

**2022-2025  
District  
English Language Learners (ELL) Plan**

**Contact Person: Rose Velez**  
**LEA: Florida Virtual School**  
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**Phone: 321-430-7717**

**Rule 6A-6.0905  
Form ESOL 100  
(May 2017)**

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

Date Received by FDOE

FDOE INTERNAL USE ONLY

<b>(1) NAME OF THE DISTRICT:</b>	<b>(2) CONTACT NAME/TITLE:</b>	<b>(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:</b>
Florida Virtual School	Rose Velez ESOL Manager	<a href="mailto:rvelez@flvs.net">rvelez@flvs.net</a> 321-430-7717

<b>(4) MAILING ADDRESS:</b> 5422 Carrier Drive, Suite 201, Orlando FL 32819	<b>(5) PREPARED BY: (If different from contact person)</b> First Name: Last Name: Mailing Address: Phone No:
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**(6) CERTIFICATION BY SCHOOL DISTRICT**

The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.

I, Louis Algaze, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.

\_\_\_\_\_  
Signature of Superintendent or Authorized Agency Head

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

\_\_\_\_\_  
Date of Governing Board Approval

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

**Name of Chairperson representing the District ELL PLC:** Liliana Guerra-Cannata

**Contact Information for District PLC Chairperson:** Liliana Guerra-Cannata

**Mailing address:** 5422 Carrier Drive, Suite 201, Orlando FL 32819

**E-mail Address:** lguerracannata@flvs.net **Phone Number:** 407-205-9653

**Date final plan was discussed with PLC:** 6/28/2023

Liliana Guerra-Cannata

Liliana Guerra-Cannata (Feb 24, 2022 15:31 EST)

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

6/28/2023

\_\_\_\_\_  
Date Signed by PLC Chairperson

**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN  
ASSURANCES AND CERTIFICATION**

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

Louis Algaze

By signature below, I, \_\_\_\_\_, 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**

# **Florida Virtual School**

## **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).**

All students, regardless of their native language and national origin, who enter Florida Virtual School will register through an online application. Parents/guardians complete the enrollment application by entering the information in Focus. The Home Language Survey (HLS) is integrated into the registration form and consists of the three 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?

If any of the three questions are answered “yes”, the District ESOL Coordinator is notified with an ELL alert in FOCUS. Parents are advised that the student will need an aural/oral English language assessment (Online IPT) to determine eligibility and placement in the district’s ESOL Program.

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

The procedures to register ELLs and non-ELLs are the same. All parents must complete the Student Enrollment/Registration form and the Home Language Survey, as well as other pertinent student data and information. Translation services are offered to all families upon request.

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

The Home Language Survey is provided in English. Parents can also change translation settings on their browser to select their preferred language. Translation services are available in all languages upon request.

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

The District ESOL Coordinator or other school based bilingual staff members are available to assist ELL families for registration in Spanish. For families who speak languages other than English or Spanish, translation services are available upon request.

#### **How do you identify immigrant students?**

Parent/Guardian provides the Date Entered US Schools (DEUSS) and country of birth at the time of registration in FOCUS.

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 attended one or more schools in any one or more States for more than 3 full academic years.

If the student meets the immigrant criteria, then they are coded accordingly.

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

At the time of registration, parents complete the Home Language Survey, as well as questions regarding birthdate of student, country of birth, and the DEUSS date – the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system. If parents do not provide the DEUSS date on the registration form, a phone interview with parents may be required. Previous school records may also be reviewed to attempt to determine the DEUSS date. If this information cannot be determined, the first day of school in Florida Virtual School is used as the DEUSS. However, the DEUSS date cannot exceed the Language Classification Date or ESOL Program Entry date.

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

The Home Language Survey is part of the electronic application. Please see link with documents at the end for a copy of the HLS.

## **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.)**

- ESOL Coordinator

### **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.**

Online IPT

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

The Online IPT will be used to assess language proficiency. The ESOL Coordinator will check the ELL alerts in FOCUS daily to determine if there are students who have an answer of "yes" to any question on the Home Language Survey. Students with 'yes' on HLS are marked as LP (To Be Tested) in the ELL Tab of FOCUS. The ESOL Coordinator will schedule the assessment, and record test results in FOCUS.

All students who are not proficient on the Listening and Speaking (L/S) assessment qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English-speaking range of the L/S assessment are determined as non-ELL (TZ = Tested/Not Eligible) The Did Not Qualify letter (DNQ) is emailed to parents. Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment.

### **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.**

The Online IPT Reading and Writing is administered to students grades 3-12 who obtain the score Fluent English Speaker (FES) on the IPT Oral. Students who obtain a combined Reading and Writing score at or below 32 percent qualify for ESOL services and would be coded as LY. Students who obtain a combined Reading and Writing score of 33 percent or higher are determined to be non- ELL, scores are entered in FOCUS and coded as TZ (Tested and Did Not Qualify). The DNQ letter is emailed to parents.

### **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?**

The ELL Committee may be convened upon by a teacher, administrator, or parent to conduct a programmatic assessment of the ELL student's progress and review test results and teacher recommendations in order to place a student into the ESOL program. The ELL Committee may reclassify a former ELL student during the two-year monitoring period.

Parent participation and written consent on the most appropriate placement for the student is documented as part of the process for ELL Committee meetings. All the decisions and recommendations are documented in the ELL Committee Meeting Report. Parents are provided with a copy of all the forms via email.

The ELL Committee may determine a student to be an English Language Learner or not

to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

- a) Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b) Written recommendation and observation by current and previous instructional and supportive services staff,
- c) Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d) Grades from the current or previous years, or
- e) test results other than the entry assessments

### **Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)**

#### **Academic/Programmatic Assessment**

**Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.**

As part of registration parents are asked to provide information regarding prior educational experience. If there are no records available at the time of registration, the ESOL Coordinator makes every effort to contact the previous school via telephone or email, to get as much information as possible regarding educational and testing history. ELL Committee meetings are held to

review all information and ensure that accurate placement decisions were made.

The following information is used to determine appropriate grade level placement:

- Age appropriateness
- Review of previous school records and/or assessments
- Parent/Guardian and student interviews

### **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.**

Documentation of completed courses to receive high school credit are submitted upon registration. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline. The age of the student will also be taken into consideration.



upon request. The following information will be gathered to assist with determining appropriate grade and course placement:

- What grade was the student in during the previous year?
- What courses did the student take?
- How did the student perform in the prior school setting?
- At what age did the student start school?
- What is the total number of years the student has been in school?
- Was the student ever retained?
- Were there excessive absences or special circumstances affecting achievement?

Once the information is collected, the ELL Committee will convene to make the best placement decision to meet the student's academic needs. The ELL Committee members (Parent, School Counselor, Administrator, Teacher, Intervention Teacher, ESOL Coordinator) develop an intervention plan with strategies that address language and academic needs in English, as applicable. A progress monitoring process is delineated to ensure the success of the intervention plan. All notes and information will be documented on the ELL Committee Meeting Report and uploaded on the ELL Tab on Focus.

**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).**

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in the student's native language and English courses may be credited as Foreign Language credits following the guidelines outlined in the Student Progression Plan approved by the School Board.

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

School counselors in conjunction with the school registrar are responsible for evaluating foreign transcripts. Parents will be asked to submit translated transcripts and evaluated transcripts that are written in a language other than English. When school registrars have questions or need clarification, they contact a FLVS district counselor or Dade County Foreign Records Department. All documentation is maintained in the FOCUS system.

**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.**

If the period for re-entering the LEA from another school district in Florida, state or country has been longer than six months, a current English language proficiency assessment will be administered to ELL's who have an affirmative response on the HLS at the time of re-entry/registration, unless prior ELL placement data can be retrieved. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remains the same.

All re-evaluation decisions are made by the school ELL Committee. The ELL Committee will consider and review the student's academic data upon returning to FLVS Full Time Public Schools from another Florida school, state, or home country to make the most appropriate programmatic placement.

For LYs transferring from one FL school district to another within a calendar school year, no new assessment is necessary if current ESOL records/data are submitted. ESOL services are continued and updated based on the instructional model of FLVS Full Time Public Schools. All original reporting data stays the same. Students coming from out of state will be tested to determine their English language proficiency level, the DEUSS date stays the same, but HLS, entry date, and classification date are changed to reflect Florida services. Students that are new to the country will also be tested. Their DEUSS date is the date of enrollment, and the appropriate HLS, classification date and entry date must be reported accordingly. The DEUSS date can never be after the classification and entry dates.

### **ELL Student Plan Development**

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

An ELL student plan is developed by the District ESOL Coordinator. Input may be gathered from the following stakeholders: school counselor, classroom teacher(s), an administrator and the student's parents.

The ELL plan will include the student's instructional program or schedule designated by the Program 130 code, testing accommodations entry test score results, most recent ACCESS scores, current state assessment data, and exit information as applicable.

The plan will be updated annually and when services change to reflect the most current ELL plan and service. It will be updated and maintained in the student's ELL tab in FOCUS and emailed to parents.

**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 the development of the plan?**

The elements of the student plan will include the student's name, date of entry, entry scores current ACCESS scores, schedule, and state assessment data. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information may include previous and current teacher input to include academic, behavioral strengths and/or areas of concern.

**Please include a link to the ELL Student Plan  
Please refer to the link of documents at the end.**

## **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.**

Florida Virtual School implements the instructional model of Mainstream/Inclusion-English and Core/Basic Subject Areas. School Administrators monitor lesson plans, teacher evaluation system and conduct classroom walkthroughs. District ESOL Coordinators support the schools by providing ESOL instructional support to assist instructors with implementing ESOL strategies and making content comprehensible for ELLs.

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

FLVS Full Time Public Schools currently has several District ESOL Coordinators who serve our schools. The District ESOL Coordinators provide assistance and monitoring that can included meeting with the school administrators, and instructional staff to ensure that instruction is provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs. Online curriculum and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, as well as DOE mandated graduation requirements based on cohort year.

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

District ESOL Coordinators monitor the ELLs academic performance throughout the year to ensure academic and linguistic progress is being made. Annual statewide assessments and ACCESS scores are also reviewed to determine ELLs progress.

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

ELLs are not limited to or prohibited from access to any programs or services available to non-ELLs. The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The District ESOL Coordinator serves as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel regarding equal access to all programs and services for ELLs.

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

Instructional staff are required to view the annual ESOL compliance video. In addition District ESOL Coordinators offer PD sessions throughout the year that may include topics such as ESOL strategies, and utilizing the WIDA Can Do Descriptors. School Administrators monitor the appropriate use of instructional strategies.

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

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons.

Teachers select and implement ESOL strategies in their Live Lessons and Discussion Based Assessments (DBAs) based on the students ESOL level.

For students who are not progressing linguistically and academically, instructors contact the District ESOL Coordinator for additional support as well as their administrator. An ELL Committee meeting may be convened to gather input from all stakeholders in order to determine if additional support is needed.

**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 students have equal access to all programs. No one is denied services because of language. School administrators will meet with the teacher(s) of ELL students to ensure

equal access. Virtual classroom observations and teacher interviews by administrators will be conducted, as well as instructional material evaluation for the purpose of monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL Coordinators monitor the progress of ELLs monthly and provide additional support to ELLs as needed.

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

- Student Portfolios
- Other Criterion Referenced Test (Specify) \_\_\_\_\_
- Native Language Assessment (Specify) \_\_\_\_\_
- LEA/school-wide assessments (Specify) \_\_\_\_\_
- Other: Statewide Assessments, Discussion Based Assessments (DBA), progress monitoring data

### **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

[FLVS Student Progression Plan 2022-2023](#)

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

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

**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.**

Any member of the ELL Committee can recommend retention including Administrators, Teachers, ESOL Coordinator or Parent/Guardians. Formal retention recommendations for ELLs require review and approval by an ELL committee, in which the parent must be invited). An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL.

ELLs cannot be retained solely due to lack of proficiency in English. Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan. When determining promotion/retention for ELL's, information and documentation may include, but not be limited to classroom performance, benchmark testing results, statewide assessment data, progress towards English Language acquisition, progress monitoring tools, and parent/student input. The committee makes a recommendation to the principal. The principal makes the final decision.

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

### **Statewide Assessment**

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

All ELLs in Florida Virtual School District participate in the Florida Statewide Assessments, ACCESS, and EOC assessments, as per their grade level. ALL Florida Virtual School students go to locally assigned public schools for testing. The assigned school site works with the FLVS Testing Team to set up testing locations and ensure ELL accommodations are made available.

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

All ELLs will participate in statewide assessments. The District ESOL Coordinator works with the District Testing Team to ensure that all ELLs participate in the Statewide Assessment and are provided appropriate ELL testing accommodations.



### **ACCESS for ELLs assessment programs:**

Students coded LY by the first day of the ACCESS testing window are tested for language proficiency annually. ALL ELLs in FLVS Full Time Public Schools go to local assigned public schools for testing. The assigned school site works with the FLVS Testing team to set up testing dates and locations.

### **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)?**

- District Assessment Administrator
- Principal / Principal's Designee
- Assessment Managers
- ESOL Coordinator
- ESOL Contacts at testing sites
- Teachers administering assessments at testing sites

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

A testing calendar is available on the district's website in the Parent/Student Handbook. The calendar is updated or revised as testing schedules are updated by the state or by the district.

Parents receive letters via email indicating the date, time, and location of the testing for their child in advance of the actual assessment dates. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates via email. Parents are notified of assessment accommodations as part of the ELL Plan. When parents register their child in FLVS Full Time Public Schools, they sign an agreement to comply with all state testing. All test results are posted within the FOCUS system and available to parents through their parent login page. A letter is emailed to parents of ELLs explaining the allowable testing accommodations.

Parents have the right to opt out of from any of the accommodations. Parents are notified of outcomes on assessments through individualized student score reports which indicate the performance level of the student as well as interpretive guides. These guides are available in multiple languages.

**Please provide links to communications in parents' languages**

[WIDA Scores Interpretive Guide in Spanish](#)

[WIDA Standards](#)

[Florida State Standards \(English only\)](#)

[WIDA Resources and letters available in other languages](#)

**For all other communication related to testing, please see Appendix F & G**

## **Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)**

**Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.**

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

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

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

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

Once the student meets exit criteria, the District ESOL Coordinator updates the ELL tab in FOCUS and changes the student code from LY to LF. The student is monitored for two years. Parents are notified of exit through a letter sent via email.

**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 Coordinator

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

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened. Input from parents, teachers and support staff is discussed, and placement decisions are made. Parents are invited to the ELL Committee meeting to be a part of the decision-making process. If parents are unable to attend the meeting, the District ESOL Coordinator may obtain written documentation from the parents prior to the meeting stating that they will not be able to attend, and the committee may proceed without them. Parents are provided with a copy of exit forms via email, which document decisions made by the majority of the ELL Committee members.

An ELL Committee may recommend that the student be exited from the program with consideration of data other than statewide assessment, such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that the academic struggle is not due to English language proficiency and/or the language needs are being met through Exceptional Education services. The ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

- a) Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b) Written recommendation and observation by current and previous instructional and supportive services staff,
- c) Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,

- d) Grades from the current or previous years,  
or
- e) Test results other than the entry  
assessments

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

Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Data to support an exit via committee will include current listening, speaking, reading, and writing English proficiency assessment, review of report card grades, benchmark test scores and portfolio data. Stakeholder input from parents, teachers and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF.

**Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)**

**During the required two-year monitoring period, what is the title of person(s) responsible for:**

**Conducting the follow-up performance of former ELLs?**

District ESOL Coordinator

**Updating the student ELL plan?**

District ESOL Coordinator

**Reclassification of ELL status in data reporting systems?**

District ESOL Coordinator

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) Discussion Based Assessment, FLKRS, and i-Ready

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

LF students must be monitored for two years. Academic progress is reviewed and documented in the district's FOCUS system. If the progress in the mainstream classroom is not satisfactory, the ESOL Coordinator will contact the instructor and parent via email to gather more information. If the academic struggle is due to language acquisition, an ELL Committee will be convened to address how to best support the student.

The performance of former ELLs (LF) will be reviewed to ensure academic progress

during the following monitoring periods:

- Mid-October ELA Progress Report on VSA or 9 weeks after exit
- at the end of the 1st semester,
- at the end of the first year, and
- at the end of the second year.

The procedures followed when the academic performance of former ELLs is not satisfactory during two consecutive LF monitor periods:

- a) Student is referred to the ELL Committee.
- 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 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 needs to be reclassified as an ELL, coded LY, and re-entered into the program or be referred for further evaluation.

The District ESOL Coordinator is responsible for initiating a new Student ELL Plan and entering the updated data in FOCUS, ensuring the appropriate placement after the student has been assessed. Original student data stays the same. The student may be reported in the ELL program for an additional year or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

If the progress in the mainstream classroom is satisfactory during the two-year monitoring phase, the LF student is classified as LA then LZ after an additional two years.

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

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

FLVS Full Time Public Schools follows the instructional model of Mainstream/Inclusion English and Core/Basic Subject Areas. District ESOL Coordinators monitor students' academic progress monthly. District ESOL Coordinators communicate with instructors and parents on a monthly basis to offer support. ESOL program compliance is maintained by the District ESOL Coordinator and ESOL Manager.

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

The District ELL Plan is available on the district's website. Parents can request copies of the plan at any time. Although the District ELL plan is in English, translation services are available upon request.

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

Instructional Leaders and the District ESOL Team, are responsible for the implementation of the District ELL Plan. They meet with school-based administrators at each school to make certain that appropriate instructional practices and procedures are in place. The District ESOL Team provides professional development to staff with best practices and strategies to implement with students to ensure the ELL Plan is implemented successfully. The District ESOL Team gathers and implements feedback from stakeholders through surveys periodically.

## **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 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 must have their child immediately removed from such program upon their request.
  - b. detailing the options that parents must 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 from among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be emailed letters, maintained in FOCUS, and monitored by Title III. All letters, as well as all home-school communication must be provided to parents in English and in primary language upon parent request.

### **Parent Notification of Entry into ESOL Program: (See Appendix A)**

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Translation services are available upon request.

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

The District ESOL Coordinator, in cooperation with Instructional Leaders, administrators, and other district-wide family involvement initiatives and community agencies, hosts various events, including virtual information sessions and workshops, throughout the school year in which parents can participate. The district ensures that ELL parent needs and concerns are being addressed and provides additional support services as feasible and as needed. Meetings and activities that are held via ZOOM are recorded and sent to all parents so that they can listen to the information and keep it for future reference.

**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.):**

Florida Virtual School Full Time Public Schools ESOL Program Forms:

<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:cff4d3ae-e900-44ae-a067-da503409ef26> \*\* subject to change as needed.

- 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
- Invitation to participate in the ELL Parent Leadership Council (PLC)  
<https://acrobat.adobe.com/link/track?uri=urn:aaid:scds:US:e241ac4e-3b66-4043-ba84-f7f3324b9262>



- 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, 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)
- Other (Specify)

[Link to FLVS Handbook \(English only\)](#)

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

Parents have the option to view their entire FOCUS portal in their preferred language which would also incorporate the report cards and translation services are available upon request.

### **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:**

Florida Virtual School Full Time Public Schools currently offers many opportunities for parents to be involved in school activities and to provide input into the education of their children. These events include parent orientations, Onboarding Course, local monthly face to face events when feasible, and School Advisory Council (SAC). The goal of the District ELL PLC is to acquaint parents of ELLs with school personnel and services available at the individual school site, provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their children and to consult with school personnel and give input on goals related to the program. The District ELL Parent Leadership Council is composed of parents of current and former ELLs, as well as classroom teachers, curriculum specialists and ESOL resource personnel. Community leaders and ELL advocates are also invited to participate as members. The primary function of the PLC is to make recommendations for the District ELL plan and review policies which are instrumental in the approval process.

Parents of ELLs are informed of the opportunities to be representatives of existing school and district committees by the principal or principal's designee.

**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.**

Due to the small number of ELLs in our district, there are very few ELL parents in the PLC, but other district staff serve as advocates for our ELLs.

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

The PLC develops a school environment that encourages two-way communication between the home and the school and meets annually, as needed, bilingual personnel are also available to discuss issues that promote school involvement and provide parents of ELLs with leadership training and opportunities to be represented on existing school and district advisory councils. PLC members are actively involved in School Advisory Committees, and other school or district meetings.

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

The district provides opportunities to the District ELL PLC for input and recommendations during the development of the district ELL plan at various times throughout the year and reviews the final District ELL Plan as. Translators are available to provide language assistance and clarification. PLC members may request an emailed version of the plan if they cannot attend the meeting. Parental feedback is encouraged and will be addressed in subsequent meetings, if necessary. Upon completion of the review by the members of the PLC, the Chairperson

signs and approves the District ELL Plan.

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

**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 the title of person(s) responsible for issuing the notifications and how the process is documented.**

Personnel who will be the primary providers of English or Language Arts and Reading courses to an ELL must be appropriately certified for the ESOL teaching assignment. Teachers can comply through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300-hour in-service of:

- a) Methods of Teaching ESOL
- b) ESOL Curriculum and Materials Development
- c) Cross Cultural Communication and Understanding
- d) Applied Linguistics, and
- e) ESOL Testing and Evaluation

Teachers can also pass the ESOL subject area exam and complete 120 hours of ESOL training. Prior ESOL training can be used, and documentation is maintained in the teacher's personnel file and the FLVS Professional Development system. The Senior Certification Specialist 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.

**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.**

The FLVS Senior Certification Specialist will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Senior Certification Specialist will be responsible for providing personnel with information concerning in-service training, advertising, and scheduling of classes. Documentation of teacher completion of ESOL courses and are maintained in the district Professional Development system.

**Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include the title of person(s) responsible for issuing the notifications and how the process is documented.**

All other instructional staff are notified of training requirements and opportunities through the Senior Certification Specialist. The Senior Certification Specialist is responsible for coordinating, issuing, and monitoring the notifications of any training.

The Senior Certification Specialist maintains a list of teachers who need ESOL training requirements. Documentation of staff development and training teachers have taken throughout the year is housed in the district Professional Development system. Teachers receive emails reminding them of ESOL training requirements until the requirements are met.

**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 FLVS Senior Certification Specialist documents and tracks Category I teachers who are out of field. Those teachers are then reported to the FLVS Board of Trustees for approval. Teachers of ELL students are notified by email if they are out of field and provided the options available to meet the ESOL certification requirements. A copy of the notification is maintained by the Senior Certification Specialist and the electronic teacher file is updated accordingly to reflect the out of field status. A letter notifying parents of out of field status is sent to ELL parents in the native language, unless clearly not feasible.

Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must

complete 60 hours of ESOL training within first year and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

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

The school district has developed and implemented a tracking report for all schools and district level administrators that have not complied with ESOL training requirements. The Senior Certification Specialist notifies any administrator or instructor of ESOL requirements via email. Courses are offered during the school year through an online course provider. The FLVS Professional Development system tracks completion of all requirements and reports are readily available throughout the year.

The Senior Certification Specialist is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based administrators. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through electronic in-service records housed in the FLVS Professional Development system.

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

School Counselors are also part of the tracking system implemented for teachers in the school district as described above. The courses are offered during the school year by and online course provider. The FLVS Professional Development system tracks completion of all requirements and reports are readily available through the year.

The LEA provides the 60-hour ESOL training requirements for school counselors by providing the appropriate training opportunities through blended learning training model once every two years and based on need as determined by the Coordinator of Guidance Counselors. The Senior Certification Specialist is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based counselors who have three years from assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through the FLVS Professional Development System.

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

Staff can sign up for supplemental ESOL training courses or activities that are provided by the school district, Florida DOE. The District ESOL Coordinator will also work with schools to provide any needed supplemental staff development.

**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. N/A**

**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.**

Florida Virtual School does not employ paraprofessionals.

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

Florida Virtual School does not employ paraprofessionals.

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

Florida Virtual School does not employ paraprofessionals.

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

**(see following page)**



5422 Carrier Drive  
Suite 201  
Orlando, FL 32819

O: 800-374-1430  
E: [info@flvs.net](mailto:info@flvs.net)  
W: [flvs.net](http://flvs.net)

July 17, 2023

Student Achievement through Language Acquisition Office:

This letter confirms that the teachers in Florida Virtual School Full Time Schools are in compliance of applicable ESOL training requirements or working towards them within the mandated timeframe.

Sincerely,

*Dr. Louis Algaze*

President & CEO  
Florida Virtual School

## **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.**

Three (3) years after the date of an ELL's initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States (DEUSS) and no later than the anniversary date unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter.

Any student being considered for extension of services shall be assessed on at least one (1) Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any Department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The ELL Committee may determine a student to continue with ESOL services or exit according to consideration of at least two (2) of the following criteria:

- 1) Extent and nature of prior educational or academic experience, social experience, and a student interview,
- 2) Written recommendation and observation by current and previous instructional and supportive services staff,
- 3) Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- 4) Grades from the current or previous years, or
- 5) Test results other than the entry assessments

The procedures followed when determining extension of services are:

- a) Student is referred to the ELL Committee.
- 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

The District ESOL Coordinator is responsible for initiating a new Student ELL Plan, updating the ELL tab in FOCUS and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date, stay the same.

### **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.**

- ACCESS for ELLs
- Online IPT

### **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.**

- ACCESS for ELLs
- Online IPT
- ELA Statewide Assessment

