewide content area and ACCESS for ELLs 2.0 assessments, the Director of the Office of Assessment and Accountability and the Information Service Department generate and disseminate digital rosters of all ELLs who will be assessed at the school sites, as well as guidelines and materials that Testing Chairs use to cross-reference and ensure that all ELLs are appropriately assessed.

Annually, a training is provided by the English Language Learner Department to all ESOL Resource Teachers and Bilingual Paraprofessionals. The Office of Assessment and Accountability also provides ACCESS for ELLs 2.0 training for all school-based personnel, including the testing coordinator and ELL Chairperson who will administer assessments to ELLs with a specific emphasis on testing accommodations. The Office of Assessment and Accountability provides data recording documents for schools to maintain and document the accommodations afforded to English language learners.

The district maintains an on-line Assessment calendar accessible from the primary district webpage with a link to Google Translate. School sites provide parents with letters regarding testing accommodations for ELLs, information about the test, and the testing dates. Parent letters are available in multiple languages on the WIDA Secure Portal and can be provided to all families through the individual school sites.

Student outcomes are shared with parents via reports provided to the district from FLDOE and DRC. When available, these reports are provided in the parents' native language.

Additionally, the Office of Program for English language learners shares assessment information with parents/guardians at District Advisory Council (DAC) meetings.

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.

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 Resource Teacher, ELL Chair, Bilingual Paraprofessional, Parents, Families, Classroom Teachers, and other site personnel such as a ESE Specialist.

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

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

All English language learners, in grades K-12, are reevaluated annually to determine program eligibility.

Students in grades K-2 that score 4.0 or higher Overall Composite Proficiency and 4.0 or higher in Reading no longer meet program eligibility criteria. Therefore, students will exit the program. On an individual basis, a student who meets exit criteria but is not making adequate yearly progress may be referred to the ELL Committee to determine continuation of services. The committee will review other academic data.

Students in grades 3-12 that score 4.0 or higher Overall Composite Proficiency and 4.0 or higher in Reading, in conjunction with FLDOE requirements. Therefore, students will exit the program. On an individual basis, a student who meets exit criteria but is not making adequate yearly progress may be referred to the ELL Committee to determine continuation of service. The committee will review other academic data.

Each site has an ELL Committee that convenes with the parent and all pertinent school-based personnel to review current grades, state/district assessments, benchmarks progress reports, parent input, as well as formal and informal assessment data to make exit decisions.

The ESOL Resource Teacher, ELL Chair, or Bilingual Education Paraprofessional is responsible for updating the ELLs' exit data and meeting notes in the Student ELL

Plan. The Data Processor enters the data into the student information system and prints new updated Student ELL Plan. The Exit Meeting for the student is printed and signed by the ELL Committee and placed in the student's cumulative folder. The ELL Chairperson, ESOL Resource Teacher and Bilingual Paraprofessional work in conjunction to ensure that the process is completed. Our district policy is that ELLs who meet exit qualifications will exit program and be monitored for two years to ensure that the student has a successful transition from the ELL Program into the mainstream program.

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 classroom teachers, ELL Chairs, ESOL Resource Teachers, and Bilingual Paraprofessionals are responsible for conducting the required two-year follow-up monitoring for former ELLs (LF) once they have exited the ESOL Program.

The classroom teachers, the ELL Chairs, ESOL Resource Teachers, and Bilingual Paraprofessionals document the ELLs' progress on a district digital platform for each review period until the two-year monitoring follow-up cycle is completed. After each evaluation cycle, the ELL Chair, ESOL Resource Teacher, or Bilingual Paraprofessional provides the site-based Data Processor monitoring cycle information to input into the P-screen. This information is printed and placed in the student's cumulative folder.

Upon completion of the two-year monitoring cycle, the ELL Chair, ESOL Resource Teacher, and/or Bilingual Paraprofessional will provide the site-based Data Processor monitoring cycle information to update the P-screen, print an updated student plan, obtain signatures, and place the finalized plan in the student's ELL folder in the cumulative records file

After the ELL student has been monitored by the District for two years, the students ELL status changes from LF to LA. At this time, the State will monitor the ELL students for two more years to ensure adequate progress.

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify) Parent/Guardian Input

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

The procedures followed when the academic performance of former ELLs is not on grade level is:

Student is referred to the ELL Committee.

- a) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency.*
- b) ELL Committee may determine that the student continues in the regular program.*
- c) ELL Committee may determine that the student needs to be reclassified as an ELL and re-enter the program.*
- d) ELL Committee may determine that the student be referred for further evaluation.*

The ESOL Resource Teacher, ELL Chairperson and/or Bilingual Paraprofessional is responsible for initiating a new Student ELL Plan; providing the Data Processor with the student data to enter the mainframe; and ensuring the appropriate placement after the student has been assessed.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance. (took this as documentation of program, not TEACHERS out of compliance.. what do you think?

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

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

ELL student plans are updated annually to reflect course schedule, level of English Proficiency; these documents are maintained in each student's ELL folder in the cumulative records file. Documents such as the ELL Plan, Parent Notification Letters, Extension of Instruction Meetings, Exit Meetings, and all Committee Meeting are documented on the Student Information System. This information is also printed, signed, and placed in the students' cumulative folders and ESOL folders.

Updates to student plans, monitoring of student progress, and language assessment data are maintained and conducted by the ESOL Resource Teacher, Bilingual Education Paraprofessional, and/or the ELL Chairperson. In addition, ELL District Personnel assist schools with identifying FTE edit errors based on reports from the District SIS.

The comprehensible instruction of ELLs is ensured through variety of professional practices:

- A. *Pre-Observation Conference*
- B. *Classroom Observation*
- C. *Post Observation Conference*
- D. *Walk throughs*
- E. *Planned Learning Communities (PLC)*
- F. *Coaching Cycles*

The approved District ELL Plan is available to school sites, parents, and stakeholders via the FLDOE website, the District website and upon request from the ELL Programs Office.

To ensure that the approved District ELL Plan is implemented with fidelity, the ELL Programs office employs a variety of professional practices:

- A. *Annually the HCPS ELL Policy and Procedural Handbook is revised to reflect programmatic updates and procedures based upon FLDOE regulations and guidance.*
- B. *Meeting with site administrators, ESOL Resource Teachers, Bilingual Paraprofessionals and ESOL Teachers*
- C. *Providing guidelines for student academic placement and best practices for ELLs.*
- D. *Implementation of variety of instructional platforms to improve academic performance and increase language acquisition for ELLs.*
- E. *Classroom observations*
- F. *Classroom walk-throughs*
- G. *School and District reviews the collection of site-based compliance records*

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.

[Link to the notice to parents of an ELL identified for participation in a language instruction educational program below.](#)

[HCPS Notification of Initial English Language Program Placement - District Plan Sample.pdf](#)

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

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.

Students are assessed for the ESOL Program if they have checked any of the 3 language questions found on the Home Language Survey. At this time, the ESOL Resource Teacher, ELL Chair, or Bilingual Paraprofessional will call the family to discuss their answers and background. Once parents understand the meaning and significance of the questions, the student is given the initial language assessment which measures language proficiency. Based on their scores, the student can be eligible for the ESOL program. A parent letter is mailed home or sent electronically in both English and the home language of the family when feasible. If not feasible, parents are provided a way of communicating via an electronic translator. This letter outlines the ESSA and state board rule requirements and delineates the reasons for the identification of their child as an ELL; the need for the child's placement in a language instruction educational program; the child's level of English proficiency; and information pertaining to parental rights.

Once ELL students meet exit criteria, they are fully immersed in mainstream core and content classes. Each year students and families have the opportunity to meet with guidance counselors to discuss and review academic performance and encourage participation in advanced placement, honors, IB, and other academic programs. ELL students are required to meet graduation requirements.

In the case of an ELL student with a disability, students continue to receive language support assistance in conjunction with their IEP guidelines.

Parents hold the right to have their child immediately removed from the program at their request and can decline to enroll their child in such program.

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. The assistance is provided via school and district personnel fluent in the parents/guardian's home language, i.e. pre-recorded messages with time sensitive information sent directly to the parents/guardian's phones, information posted on district website and interpreted at school functions and community venues.

Additionally, the English Language Learners Department pays for 24 hour a day access to telephonic interpretation. The service is provided for parent-teacher conferences, ELL Committee meetings, MTSS/RT/IEP meetings, and at any time throughout the year to assist with academic placement, academic planning, and student intervention/safety

Furthermore, the Office of English Language Learners Department conducts at least two District Advisory Council (DAC) meetings annually to that inform parents of how they can be involved in their children's education. Throughout the year, the Office of English Language Learners Department conducts quarterly literacy nights at local Barnes and Noble bookstores. Literacy Nights enable district personnel to model strategies for parents that will empower them to assist their children in learning English as well as develop an understanding of state academic standards. In addition, the Office of English Language Learners Department conducts quarterly Spanish Story Time events; supports site-based literacy initiatives; supports site-based Parent Leadership Council (PLC) meetings; and supports and/or participates in interdepartmental district-wide parent engagement initiatives such as Pasos al Futuro, and MALDEF. Finally, the Office of English Language Learners Department supports and participates community outreach through its collaboration with the Tampa Bay area Refugee Task Force and its support of National Welcoming Week and World Refugee Day programs and/or celebrations.

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
- ☒ 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.)- Documents attached.

- ☒ LEA Level
- ☒ School Level

Please address the functions and composition of the PLC:

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

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

Parent Leadership Councils (PLC) are established at individual school sites where ELLs are enrolled. Parents, administrators, teachers, Bilingual Education Paraprofessionals, and other members of the school staff will be instrumental in the establishment of the PLC at their site. These individuals can assist the PLC Representative(s) with the planning and with the conducting of meetings. The PLC will elect its officers who serve a one-year term. Leadership training workshops and

follow-up assistance will be provided to PLC Representatives by school level personnel and by staff members from the ELL Department.

At the fall PLC, the PLC Officers will orient parents of ELLs on district and school policies, procedures, and program services. This will include an opportunity to review and discuss the information contained in the ELL Parent Involvement Handbook. At the spring meeting, the PLC will review the year's progress and will elect officers for the upcoming year.

A District Advisory Council (DAC) is established at the district level. The Council will consist of a majority of parents of ELLs. The English Language Learners Department employs district level personnel who will assist in providing leadership training and assistance to the DAC. In addition, bilingual social workers, guidance counselors, psychologists, and interpreters will assist in providing training and assistance to the PLC.

Parents of ELLs, through their involvement in school level and district level committees, and PLC/DAC, will be provided with a variety of opportunities to be actively involved in the decisions that are made concerning the education of their children.

The goals of the PLC are to: acquaint parents of ELLs with school personnel and services available at the individual school sites; provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their children; provide parents of ELLs with an opportunity to consult with school personnel and give input on goals related to the program; develop a school environment that encourages two-way communication between the home and the school; meet at least twice a year or as needed, with school personnel to discuss issues relating to their children's education; promote involvement in the PLC; and provide parents of ELLs with leadership training and opportunities to be represented on existing school and district advisory councils. District PLC is composed of the majority of parents of limited English proficient students. PLCs are actively involved in School Advisory Committees, Textbook Adoption Committees, ELL District Plan Committee, Parent Teacher Association as well as, ad hoc school based committee.

Additionally, at PLC and DAC meetings district personnel communicate to parents key information about the schools' academic progress at school venues such as PTA, PLC, Open House, Conference Nights and Town Hall meetings, Pasos al Futuro, Literacy Nights, Spanish Story Times, etc., via newsletters, district website, digital multi-media resources (i.e. Zoom, TEAMS, etc.); these are provided in the parents/guardians home language, whenever feasible.

Additionally, school-based personnel review the HCPS Student Handbook delineating the Code of Conduct and students' rights and responsibilities. These are provided to parents/guardians in a hard copy format and posted on our district website. This information is presented at parent meetings (i.e. Open House, Conference Nights, and PLC meetings), and whenever possible, provided to parents in their native language. Presently, the student handbook is published in English and Spanish.

The Office of English Language Learners Department conducts at least two

District Advisory Council (DAC) meetings annually to that inform parents of how they can be involved in their children's education. Throughout the year, the Office of English Language Learners Department conducts literacy nights at local Barnes and Noble bookstores. Literacy Nights enable district personnel to model strategies for parents that will empower them to assist their children in learning English as well as develop an understanding of state academic standards. In addition, the Office of English Language Learners Department conducts Spanish Story Time events; supports site-based literacy initiatives; supports site-based Parent Leadership Council (PLC) meetings; and supports and/or participates in interdepartmental district-wide parent engagement initiatives such as Pasos al Futuro, MALDEF, and Family and Community Engagement (FACE) team quarterly meetings and initiatives. Finally, the Office of English Language Learners Department supports and participates community outreach through its collaboration with the Tampa Bay area Refugee Task Force and its support of National Welcoming Week and World Refugee Day programs/celebrations.

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

The District ELL Plan is drafted/developed by district personnel in the English Language Learners Department in conjunction with other departments whose policies, procedures, instructional practices, and services directly impact ELLs and their families. During the District Advisory Council Meeting feedback and input are provided by ELL families and any necessary revisions are made.

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.

The Hillsborough County Public School system will require, as a condition of continued employment, all current personnel take the in-service/course work required to be appropriately certified to instruct ELLs. The district will require each new teacher hired in the system to sign an agreement to earn.

Personnel who will be the primary providers of English or Language Arts and reading courses to an ELL (Category I) must be appropriately certified for the teaching assignment. Staff members in the Office of Educator Certification will assist individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification. Additionally, they will assist personnel who have completed the requirements for the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification.

Teachers seeking ESOL endorsement may earn the required 300 hours as delineated under the DOE Timelines for Completion of ESOL Training requirements in Category I of in-service by successfully completing the five, 60-hour, district sponsored, online state approved compliance courses: Applied Linguistics, Cross Cultural Communication and Understanding, Testing and Evaluation of ESOL, ESOL Curriculum and Materials Development, and Methods of Teaching ESOL. Once completed, ESOL will be added to their teaching certificate.

Teachers may satisfy their ESOL in-service requirement by passing the ESOL Subject Area Test and successfully completing any two of the five, 60-hour, district sponsored, online state approved compliance courses: Applied Linguistics, Cross Cultural Communication and Understanding, Testing and Evaluation of ESOL, ESOL Curriculum and Materials Development, and Methods of Teaching ESOL. Once completed, ESOL will be added to their teaching certificate.

Teachers may satisfy their ESOL Endorsement in-service requirements through the completion of college courses and securing an Official Statement of Status of Eligibility from the Department of Education. Thereafter, the Office of Professional Development will align the credits awarded by the DOE with district courses and award in-service points for the courses that the DOE approved.

The LEA's Office of Educator Certification and Professional Development Office will be responsible for working jointly to ensure that personnel in the district will be provided with accurate and timely information concerning ESOL certification and in-service training requirements, and information concerning scheduled in-services.

The Office of Educator Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning in-service training; advertising in-service course registration and course availability; and scheduling of these courses three times a year in the fall, winter/spring, and summer. The Office of Professional Development will schedule these courses three times a year in the fall, winter/spring, and summer; monitor registrations and training; as well as coordinate the delivery of the in-service courses. Furthermore, in-service training schedules will be provided online to all school sites for individuals who need to register for and complete ESOL Compliance courses.

School sites will be responsible for maintaining rosters delineating the names of students who have been identified as ELL and who will be provided with ESOL services. Teachers will be notified that an ELL has been enrolled in his/her class, by having the name of the students identified on the class roster and highlighted by an asterisk. This starts the "clock for completion of required ESOL compliance courses.

District personnel will be provided with essential information concerning their certification and in-service requirements through various forms of communications. Information will be disseminated through memoranda; advertising in-service course registration and course availability in the Professional Development System; teacher orientation programs; and through information contained in a brochure that will be provided to school sites.

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.

Teachers of basic subjects such as mathematics, science, social studies, or computer literacy as delineated under the DOE Timelines for completion of ESOL Training requirements in Category II must complete 60 in-service points or (3) three semester hours of college credit in ESOL strategies. Inservice opportunities for teachers of basic subjects will include participation in training programs such as Essentials for Content Teachers. The course incorporates the essential/critical components of: ESOL Methods of Teaching, ESOL Curriculum and Materials Development, Cross Cultural Communication and Understanding, ESOL Applied Linguistics, and ESOL Testing and Evaluation.

The LEA's Office of Educator Certification and Professional Development Office will be responsible for working jointly to ensure that personnel in the district will be provided with accurate and timely information concerning ESOL certification and in-service training requirements, and information concerning scheduled in-services.

The Office of Educator Certification will be responsible for notifying personnel of

their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning in-service training; advertising in-service course registration and course availability; and scheduling of these courses three times a year in the fall, winter/spring, and summer. The Office of Professional Development will schedule these courses three times a year in the fall, winter/spring, and summer; monitor registrations and training; as well as coordinate the delivery of the in-service courses. Furthermore, in-service training schedules will be provided online to all school sites for individuals who need to register for and complete ESOL Compliance courses.

School sites will be responsible for maintaining rosters delineating the names of students who have been identified as ELL and who will be provided with ESOL services. Teachers will be notified that an ELL has been enrolled in his/her class, by having the name of the students identified on the class roster and highlighted by an asterisk. This starts the "clock for completion of required ESOL compliance courses.

District personnel will be provided with essential information concerning their certification and in-service requirements through various forms of communications. Information will be disseminated through memoranda; advertising in-service course registration and course availability in the Professional Development System; teacher orientation programs; and through information contained in a brochure that will be provided to school sites.

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.

Teachers of other subject areas such as music, art, physical education, and others as delineated under the DOE Timelines for Completion of ESOL Training Requirements in Category III shall complete 18 hours of in-service or college course credit in ESOL Strategies.

Inservice opportunities for these teachers will include participation in an online training program of ESOL Strategies for Professionals (18 hours). The course incorporates the most critical components of: ESOL Methods of Teaching, ESOL Curriculum and Materials Development, Cross Cultural Communication and Understanding, ESOL Applied Linguistics, and ESOL Testing and Evaluation.

The LEA's Office of Educator Certification and Professional Development Office will be responsible for working jointly to ensure that personnel in the district will be provided with accurate and timely information concerning ESOL certification and in-service training requirements, and information concerning scheduled in-services.

The Office of Educator Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning in-service training; advertising in-service course registration and course availability; and scheduling of these courses three times a year in the fall, winter/spring, and summer. The Office of Professional Development will schedule these courses three times a year in the fall, winter/spring, and summer; monitor registrations and training; as well as coordinate the delivery of the in-service courses. Furthermore, in-service training schedules will be provided online to all school sites for individuals who need to register for and complete ESOL Compliance courses.

School sites will be responsible for maintaining rosters delineating the names of students who have been identified as ELL and who will be provided with ESOL services. Teachers will be notified that an ELL has been enrolled in his/her class, by having the name of the students identified on the class roster and highlighted by an asterisk. This starts the "clock for completion of required ESOL compliance courses.

District personnel will be provided with essential information concerning their certification and in-service requirements through various forms of communications. Information will be disseminated through memoranda; advertising in-service course registration and course availability in the Professional Development System; teacher orientation programs; and through information contained in a brochure that will be provided to school sites.

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

The Hillsborough County School System will utilize a computer management system that will retrieve data from the student record file and from the teacher record file. This data will be utilized to compile a report that will be used to identify, notify, and monitor district personnel for ESOL compliance.

The Information Services Department will be responsible for the input of data concerning ESOL certification and in-service requirements. This department will print and distribute the ESOL Compliance Verification Report/Roster to school sites semi-annually prior to FTE Survey 2 (October) and Survey 3 (February).

The Office of Educator Certification will be responsible for providing teachers with information concerning ESOL certification and in-service requirements. This office will provide school sites with a report that includes information concerning ESOL in-service requirements, timelines, and completed ESOL

training. Personnel with certification and/or in-service requirements will be monitored for compliance by this office.

The Office of Educator Certification will present the names of primary language arts instructional personnel who do not presently hold the appropriate ESOL coverage to the School Board monthly to comply with Florida Statue 231.096 and School Board policy 6.25.

If a teacher, who does not presently hold the appropriate ESOL coverage, receives a student during the week of FTE, the teacher's name will be presented to the School Board the next scheduled School Board meeting.

Parents of ELLs will receive notification if their child's primary English Language Arts and Reading teachers do not have the ESOL endorsement or the ESOL coverage on their certificates. These notifications will be made prior to each FTE survey period; specifically, FTE Survey 2 (October) and Survey 3 (February).

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

The district will implement in-service programs in compliance with State Board Rules and in accordance with procedures and policies that have been approved by the School Board.

In-service opportunities for administrators will include participation in a training program, ESOL for Administrators as delineated under the DOE Timelines for completion of ESOL Training requirements in Category IV. The course incorporates the essential/critical components of: ESOL Methods of Teaching, ESOL Curriculum and Materials Development, Cross Cultural Communication and Understanding, ESOL Applied Linguistics, and ESOL Testing and Evaluation.

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

The district will implement in-service programs in compliance with State Board Rules and in accordance with procedures and policies that have been approved by the School Board.

Inservice opportunities for guidance counselors will include participation in a training program, ESOL for Guidance Counselors, an online, 60-hour credit course designed to provide the state mandated training. The course incorporates the essential/critical components of: ESOL Methods of Teaching, ESOL Curriculum and Materials Development, Cross Cultural Communication and Understanding, ESOL Applied Linguistics, and ESOL Testing and Evaluation.

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 English Language Learners Department will support attendance and participation in annual professional development conferences that foster collaboration, communication, and the exploration of best practices among district, state, and national LEAs. Topics will cover academic programming, classroom instruction, curriculum and lesson design, in-depth exploration of standards, state and federal guidelines governing ELL Departments, and instructional delivery models. Examples of conferences that may be attended include the Council of the Great City Schools, Florida Association of Bilingual and ESOL Supervisors (FABES) Sanibel Leadership Conference, National Association for Bilingual Education (NABE), World Education Services Interpretation Credential Evaluation (WEST), etc.

Ongoing professional development on the WIDA English language development (ELD) standards will be provided annually. Site-based ACCESS for ELLs workshops will be made available to instructional personnel and administrators. In addition, the English Language Learners Department continuously conducts internal reviews and updates of ELL professional development courses, including those for compliance, to ensure that they adequately reflect research-based instructional strategies for ELLs; provide clear expectations and strategies for differentiation of instruction; and culminate with teachers empowered and well versed in the design of comprehensive lesson planning for ELLs.

Ongoing professional development will be provided throughout the year to ESOL Resource Teachers and Bilingual Education Paraprofessionals to nurture collaboration; enhance communication; continue developing knowledge and mastery of best practices for ELLs in the content areas and across grade levels; and empower resource personnel to be successful peer coaches.

Implementing the trainer-of-trainer model, the English Language Learners Department will offer varied professional development opportunities via book studies and face-to-face instruction to ESOL Resource Teachers and Bilingual Education Paraprofessionals. The expected outcome of these workshops is that personnel will, in turn, provide site-based training during faculty meetings, in Professional Learning Communities, and/or on a one-to-one basis to their faculty and staff.

The English Language Learners Department will also offer ELL workshops to ESOL Resource Teachers and Bilingual Education Paraprofessionals. These workshops are designed to enable ELL Program personnel to conduct site-based ELL strategies workshops on their campuses, as well as generate comprehensive individualized instructional plans for ELLs. The outcome of these workshops will be increased collaboration between site-based classroom teachers and ESOL personnel resulting in the development of individual student summary reports that incorporate the WIDA ELD standards and students' unique language proficiency profiles which should be utilized during lesson design/planning.

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.

The World Languages Department in HCPS offers Dual Language programs in English/Spanish at select sites across the district. Dual Language instructors must be certified by the state in the grade level they are teaching. Their level of Spanish proficiency is assessed via a district created assessment that evaluates their skills across the four domains of language: listening, speaking, reading, and writing comprehension.

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.

Applicants for Bilingual Education Paraprofessional positions at school sites must have an AA/AS degree or pass the ParaPro test, as well as complete and pass oral and written screenings. Candidates must demonstrate fluency in English and their native language in the areas of oral language, reading, and writing as determined by a passing score on a district screening.

The Bilingual Education Paraprofessional job description includes, but is not limited to: participation in in-service activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; becoming a member of the ELL Committee and actively participating in developing the student plan; sharing in all teaching responsibilities except those reserved by the law to certified teachers; assisting the ELL Committee chairperson, the F.T.E. Administrator, and the ESOL Resource Teacher with the completion and maintenance of all required program records; working with small groups of students, implementing cooperatively developed plans, under the direction of the classroom teacher; assisting in the development and implementation of instructional aids and appropriate modified curriculum and assessment materials; working with the teacher(s) to reinforce positive learning and behavior patterns among students; translating home/school communications to parents on an as-needed-basis; acquainting parents with program personnel and services available at the individual school site; working closely with the school personnel in establishing the Parent Leadership Council (PLC) at the school site; and assuming all other duties as may be assigned by the Principal or his/her designee.

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

Bilingual Education Paraprofessionals are provided with in-service on an ongoing basis during pre-planning; orientation; early release days; Professional Study Day; summer institutes; and monthly meetings, that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development, best practices for language acquisition, accommodations, and research-based strategies for working with ELLs.

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

Applicants for Bilingual Education Paraprofessional positions at school sites must have an AA/AS degree or pass the ParaPro test, as well as complete and pass oral and written screenings. Candidates must demonstrate fluency in English and their native language in the areas of oral language, reading, and writing as determined by a passing score on a district screening.

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

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

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

The procedures followed when determining extension of services are:

- a. Based on DEUSS students will be assessed to determine extension of instruction services.*
- b. ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program and language acquisition proficiency.*
- c) ELL Committee may determine that the student continues in the regular program.*
- d) ELL Committee may determine that the student be referred for further evaluation.*
- e) ELL Committee may determine that the student needs extension of*

services or program exit.

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 ACCESS for ELLs 2.0

Currently, WIDA Model

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 ACCESS for ELLs 2.0

Currently, WIDA Model

