

2022-2025 District English Language Learners (ELL) Plan

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**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

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Florida Virtual School	Rose Velez ESOL Coordinator	rvelez@flvs.net 321-430-7717
(4) MAILING ADDRESS: 2145 Metrocenter Blvd #100, Orlando, FL 32835		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
(6) CERTIFICATION BY SCHOOL DISTRICT The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan. I, 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.  <div style="display: flex; justify-content: space-around;"><div>2/24/2022</div><div>6/14/2022</div></div> <div style="display: flex; justify-content: space-around;"><div>Signature of Superintendent or Authorized Agency Head</div><div>Date Signed</div><div>Date of Governing Board Approval</div></div>		
(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: 2145 Metrocenter Blvd #100, Orlando, FL 32835 E-mail Address: lguerracannata@flvs.net Phone Number: 407-205-9653 Date final plan was discussed with PLC: 2/22/22 <u>Liliana Guerra-Cannata</u> <small>Liliana Guerra-Cannata (Feb 24, 2022 15:31 EST)</small> <div style="display: flex; justify-content: space-between;"><div>Signature of the Chairperson of the District PLC</div><div>2/24/2022 Date Signed by PLC Chairperson</div></div>		

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.



2/24/2022

Superintendent's Signature

Date Signed

Florida Virtual Schools Full Time

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 the native language and national origin, who enter Florida Virtual School Full Time (FLVSFT) register through an online process. Upon completion of the online registration form, the district Data Processor enters on the district mainframe (FOCUS) all student demographic information, including native language, country of birth, immigrant student and date of entry into US school, which is provided by parent/guardian during the registration process. The Home Language Survey (HLS) is integrated into the registration form and is filled out by all parents of students entering FLVSFT. The Home Language Survey consists of 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 school’s ESOL Coordinator is notified by the registrar. Parents are advised that the student will need an aural/oral language assessment of English proficiency (IPT Online Screener) 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. Spanish speaking parents may receive assistance in Spanish from bilingual personnel at FLVS (Florida Virtual School) if needed.

Into what languages are the HLS translated?

The Home Language Survey is only provided in English, however bilingual personnel are available to assist parents during registration if needed.

How does the LEA assist parents 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, every effort will be made to obtain assistance with the registration process in their native language, as feasible.

How do you identify immigrant students?

The registration form collects the Date Entered US Schools (DEUSS) and country of birth at the time of registration. The school's registrar enters all information into the district platform (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 been attending one or more schools in any one or more States for more than 3 full academic years.

Based on this definition, the student's immigrant code is Y and data element number is 131785.

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

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

- ☐ Registrar
☒ 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.

IPT Online Screener

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 IPT Online Screener IPT Online Screener will be used to assess language proficiency. To ensure that the IPT Online Screener is administered, assigned personnel will check the ELL registration tab daily to determine if there are students who have an answer of "yes" to any question on the Home Language Survey and have been identified as LP (To Be Tested) in the ELL Tab of FOCUS, the district mainframe. According to the Consent Decree, personnel trained with the IPT Online Screener, as assigned by the Principal or Principal's designee, must schedule the listening and speaking tests within 20 school days of enrollment. The ESOL Coordinator or other qualified assessor will schedule the assessment, record test results, and then email both the teacher and registrar of completed testing to ensure that the listening and speaking test is conducted within the 20 days. The results will be entered into 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 or ZZ = Not applicable). Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after enrollment. If the student enrolls at another time during the school year, parents must be notified of ESOL program placement within two weeks.

If the listening and speaking test does not occur within 20 school days from the enrollment date, parents are informed using the Parent Notification of 20 Day Oral Language Assessment Delay letter beyond the 20 days sent via FOCUS Notification email. A copy of the letter is placed in the student's ELL Data View (ELL Folder) in FOCUS.

The Principal's designee and/or ESOL Coordinator has the responsibility of ensuring that parents thoroughly understand all program delivery models offered in the school and the school district for ELLs. Parents are kept informed during the testing eligibility and placement process in English and the parents' native language, as feasible.

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 IPT Online Screener is used as a placement test, and the ACCESS for ELLs 2.0 will be used annually to monitor growth and determine continued services. K-12 students who score English proficient on the Listening and Speaking assessment of the

IPT Online Screener are interviewed informally for further determination of proficiency. In grades 3-12, students are administered the Reading and Writing assessments of the IPT Online Screener in addition to the Listening and Speaking portions to determine if a student needs ESOL services.

The IPT Online Screener addresses skills typically required in regular instructional environments (i.e. non-Limited English Proficient or non-LEP) in grades K-12.

For the IPT Online Screener, scores will be calculated in each domain as the student takes the test using the IPT Online Screener Scoring Scales. The level of proficiency and qualification for the ESOL program will be determined based on the current state criteria. The District ESOL Coordinator will upload a copy of the score report into the student's ELL tab on the data mainframe (FOCUS) and the enter scores in the appropriate fields in the student's Test History section on FOCUS.

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?

When a student is placed in the ESOL Program based on the IPT Online Screener results, the District ESOL Coordinator will conduct an ELL Committee meeting that includes the parent, teacher, and administrator. An ELL plan is developed, signed by all parties, and shared on the FOCUS system. Teacher input and grades will also be considered.

Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based

solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision.

The ELL Committee may 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. The ELL Committee may reclassify a former ELL student during the two-year monitoring period and may also determine the ELL status of ESE students.

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 that are made about an individual student must be documented on the ELL Committee Report form, along with all other pertinent forms required, and these become part of the student's ELL file. Parents are provided with a copy of all the forms signed by all stakeholders present during the meeting, which are completed in English as well as the parent's native language, as feasible.

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.

When a student's previous records are unattainable, parents are asked to provide contact information regarding prior educational experience. Students may be assessed for skills and school-readiness competencies in addition to English language assessments to assist with proper program placement. If there are no records available at the time of registration, the school makes every effort to contact the previous school via telephone or in writing, regardless of location, to get as much information as possible regarding educational and testing history. ELLs are then

placed accordingly, and academic success is monitored to ensure that accurate placement decisions were made. These procedures are documented on a programmatic assessment form that is maintained in the student's electronic file in FOCUS.

Guidance counselors and registrar personnel will request that a transcript written in another language be translated and submitted to properly place students based on courses completed and grades earned in their countries. In addition, the following criteria to determine placement is used:

- Age appropriateness
- Documented prior educational services
- ELL Committee assessment – Diagnostic/Placement test in English and native language, as feasible
- 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 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

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

Students must have documentation of completed courses in order to receive high school credit. Course transfer credit may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. 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. Schools are prohibited from requesting documentation of students' immigrant status. Schools are also prohibited from making and keeping photocopies of any immigration documentation provided by parents as proof of birth date.

The age of the student will also be taken into consideration. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend

these meetings. The school principal or designee, guidance counselor, teacher, parents, District ESOL Coordinator and/or district administrator may be included to determine appropriate placement. A general profile of the student will be generated using target questions such as:

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

Once the information is collected, the ELL Committee convenes to make the best placement decision to meet the student's academic needs. The ELL Committee members 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. Interview results and actions or methods to locate student records via telephone and/or in writing to the previous school are documented in the ELL Student Plan. The ELL plan is placed in the student's ELL virtual file in 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 that are written in a language other than English. The district may provide specific training for school counselors and registrars periodically throughout the school year on transcript evaluation resources, such as acceptable websites and guides. Staff development logs are used to document all trainings. When schools have questions or need clarification, they contact the school administrators, district School Counseling Department or District ESOL Coordinator. 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 Florida Virtual School Full Time from another Florida school, state, or home country to make the most appropriate programmatic placement.

For LYs transferring from one school district to another within a calendar school year, no new assessment is necessary and ESOL services continue as indicated by previous school records. All original reporting data stays the same. For out of state LYs new to FL, the DEUSS date stays the same, but HLS, entry date, and classification date are changed to reflect Florida services. For students new to the country, the 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 with input from the guidance counselor, classroom teacher(s), and administrator (or designee) and other interested participants, including the student's parents.

The ELL plan will reflect the student's instructional program or schedule designated by the Program 130 code, which will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as initial IPT Online Screener score results, ACCESS for ELLs 2.0 data, and current state assessment data is included on the ELL plan.

The Initial Schedule of Classes is developed and implemented upon the student's enrollment at FLVS. The schedule is developed by the guidance counselor, with input from the District ESOL Coordinator if needed, and listed on the ELL plan.

If a change in the student's schedule occurs any time during the school year, an ELL Committee meeting will be scheduled with the parent.

The plan will be updated annually at the beginning of the school year and when services change and must reflect the most current ELL plan and service. It will be updated and maintained in the student's ELL virtual file in FOCUS.

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, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student's instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the IPT Online Screener as well as the designated Language Classification / ESOL level as determined by the test results. 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 through interviews to gain information on socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan.

[Sample ELL Plan on FOCUS.docx](#)

(See also Appendix M)

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.

In the Basic Mainstream/Inclusion models, the classroom teacher has a dual role as both a classroom teacher for all students as well as the ESOL teacher for ELLs. ELLs in mainstream-inclusion core subject areas receive comprehensible instruction through ESOL strategies, supplemental materials, and language support in classes with both ELLs and non-ELLs. The teacher is endorsed or certified in ESOL or is in the process of completing the ESOL training requirements. Teachers must have the appropriate training requirements, document ESOL strategies in their lesson plans and monitor ELLs' language acquisition progress. Schools must ensure that ELLs in this model are receiving a balanced curriculum that addresses their grade level, linguistic and academic needs.

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

Florida Virtual School Full Time currently has several ESOL Coordinators who serve our schools. The ESOL Coordinators provide assistance and monitoring that includes meeting with the principal or the principal's designee and verifying that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs. To ensure equal access to instruction, ELLs in grades K-12's class schedules are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards and is comprehensible, equal, and comparable in amount, sequence, quality, and scope as their non-ELL peers. Online curriculum and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School administrators are responsible for monitoring the implementation of ESOL strategies by the classroom ESOL endorsed teacher.

Equal access evidence can be observed during live lessons, virtual classroom visits, lesson plans, through use of materials, web 2.0 tools and audiovisuals, and through gradebook notations. 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.

ELLs should not be retained if appropriate instructional strategies, materials, and assessments have not been provided to meet their needs. Furthermore, ELLs cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Teachers can use a variety of formal and informal assessments, as well as portfolio work, to determine if content standards have been met. School based administrators, District ESOL Coordinator, guidance counselors and district staff are responsible for monitoring and ensuring comprehensible instruction.

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

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models' success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELLs. Teacher input is also requested.

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.

A monthly log is maintained in the Virtual School Administrator (VSA) system. Teachers input comments to document student performance and response to the instructional strategies being implemented in each class. Student performance and teacher comments serve as a monitoring tool to assess student success with implemented strategies.

Teachers' lesson plans document instructional strategies for ELL students and are monitored by school administrators. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, to target specific weaknesses identified by the ACCESS for ELLs, I-Ready, FLKRS, FSA. Instructional strategies are further monitored through detailed notes on the Virtual School Administrator (VSA), classroom observations and teacher interviews, and individualized student support and data from FOCUS.

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 and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom virtual walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration using the FLVS Teacher Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners.

Teachers select and implement ESOL strategies in their Live Lessons via ZOOM based on the second language acquisition proficiency level of the students. The following components of best practices are outlined in the Live Lesson observation sheet: Direct Instruction, Modeling, Guided Instruction, Independent practice, Collaboration and Group Activities, Lesson closure, and Follow Up.

Teachers document mastery of core curriculum with student work samples. The principal or assistant principal verifies the documentation of the use of ESOL strategies to make instruction comprehensible. For students who are not progressing linguistically and academically, a form is completed to address interventions, and a progress monitoring timeline is developed and implemented immediately in an ELL Committee meeting. This monitoring process is ongoing throughout the school year and is done a minimum of three times a year.

In addition, each ELL student identified has a log that teachers use monthly to document and monitor student progress using the ESOL strategies. ELL students also receive additional intervention through the use of I-Ready for elementary and middle school and high school.

Instructional practices for online teaching include the delivery usage of different methods and are based on the needs of each individual student and the Florida Common Core Standards. Teachers and students may use synchronous collaborative environments such as:

- Nearpod
- Zoom
- Padlet
- Google Apps

School administrators, counselors and the District ESOL Coordinator will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- a) Reviewing of the student's grades in all subject areas.
- b) Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools
- c) Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.
- d) Virtual classroom observations

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. The District ESOL Coordinator also conducts monitoring visits and provides modeling and curriculum development support 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: FSA, Discussion Based Assessments (DBA), i-Ready, FLKRS,

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 2021-2022](#)

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.

Formal retention recommendations for ELLs require review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990). 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, such as i-Ready, and parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

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 FLVSFT participate in the Florida Statewide FSA, ACCESS, and EOC assessments, as per their grade level. The principal or principal's designee is responsible for ensuring that all ELLs participate in the state assessment program for FSA and ACCESS. ALL FLVS Full Time students go to local assigned public schools for testing. The assigned school site works with the FLVS Evaluation Department to set up testing locations and assure accommodations are made available. The principal or principal's designee reviews the FSA Administration Manual every year to ensure that any additional accommodations allowed by FDOE are implemented accordingly.

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

Statewide content area assessments:

All ELLs will participate in statewide assessments. The District ESOL Coordinator works with the District Assessment Administrator and school-based assessment Managers to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

The District ESOL Coordinator assures that the accommodations for statewide assessment,

which are indicated in the Testing Assessment Manual and include flexible setting, flexible scheduling, flexible timing, limited assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries, are relayed to the testing coordinators at the testing locations. Additionally, flexible timing and use of English-to-Heritage language dictionary are permitted within the regular classroom. The parents are notified of the different testing accommodations in a letter sent by the ESOL Coordinator. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the ACCESS for ELL test administration are tested for language proficiency annually. ALL FLVS Full Time ELL students go to local assigned public schools for testing. The assigned school site works with the FLVS Assessment teams to set up testing locations and assure accommodations are made available.

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

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

- 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 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 in a language they can understand, unless not feasible. Parents are notified of assessment accommodations as part of the ELL Plan. When parents register their child for the FLVSFT Program, 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. We also use state released parent letters in English and those available in the parent's native language, as feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations

which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting option during testing. 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 FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and a score on the FSA ELA of 3 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 ELL Contact notifies the data specialist of exit data and the student code is changed from LY to LF and is monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

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 principal or principal's designee obtains 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. The principal or the principal's designee must be present in order for the ELL Committee to convene. Parents must be provided with a copy of exit forms, 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 English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

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

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

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

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

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

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

Conducting the follow-up performance of former ELLs?

ESOL Coordinator, Principal or Principal's Designee

Updating the student ELL plan?

ESOL Coordinator

Reclassification of ELL status in data reporting systems?

ESOL Coordinator, School Operations Administrator

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 on the monitoring forms used in the district's FOCUS system. If the progress in the mainstream classroom is not satisfactory, the ELL Committee must be

convened to discuss and implement intervention strategies, as applicable. An ELL Committee Meeting Report form is completed and filed in the appropriate documents section of the student ELL Plan on FOCUS. A copy must be provided to the parents in English and in their native language, as feasible. The principal or the principal's designee is responsible for ensuring that the monitoring process has been completed as required.

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

Per Consent Decree guidelines, reviews will occur as specified below:

- 1st report card after exiting the ESOL program;
- at the end of the 1st semester;
- at the end of the first year; and
- at the end to the second year.

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.

Any consistent pattern of continuous below-grade level performance on tests, grades or a GPA under 2.0 for secondary students shall result in the convening of the ELL Committee. The ELL Committee must convene for all students who do not obtain passing FSA scores during the two-year monitoring process. The ELL Committee members are required to document the needed interventions to assist the student in obtaining a higher FSA score and the Student ELL Plan is updated.

The procedures followed when the academic performance of former ELLs is not on grade level 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 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 into the mainframe, 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.

Compliance of ELL Plan and Student Performance

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

Student progress is monitored in the ELL file tab in FOCUS and is based on the targeted skills identified during initial testing, ACCESS for ELLs 2.0 and academic assessments. Assessment results and targeted skills are kept on the electronic ELL tab and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the District ESOL Coordinator.

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist. Student ELL plans and schedules are updated annually and monitored by the District ESOL Coordinator to ensure that ELLs are being provided the appropriate program 130.

Comprehensible instruction is monitored through virtual classroom observations and review of teacher lesson plans.

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, bilingual school staff will help translate components of the plan as feasible.

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

Instructional Leaders and the ESOL Coordinators, who are responsible for the implementation of the District ELL Plan, meet with school-based administrators at each school to make certain that appropriate instructional practices and procedures are in place. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. The district plan is discussed during SAC meetings with translators available if needed and during ELL Parent Leadership Council meetings where parent input and feedback is encouraged so that there is successful implementation. ESOL Team is also providing professional development to staff with best practices and strategies to implement with students to ensure the ELL Plan is implemented successfully. 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 notified by letters, maintained in student folders, and monitored by Title I. All letters, as well as all home-school communication must be provided to parents in a language that they can understand unless clearly not feasible.

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. Language assistance is provided via school and district personnel fluent in the parents/guardians' home language whenever feasible. Translation services, specifically in less commonly spoken languages, are also provided through bilingual staff, and university personnel and community volunteers (as available) which help build relationships with our parents.

A Parent Liaison for each school is currently responsible for disseminating information to parents through various means including but not limited to, newsletters, Family Resource Center website, FOCUS portal

messages, emails, and invitations to events and School Advisory Council meetings. The Parent Liaison monitors participation by families, and the District ESOL Coordinator assists with ensuring that the information to parents is accessible in a language that the parents can understand as feasible. Invitations to attend SAC meetings and other important notices are sent to parents in English, however these invitations and documents are currently shared through Parent Squared where the notices can be translated into several different languages directly on the site.

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.):

- | | |
|---|------------|
| <input checked="" type="checkbox"/> Results of language proficiency assessment | Appendix A |
| <input checked="" type="checkbox"/> Program placement | Appendix A |
| <input checked="" type="checkbox"/> Program delivery model option(s) | Appendix A |
| <input checked="" type="checkbox"/> Extension of ESOL instruction | Appendix B |
| <input checked="" type="checkbox"/> Exit from ESOL program | Appendix C |
| <input type="checkbox"/> Post-reclassification of former ELLs monitoring | |
| <input checked="" type="checkbox"/> Reclassification of former ELLs | Appendix D |
| <input checked="" type="checkbox"/> State and/or LEA testing | Appendix E |
| <input checked="" type="checkbox"/> Accommodations for testing (flexible setting) | Appendix F |
| <input checked="" type="checkbox"/> Annual testing for language development (ACCESS & FSA) | Appendix G |
| <input type="checkbox"/> Growth in language proficiency (Listening, Speaking, Reading, Writing) | |
| <input type="checkbox"/> Exemption from FSA in ELA for ELLs with DEUSS less than one year | |
| <input type="checkbox"/> Retention/Remediation/Good Cause | |
| <input type="checkbox"/> Transition to regular classes or course change | |
| <input checked="" type="checkbox"/> Invitation to participate in an ELL Committee Meeting | Appendix H |
| <input checked="" type="checkbox"/> Invitation to participate in the ELL Parent Leadership Council (PLC) | |
| https://docs.google.com/presentation/d/1w7Ek0oUR7IXx2bQEbVA-o2iMtUm1IHxcbXW1Wht8D5o/edit?usp=sharing | |

- ☐ 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

Appendix I

- ☐ 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)

<https://docs.google.com/presentation/d/1ylglYpmL5VHHcb1mOwCZi6KEOb4tVFfxDeVjBz2AAW0/edit#slide=id.p1>

Cards*

- | | | |
|---|---|------------|
| <input checked="" type="checkbox"/> Other (Specify) | ELL Committee Meeting Report | Appendix J |
| | Parent Notification of Ineligibility | Appendix K |
| | Notification of Delay in Language Proficiency Testing | Appendix L |
| | Notification of Language Proficiency Testing | Appendix L |
| | Student ELL Plan Template | Appendix M |
| | Home Language Survey Screen Shot | Appendix N |

[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.** Because of our limited number of ELLs, our report cards are only available in English, Parents have the option to view their entire FOCUS portal in their preferred language which would also incorporate the report cards.

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:

FLVSFT 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 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 most 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, ELL District Plan Committee, and ad hoc school based committee. The PLC Task Force makes recommendations for the development of the District ELL Plan. The officers also review and approve the District ELL Plan prior to it being submitted for School Board and State DOE approval.

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

The district provides opportunities to the District PLC for input and recommendations during the development of the district ELL plan at various meetings/conversations throughout the year and reviews the final District ELL Plan at a scheduled PLC meeting. 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.

The development of this plan is reflective of a collaborative effort in progress between the district PLC and Florida Virtual School Full Time. Many committees and subcommittees work to develop the content, beginning with district meetings and continuing with individual committee meetings. The committees and subcommittees include District PLC chair and co-chair, school-based PLC chairs and co-chairs, instructional coaches, parent/student advocates, parents from the learning communities, District ESOL Coordinator, School Administrators, and District Staff.

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 fulfill the ESOL endorsement requirements and complete 120 hours of ESOL training within three years. Prior ESOL training can be used and documentation is maintained in the teacher's personnel file. Staff members in the Office of Educator Certification 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. Staff who have passed the ESOL K-12 subject area exam can assist individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification.

The Office of Educator Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Educator Certification will be responsible for providing personnel with information concerning in-service training, advertising, and scheduling of classes. The Office of

Educator Certification will schedule, monitor, coordinate, and deliver the in- service training. Weighted FTE 130 may be claimed for these teachers.

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

The Office of Educator Certification will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Educator Certification will be responsible for providing personnel with information concerning in-service training, advertising, and scheduling of classes. The Office of Educator Certification will schedule, monitor, coordinate, and deliver the in-service training. Weighted FTE 130 may be claimed for these teachers.

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

All other instructional staff is notified of training requirements and opportunities through the posting of any ESOL training schedules on the District's Professional Learning Performance website and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email who in turn notify teachers. The district certification specialist is responsible for coordinating, issuing, and monitoring the notifications of any training presented on the district and school levels. The process is documented through FOCUS electronic files and maintained in the teacher's personnel file.

The Office of Educator Certification maintains a list of teachers who need ESOL training requirements. Documentation of staff development and training teachers have taken throughout the year are 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 Principal or Office of Educator Certification reports Category I teachers who are out of field to the Human Resources Department. Those teachers are then reported to the School Board 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 certification department 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 two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. 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 Certification Specialist notifies any administrator or instructor of ESOL requirements via email. Courses are offered during the school year through the Beacon online school. The Pathways system tracks completion of all requirements and reports are readily available throughout the year.

The Office of Educator Certification 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 in-service electronic records and maintained in the personnel file.

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 Beacon online. Pathways 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 Office of Educator Certification 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.

ELA and content area teachers, as well as school administrators, are informed of supplemental ESOL training through the Office of Educator Certification or District ESOL Coordinator. Staff can sign up for supplemental ESOL training courses or activities that are provided by the school district, DOE or WIDA facilitators. The District ESOL Coordinator will also work with staff to provide any needed supplemental staff development. Although these courses cannot be used towards the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English. 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 Full Time does not employ paraprofessionals. FLVSFT does have 15 or more ELLs with a native language background of Spanish; therefore, the district has designated bilingual personnel, including the District ESOL Coordinator, who are able to assist families and staff with communication, both verbal and written, in Spanish. If a parent makes a request for bilingual assistance, the District ESOL Coordinator or bilingual teacher on staff is called upon to translate for the parents. When a language other than Spanish is requested, FLVSFT tries to meet the needs as feasible.

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

Florida Virtual School Full Time does not employ paraprofessionals. However, designated bilingual professionals, such as the District ESOL Coordinator and other bilingual staff, are provided with in-service on an ongoing basis during pre-planning, orientation, early release days, Professional Study Day, summer institutes, small group area 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 and accommodation, and strategies for working with ELLs. The process is documented through Pathways, our in-service electronic files and maintained in the personnel file.

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

Florida Virtual School Full Time does not employ paraprofessionals. However, designated bilingual professionals, such as the District ESOL Coordinator and other bilingual staff, must pass an oral and written screening or show language fluency through an interview in Spanish. Spanish is the language representative of the top language spoken by English language learners in our district.

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

(see following page)

FLVS FULL TIME

2145 Metrocenter Blvd.
Orlando, FL 32835
P: 800.374.1430
F: info@flvs.net
W: flvs.net/fulltime



February 15, 2022

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:

- 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

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, providing the Data Processor with the student data to enter into the mainframe 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
- IPT Online Screener

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
- IPT Online Screener
- FSA ELA

***FLVS forms below will be updated beginning in 2022-2023 school year. Below are the forms we are currently using for 2021-2022 school year.

FLVS FULLTIME
11401 MacArthur Blvd.
Suite 100
Orlando, FL 32835

O: 800.374.1430
E: info@flvs.net
W: flvs.net/fulltime



NOTIFICATION OF ENTRY/PLACEMENT IN ESOL PROGRAM Florida Virtual School Full Time

Date: Click or tap to enter a date.

Student Name: Click or tap here to enter text.

Student ID# Click or tap here to enter text.

Grade: Click or tap here to enter text.

LEP Status: LY (ELL)

ELL Entry Date: Click or tap to enter a date.

Basis of Entry: Click or tap here to enter text.

Lang Class: Click or tap here to enter text.

Services: Mainstream/Inclusion
– Core/Basic Skills Areas

Provider: Classroom Teachers /
Subj Area Teachers & ESOL
Coordinator

DEUSS: Click or tap here to enter text.

Dear Parents / Guardians:

When you registered your child with FLVS FT, you answered questions on the Home Language Survey portion of the enrollment information. Based on your responses to the Home Language Survey, your child has a background in a language other than English. In accordance with the Federal and Florida Statute (F.A.C. 6A-6.0902) requirements and district procedures, your child has been assessed to determine eligibility status for the English for Speakers of Other Languages (ESOL) Program.

☐ **Your child qualifies for the ESOL program using the following criteria:**

☐ **Initial Placement Testing**

Name of Assessment: Choose an item.

Date of Assessment: Click or tap to enter a date.

Scores Listening: Click or tap here to enter text.

Speaking: Click or tap here to enter text.

Reading: Click or tap here to enter text.

Writing: Click or tap here to enter text.

☐ **Interview with student**

☐ **Interview with parents/guardians**

☐ **ELL Committee Determination** (attach copy of ELL Committee Meeting Report)

The goal of the ESOL program is to help your child learn English to meet appropriate academic standards for grade promotion and graduation. Although your child's expected graduation date is Click or tap here to enter text., the school's ELL Committee is available to meet with you anytime throughout your child's educational experience to review academic needs and placement recommendations. As an English Language Learner (ELL), your child will receive language and academic support until meeting exit criteria outlined in State Board Rule (SBR) 6A.6.0903.

Once exited from the ESOL program, your child will be monitored for two years to ensure academic success during this transition period. The school's ELL Committee is available to meet with you anytime throughout your child's educational experience to review academic needs and placement recommendations. Appropriate ESOL services will also be included in the guidelines and

recommendations in a student's Individualized Education Plan (IEP) if necessary, as described in Section 614(d) of the Individuals with Disabilities Education Act (IDEA).

ESOL programs adjust instruction to the child's strengths and needs by providing effective teaching strategies, as well as supplemental instructional materials or bilingual support. As a parent, you are encouraged to participate in developing your child's Student ELL Plan, as well as choose the appropriate instructional model for your child. Our school district provides English language instruction within the context of academic content, using grade-level curriculum, to students at various levels of English language proficiency by offering the following programs:

- ☒ **Mainstream/Inclusion English Language Arts (instruction with both ELLs and non-ELLs)**
- ☒ **Mainstream/Inclusion Basic Subject Areas (math, science, social studies, electives)**

The following instructional models for ELLs are not offered by FLVS FT:

- Sheltered English Language Arts (students receive instruction with ELLs only)
- Sheltered Basic Subject Areas (math, science, social studies, computer literacy/electives)
- One-way Developmental Bilingual Education (instruction in native language and English)
- Dual Language (instruction in target language and English)

TITLE III SERVICES

The Every Student Succeeds Act (ESSA) Title III guidelines allow districts to use federal funding to support their ESOL programs and provide supplemental services to ELLs. Parents may elect to refuse these supplemental Title III services. However, your child will still receive language and academic support and be annually assessed for English proficiency. If you need additional information regarding the ESOL or Title III program, please contact the FLVS Full Time ESOL Team at ESOLTeam@flvs.net.

If you do not want your child to receive supplemental services through Title III, please indicate by signing below and returning the form to ESOLTeam@flvs.net.

Student Name: [Click or tap here to enter text.](#)

Parent Name: [Click or tap here to enter text.](#)

- ☐ YES, I want my child to receive ESSA Title III supplemental services.
- ☐ NO, I do not want my child to receive ESSA Title III supplemental services.

Parent/Guardian Signature Date: [Click or tap here to enter text.](#)

This letter informs you of certain rights you have as a parent or guardian. If you have any questions regarding this notification, please do not hesitate to contact your school administrator or FLVS Full Time ESOL Coordinator at ESOLTeam@flvs.net.

Sincerely,

ESOL Team

ESOLTeam@flvs.net

Florida Virtual School FT

NOTIFICACIÓN DE ENTRADA / UBICACIÓN DEL PROGRAMA DE ESOL
Florida Virtual School Full Time

Fecha: Click or tap to enter a date.

Nombre de estudiante:
Click or tap here to enter text.

Status de LEP: LY (ELL)

Número ID de estudiante: Click or tap here to enter text.

Fecha de entrada: Click or tap to enter a date.

Grado: Click or tap here to enter text.

Basis de entrada: Click or tap here to enter text.

Clasificación de lenguaje:
Click or tap here to enter text.

Servicios: Mainstream/ Inclusion
– Core/ Basic Skills Areas

Proveedor: Classroom Teachers / Subj Area Teachers & ESOL Coordinator

DEUSS: Click or tap here to enter text.

Estimados padres / guardianes:

Cuando registró a su hijo en FLVS FT, respondió a preguntas en la parte de la Encuesta de Idioma del Hogar (Home Language Survey) de la información de inscripción. Según sus respuestas en la Encuesta sobre el idioma del hogar, su hijo tiene antecedentes en un idioma que no es el inglés. De acuerdo con los requisitos federales y de los Estatutos de Florida (F.A.C. 6A-6.0902) y de los procedimientos del distrito, su hijo ha sido evaluado para determinar la elegibilidad para el Programa de Inglés para Hablantes de Otros Idiomas (ESOL).

☐ **Su hijo califica para el programa de ESOL usando los siguientes criterios:**

☐ **Examen de Competencia en Inglés**

Nombre del Examen: Choose an item.

Fecha de examen: Click or tap to enter a date.

Escuchar: Click or tap here to enter text.

Hablar: Click or tap here to enter text.

Lectura: Click or tap here to enter text.

Escritura: Click or tap here to enter text.

Lenguaje Oral: Click or tap here to enter text.

Literacy: Click or tap here to enter text.

Comprensión: Click or tap here to enter text.

Total: Click or tap here to enter text.

☐ **Entrevista con estudiante**

☐ **Entrevista con padres / guardianes**

☐ **Determinación del Comité de ELL** (adjunte copia de reporte de la reunión del comité de ELL)

El objetivo del programa ESOL es ayudar a su hijo a aprender inglés para cumplir con los estándares académicos apropiados para la promoción de grado y la graduación. Aunque la fecha esperada de graduación de su hijo(a) es Click or tap here to enter text., el Comité de ELL está disponible para reunirse con usted en cualquier momento para discutir sobre la experiencia educativa de su hijo para revisar las necesidades académicas y las recomendaciones de colocación. Como estudiante del idioma inglés (ELL), su hijo recibirá apoyo académico y de idioma hasta que cumpla con los criterios de salida descritos en la Ley Estatal (SBR) 6A.6.0903.

Cuando salga del programa ESOL, su hijo será monitoreado por dos años para asegurar el éxito académico durante este período de transición. El Comité ELL de la escuela está disponible para reunirse con usted en cualquier momento a lo largo de la experiencia educativa de su hijo para revisar las necesidades académicas y las recomendaciones de colocación. Los servicios de ESOL apropiados también se incluirán en las pautas y recomendaciones del Plan de Educación Individualizado (IEP) de un estudiante, si es necesario, como se describe en la Sección 614 (d) de la Ley de educación para personas con discapacidades (IDEA).

Los programas de ESOL ajustan la instrucción a las fortalezas y necesidades del niño al proporcionar estrategias de enseñanza efectivas, así como materiales de instrucción complementarios o apoyo bilingüe. Como padre, se lo alienta a participar en el desarrollo del Plan para Estudiantes ELL de su hijo, así como a elegir el modelo de instrucción apropiado para su hijo. Nuestro distrito escolar proporciona instrucción en idioma inglés dentro del contexto del contenido académico, utilizando un plan de estudios de nivel de grado, a estudiantes en varios niveles de dominio del idioma inglés al ofrecer los siguientes programas:

- ☒ Tradicional/Inclusión de Artes del Lenguaje Inglés (instrucción tanto con estudiantes de ELL y no ELL)
- ☒ Tradicional/inclusión materias básicas (matemáticas, ciencias, estudios sociales, clases electivas)

FLVS FT no ofrece los siguientes modelos de instrucción para los ELL:

- Lenguaje en Inglés separado (los estudiantes reciben enseñanza solamente con estudiantes ELL)
- Materias básicas separadas (matemáticas, ciencias, estudios sociales, clases electivas)
- Desarrollo unidireccional de educación bilingüe (instrucción en el idioma nativo y en inglés)
- Lenguaje dual (instrucción en el idioma original y en inglés)

SERVICIOS DE TÍTULO III

Las directrices de Título III del Acto de Cada Estudiante Tener Éxito (The Every Student Succeeds Act – ESSA) permiten a los distritos escolares usar fondos federales para apoyar sus programas de ESOL y ofrecer servicios suplementarios a los estudiantes de ESOL. Los padres pueden optar por rechazar los servicios suplementarios del Título III. Sin embargo, su niño seguirá recibiendo apoyo lingüístico y académico y será evaluado anualmente en inglés. Si necesita información adicional sobre el programa de ESOL o si tiene preguntas sobre la ubicación de su hijo o el tipo de opciones de programas disponibles para usted, por favor comuníquese con el equipo de ESOL en FLVS.

Si no quiere que su hijo(a) reciba servicios suplementarios entre Título III, favor de indicar por firmando abajo y devolver este formulario por email: ESOLTeam@flvs.net.

Nombre de estudiante: Click or tap here to enter text. Nombre del padre / guardián: Click or tap here to enter text.

- ☐ Sí, quiero que mi hijo(a) reciba servicios suplementarios entre ESSA Título III
- ☐ No, no quiero que mi hijo(a) reciba servicios suplementarios entre ESSA Título III

Firma del Padre / Guardian: Fecha: Click or tap here to enter text.

Esta carta le informa sobre ciertos derechos que usted tiene como padre o guardián. Si tiene alguna pregunta sobre la asignación de su hijo(a) o las opciones de programas disponibles de ESOL, por favor contáctese [con](mailto:ESOLTeam@flvs.net) nosotros a ESOLTeam@flvs.net.

Atentamente,

Coordinadoras de ESOL
Florida Virtual School FT
ESOLTeam@flvs.net.

NOTIFICATION OF ESOL PROGRAM CONTINUATION Florida Virtual School Full Time

Date: Click or tap to enter a date.

Student Name: Click or tap here to enter text.

Student ID# Click or tap here to enter text.

Grade: Click or tap here to enter text.

LEP Status: Click or tap here to enter text.

ELL Entry Date: Click or tap to enter a date.

Basis of entry: Click or tap here to enter text.

Lang Classification: Click or tap here to enter text.

Services: Mainstream/ Inclusion – Core/ Basic Skills Areas

Provider: Classroom Teachers / Subj Area Teachers & ESOL Coordinator

DEUSS Date: Click or tap to enter a date.

Exit Date: Click or tap to enter a date.

FLVS FT Enrollment Date: Click or tap to enter a date.

Dear Parents / Guardians:

Our school district provides a program of language instruction for English Language Learners (ELLs) to attain English proficiency and meet the same challenging academic content and student achievement standards expected of all students.

Upon enrollment with FLVS FT, a language other than English was noted on your child's Home Language Survey. Your child has previously been identified as an English Language Learner (ELL). Federal and state law (F.A.C. 6A-6.0902) require that students in an ESOL program are assessed annually to demonstrate growth in language proficiency as well as academic achievement. **Based on the results of the state-approved assessment for measuring English language proficiency, your child continues to be eligible for ESOL services based on the following assessment data:**

☐ **Language Proficiency Testing:** ACCESS for ELLs 2.0

Date of Assessment: Click or tap to enter a date.

Listening: Click or tap here to enter text.

Speaking: Click or tap here to enter text.

Reading: Click or tap here to enter text.

Writing: Click or tap here to enter text.

Oral Lang: Click or tap here to enter text.

Literacy: Click or tap here to enter text.

Comprehension: Click or tap here to enter text.

Overall: Click or tap here to enter text.

Proficiency Level Descriptions:

- 1 – **Entering:** Knows and uses minimal social language and minimal academic language with visual support
- 2 – **Emerging:** Knows and uses some social English and general academic language with visual support
- 3 – **Developing:** Knows and uses social English and some specific academic language with visual support
- 4 – **Expanding:** Knows and uses social English and some technical academic language
- 5 – **Bridging:** Knows and uses social and academic language working with grade level material
- 6 – **Reaching:** Knows and uses social and academic language at the highest level measured by this test

☐ **FSA English Language Arts (ELA) Assessment results:**

Date: Click or tap here to enter text.

Scale Score: Click or tap here to enter text.

Achievement Level: Click or tap here to enter text.

☐ **Has been in the ESOL program two years or less.**

☐ **Current grades** (attach copy of current grade report)

☐ **ELL Meeting Determination:** (attach copy of ELL Committee Meeting Report)

The goal of the ESOL program is to help your child learn English in order to meet appropriate academic standards for grade promotion and graduation. ESOL programs adjust instruction to the child's strengths and needs by providing effective teaching strategies, as well as supplemental instructional materials or bilingual support. As a parent, you are encouraged to participate in developing your child's Student ELL Plan, as well as choose the appropriate instructional model for your child. Our school district provides English language instruction within the context of academic content, using grade-level curriculum, to students at various levels of English language proficiency by offering the following programs:

☒ **Mainstream/Inclusion English Language Arts (instruction with both ELLs and non-ELLs)**

☒ **Mainstream/Inclusion Basic Subject Areas (math, science, social studies, electives)**

The following instructional models for ELLs are not offered by FLVS FT:

- Sheltered English Language Arts (students receive instruction with ELLs only)
- Sheltered Basic Subject Areas (math, science, social studies, computer literacy/electives)
- One-way Developmental Bilingual Education (instruction in native language and English)
- Dual Language (instruction in target language and English)

As an English Language Learner (ELL), your child will receive language and academic support until meeting exit criteria outlined in State Board Rule (SBR) 6A.6.0903. While the rate of English language development varies between students, many exit the ESOL program in 2-6 years. Your child's English language development will be assessed annually until he/she achieves: a Composite score of at least 4.0 on the ACCESS for ELLs 2.0, a Reading score of at least 4.0 on the ACCESS for ELLs 2.0, an ELA score of at least 3 on the FSA (Grades 3-12) or a Reading score of at least concordant on the SAT or ACT, and meets specific academic achievement requirements.

Once exited from the ESOL program, your child will be monitored for two years to ensure academic success during this transition period. The school's ELL Committee is available to meet with you anytime throughout your child's educational experience to review academic needs and placement recommendations. Appropriate ESOL services will also be included in the guidelines and recommendations in a student's Individualized Education Plan (IEP) if necessary, as described in Section 614(d) of the Individuals with Disabilities Education Act (IDEA).

TITLE III SERVICES

The Every Student Succeeds Act (ESSA) Title III guidelines allow districts to use federal funding to support their ESOL programs and provide supplemental services to ELLs. Parents may elect to refuse these supplemental Title III services. However, your child will still receive language and academic support and be annually assessed for English proficiency. If you would like to refuse the Title III services, need additional information regarding the ESOL or Title III program, or if you have questions about your child's placement or the type of program options available to you, please contact the ESOL Team.

This letter informs you of certain rights you have as a parent or guardian. If you have any questions regarding this notification, please do not hesitate to contact your school administrator or the ESOL Team at FLVS ESOLTeam@flvs.net.

Sincerely,
ESOL Coordinators
Florida Virtual School FT
ESOLTeam@flvs.net.

FLVS: Original
Parent Copy: ELL file

Revised 4/2019

NOTIFICACIÓN DE CONTINUACIÓN EN EL PROGRAMA DE ESOL
Florida Virtual School Full Time

Fecha: Click or tap to enter a date.

Nombre de estudiante:

Click or tap here to enter text.

Número ID de estudiante: Click or

tap here
to enter text.

Grado: Click or tap here to

enter text.

Status de LEP: Click or tap
here to enter text.

Fecha de entrada: Click or tap
to enter a date.

Basis de entrada: Click or
tap here to enter text.

Clasificación de lenguaje:

Click or tap here to enter
text.

Servicios: Mainstream/ Inclusion
– Core/ Basic Skills Areas

Proveedor: Classroom
Teachers / Subj Area Teachers
& ESOL Coordinator

DEUSS: Click or
tap to enter a date.

Fecha de salida: Click or tap
to enter a date.

Fecha de inscripción a FLVS FT:
Click or tap to enter a date.

Estimados Padres y Guardianes:

Nuestro distrito escolar ofrece un programa de enseñanza de idioma para que los estudiantes de inglés (English Language Learners o ELLs) adquieran competencia en idioma inglés y logren manejar los mismos contenidos académicos y los mismos estándares de rendimiento exigentes aplicados a todos los estudiantes.

Al inscribirse en el Florida Virtual School FT, se anotó un idioma distinto al inglés en la Encuesta de Idioma del Hogar (Home Language Survey). Su hijo ha sido identificado previamente como estudiante de inglés (English Language Learner o ELL). Las leyes federales y estatales (F.A.C. 6A-6.0902) requieren que los estudiantes en el Programa de Inglés para Hablantes de Otros Idiomas (ESOL) sean evaluados anualmente para demostrar el progreso en la competencia lingüística y el rendimiento académico.

Establecido por los resultados de la evaluación aprobada por el estado para medir la competencia de inglés, su hijo(a) continúa siendo elegible para los servicios de ESOL en base a los siguientes datos de evaluación:

☐ **Examen de Competencia en Inglés:** ACCESS for ELLs 2.0

Fecha de examen: Click or tap to enter a date.

Escuchar: Click or tap
here to enter text.

Hablar: Click or tap
here to enter text.

Lectura: Click or tap
here to enter text.

Escritura: Click or tap
here to enter text.

Lenguaje Oral: Click or
tap here to enter text.

**Alfabetismo
(Literacy):** Click
or tap here to enter
text.

Comprensión: Click or
tap here to enter text.

Total: Click or tap here
to enter text.

Nivel de Competencia en Inglés:

- 1 – **Pre-principiante:** Conoce y usa un mínimo de lenguaje social y un mínimo de lenguaje académico con ayuda visual
- 2 – **Emergente:** Conoce y usa un poco de inglés social y lenguaje académico general con ayuda visual
- 3 – **En desarrollo:** Conoce y usa un inglés social y cierto lenguaje académico específico con ayuda visual
- 4 – **En expansión:** Conoce y usa un inglés social y cierto lenguaje académico técnico
- 5 – **Enlace:** Conoce y usa lenguaje social y académico trabajando con material modificado del nivel de grado
- 6 – **Completo:** Conoce y usa lenguaje social y académico al nivel más alto medido por esta prueba

☐ **Resultados del examen de FSA Lenguaje de Inglés (ELA):**

Fecha: Click or tap here to enter text.

Nota de Gama: Click or tap here to enter text.

Nivel de logro: Click or tap here to enter text.

☐ **Ha estado en el programa de ESOL dos años o menos.**☐ **Criterios de la Reunión del Comité de ELL:** (adjunte copia del reporte de la Reunión del Comité de ELL)

El objetivo del programa ESOL es ayudar a su hijo a aprender inglés para cumplir con los estándares académicos apropiados para la promoción de grado y la graduación. Los programas de ESOL ajustan la instrucción a las fortalezas y necesidades del niño al proporcionar estrategias de enseñanza efectivas, así como materiales de instrucción complementarios o apoyo bilingüe. Como padre, se lo alienta a participar en el desarrollo del Plan para Estudiantes ELL de su hijo, así como a elegir el modelo de instrucción apropiado para su hijo. Nuestro distrito escolar proporciona instrucción en idioma inglés dentro del contexto del contenido académico, utilizando un plan de estudios de nivel de grado, a estudiantes en varios niveles de dominio del idioma inglés al ofrecer los siguientes programas:

- ☒ Tradicional/Inclusión de Artes del Lenguaje Inglés (instrucción tanto con estudiantes de ELL y no ELL)
- ☒ Tradicional/inclusión materias básicas (matemáticas, ciencias, estudios sociales, clases electivas)

FLVS FT no ofrece los siguientes modelos de instrucción para los ELL:

- Lenguaje en Inglés separado (los estudiantes reciben enseñanza solamente con estudiantes ELL)
- Materias básicas separadas (matemáticas, ciencias, estudios sociales, clases electivas)
- Desarrollo unidireccional de educación bilingüe (instrucción en el idioma nativo y en inglés)
- Lenguaje dual (instrucción en el idioma original y en inglés)

Como estudiante del idioma inglés (ELL), su hijo recibirá apoyo académico y de idioma hasta que cumpla con los criterios de salida descritos en la Ley Estatal (SBR) 6A.6.0903. Aunque el índice de desarrollo en idioma inglés varía entre los estudiantes, muchos salen del programa de ESOL en 2-6 años. Todos los años se evaluará el desarrollo de su hijo(a) en el manejo del idioma inglés hasta que obtenga: un puntaje

en Composite de por lo menos 4.0 en el examen ACCESS for ELLs 2.0, un puntaje en Lectura de por lo menos 4.0 en el examen ACCESS for ELLs 2.0, un puntaje en ELA de por lo menos 3 en el examen FSA, un puntaje en Lectura de por lo menos concordante en el examen SAT, un puntaje en Reading de por lo menos concordante en el examen ACT, y alcance, por lo tanto, el nivel académico requerido.

Cuando salga del programa ESOL, su hijo será monitoreado por dos años para asegurar el éxito académico durante este período de transición. El Comité ELL de la escuela está disponible para reunirse con usted en cualquier momento a lo largo de la experiencia educativa de su hijo para revisar las necesidades académicas y las recomendaciones de colocación. Los servicios de ESOL apropiados también se incluirán en las pautas y recomendaciones del Plan de Educación Individualizado (IEP) de un estudiante, si es necesario, como se describe en la Sección 614 (d) de la Ley de educación para personas con discapacidades (IDEA).

SERVICIOS DE TÍTULO III

Las directrices de Título III del Acto de Cada Estudiante Tener Éxito (The Every Student Succeeds Act – ESSA) permiten a los distritos escolares usar fondos federales para apoyar sus programas de ESOL y ofrecer servicios suplementarios a los estudiantes de ESOL. Los padres pueden optar por rechazar los servicios suplementarios del Título III. Sin embargo, su niño seguirá recibiendo apoyo lingüístico y académico y será evaluado anualmente en inglés. Si necesita información adicional sobre el programa de ESOL o si tiene preguntas sobre la ubicación de su hijo o el tipo de opciones de programas disponibles para usted, por favor comuníquese con el departamento de ESOL.

Esta carta le informa sobre ciertos derechos que usted tiene como padre o guardián. Si tiene alguna pregunta sobre la asignación de su hijo(a) o las opciones de programas disponibles de ESOL, por favor contáctese [con](mailto:ESOLTeam@flvs.net) nosotros a ESOLTeam@flvs.net.

Atentamente,

Coordinadoras de ESOL

Florida Virtual School FT

ESOLTeam@flvs.net.

**NOTIFICATION OF ENGLISH LANGUAGE PROGRAM EXIT
Florida Virtual School Full Time**

Date: Click or tap to enter a date.

Student Name: Click or tap here to enter text.

Student ID# Click or tap here to enter text.

Grade: Click or tap here to enter text.

FLVS FT Enroll Date: Click or tap to enter a date.

ELL Entry Date: Click or tap to enter a date.

Lang Class: Click or tap here to enter text.

LEP Status: Click or tap to enter date

Basis of Entry: Click or tap here to enter text.

DEUSS: Click or tap here to enter text.

Dear Parents / Guardians:

Upon enrollment in the Florida Virtual School Full Time program, a language other than English was noted on your child's Home Language Survey. In compliance with Florida Statute 6A- 6.09021 and in accordance with district procedures, our school district is required to assess the English language proficiency of your child in listening, speaking, reading and writing. Because your child has previously been identified as an English Language Learner (ELL), he/she was placed into the English for Speakers of Other Languages (ESOL) Program. Your child is evaluated yearly to determine whether or not he/she should continue to receive ESOL program services based on Florida Statute 6A- 6.0903.

The ESOL Program is designed to address the linguistic, academic, and cultural needs of students who are determined to be limited English proficient. The primary objective of the ESOL Program is to develop English Language Learners' English skills in listening, speaking, reading, writing, and comprehension, as well as to facilitate instruction in content area subjects.

After evaluating your child's language proficiency and academic progress, your child has qualified to exit the ESOL program. Therefore, your child is no longer eligible for ESOL Program services. This decision was based on the following criteria:

- ☐ **A re-evaluation of your child's English language proficiency was conducted in all four domains (Reading, Writing, Listening, Speaking) using the IPT Online Screener. Your child demonstrated proficiency in all four areas.**

Date of IPT Online Screener: Click or tap to enter a date.

Listening: Click or tap here to enter text.

Speaking: Click or tap here to enter text.

Reading: Click or tap here to enter text.

Writing: Click or tap here to enter text.

- ☐ **Proficient in all four domains of the WIDA ACCESS for ELLs 2.0 assessment (Grades K-2)**
- ☐ **Proficient in all four domains of the WIDA ACCESS 2.0 assessment and earned a passing score on the grade level Florida Standards Assessment (FSA) in ELA (Grades 3-12)**

Date of ACCESS for ELLs 2.0: Click or tap to enter a date.

Listening: Click or tap here to enter text.

Speaking: Click or tap here to enter text.

Reading: Click or tap here to enter text.

Writing: Click or tap here to enter text.

Oral Lang: Click or tap here to enter text.

Literacy: Click or tap here to enter text.

Comprehension: Click or tap here to enter text.

Overall: Click or tap here to enter text.

☐ **FSA English Language Arts (ELA) Assessment results:**

Date: Click or tap here to enter text.

Scale Score: Click or tap here to enter text.

Achievement Level: Click or tap here to enter text.

☐ **Current and previous grades:** (attach copy of grade reports)

☐ **Other ELL Meeting Criteria:** (attach copy of ELL Committee Meeting Report)

☐ **Written recommendation and observation by current and previous instructional and supportive services staff**

☐ **Extent and nature of prior educational and academic experiences, social experiences, student interview**

☐ **Tests results other than the entry assessments** (specify test and results)

Your child's performance will be monitored for two years following the ESOL program exit date. During this two-year monitoring period, any consistent pattern of unsatisfactory performance will be referred to the ELL Committee for review and recommendations. As your child's parent, you may, at any time, ask for the ELL Committee to meet and discuss issues you may have concerning your child's academic performance.

This letter informs you of certain rights you have as a parent. If you have any questions regarding this notification or placement, please do not hesitate to contact ESOL Team at FLVS Full Time at ESOLTeam@flvs.net.

Sincerely,

ESOL Team
Florida Virtual School FT
ESOLTeam@flvs.net

FLVS: Original
Parent Copy: ELL file

Revised 4/2019

NOTIFICACIÓN DE SALIDA DEL PROGRAMA DE ESOL Florida Virtual School Full Time

Fecha: Click or tap to enter a date.

Nombre del estudiante:

Click or tap here to enter text.

Número ID de estudiante:

Click or tap here to enter text.

Grado: Click or tap here to enter text.

Fecha de inscripción en

FLVS FT: Click or tap to enter a date.

Fecha de ingreso a ESOL:

Click or tap to enter a date.

Fecha de nacimiento: Click or tap here to enter text.

Clasificación de lenguaje: LY (ELL)

Basis de entrada: Click or tap here to enter text.

DEUSS: Click or tap here to enter text.

Estimados Padres y Guardianes:

En el momento de inscripción en el programa de Florida Virtual School Full Time, se completó una encuesta para identificar el idioma hablado en el hogar (Home Language Survey). Indicó que su hijo(a) se introdujo un idioma que no es inglés. En virtud de legislación federal y estatal (Florida 6A- 6.09021) y con los procedimientos del distrito, nuestro distrito escolar debe evaluar la competencia de su hijo(a) en el idioma inglés a través de exámenes de comprensión oral, expresión oral, lectura, y escritura. Porque su hijo(a) ha sido identificado como un estudiante de inglés (English Language Learner o ELL), entró en el Programa de Inglés para Hablantes de Otros Idiomas (ESOL). Se evalúa a su hijo (a) anualmente para determinar si debe o no continuar recibiendo los servicios del programa, en conformidad con la ley Florida 6A- 6.0903.

El programa de ESOL está diseñado para atender las necesidades lingüísticas, académicas y culturales de estudiantes que se ha determinado que su competencia de inglés es limitada. El objetivo primario del programa de ESOL es desarrollar las habilidades de estudiantes en escuchar, hablar, leer, escribir y comprender el inglés, también para facilitar la enseñanza en asignaturas de otras áreas de contenido.

Después de evaluar la competencia de lenguaje de su hijo(a) y su progreso académico, su hijo(a) ha calificado a salir del programa de ESOL. Por lo tanto, ya no es elegible para los servicios del programa de ESOL. Esta decisión fue basada en los siguientes criterios:

- ☐ **Se realizó una reevaluación de competencia en el idioma inglés de su hijo(a) en los cuatro dominios (lectura, escritura, comprensión auditiva, expresión oral) utilizando el evaluador de WIDA. Su hijo(a) demostró competencia en las cuatro áreas:**

Fecha de IPT Online Screener: Click or tap to enter a date.

Escuchar: Click or tap here to enter text.

Hablar: Click or tap here to enter text.

Lectura: Click or tap here to enter text.

Escritura: Click or tap here to enter text.

- ☐ **Competente en los cuatro dominios de la evaluación WIDA ACCESS for ELLs 2.0 (Grados K – 2)**
- ☐ **Competente en los cuatro dominios de la evaluación WIDA ACCESS for ELLs 2.0 y una calificación apropiada en el Florida Standards Assessment (FSA) en ELA (Grados 3-12)**

Fecha del ACCESS for ELLs 2.0: Click or tap to enter a date.

Escuchar: Click or tap here to enter text.

Hablar: Click or tap here to enter text.

Lectura: Click or tap here to enter text.

Escritura: Click or tap here to enter text.

Lenguaje Oral: Click or tap here to enter text.

Alfabetismo / Literacy: Click or tap here to enter text.

Comprensión: Click or tap here to enter text.

Total: Click or tap here to enter text.

☐ **Resultados del examen de FSA Lenguaje de Inglés (ELA):**

Fecha: Click or tap here to enter text.

Nota: Click or tap here to enter text.

Nivel de logro : Click or tap here to enter text.

- ☐ **Calificaciones presentes y pasados:** (adjunte copia del reporte de calificaciones)
- ☐ **Otros criterios de la Reunión del Comité de ELL:** (adjunte copia del reporte de la Reunión del Comité de ELL)
 - ☐ **Recomendación y observación de personal de servicios de apoyo actual y previo**
 - ☐ **Extensión y clase de experiencias educativas y académicas anteriores, experiencias sociales, entrevista de estudiante**
 - ☐ **Resultados de pruebas que no sean las evaluaciones de entrada** (especifique pruebas y resultados)

Se monitoreará la realización de su hijo(a) por dos años desde la fecha de salida de ESOL. Durante estos dos años, si su hijo(a) demuestre realización insatisfactoria, será referido al comité de ELL para revisión y recomendaciones. Como padre/guardián, usted puede, en cualquier momento, pedir reunirse con el comité de ELL y discutir preocupaciones que usted tenga sobre la realización académica de su hijo(a).

Esta carta le informa sobre ciertos derechos que usted tiene como padre o guardián. Si tiene alguna pregunta sobre la asignación de su hijo(a) o las opciones de programas disponibles de ESOL, por favor contáctese con nosotros a ESOLTeam@flvs.net.

Atentamente,

ESOL Team
 Florida Virtual School FT
ESOLTeam@flvs.net

RECLASSIFICATION OF ENGLISH LANGUAGE LEARNER Florida Virtual School Full Time

Date: Click or tap to enter a date.

Student Name & DOB:

Click or tap here to enter text.

Student ID# Click or tap

here to enter text.

Grade: Click or tap here to

enter text.

LEP Status: Click or tap here to enter text.

ELL Entry Date: Click or tap to enter a date.

Basis of entry: Click or tap here to enter text.

Lang Classification: Click or tap here to enter text.

Services: Mainstream/Inclusion – Core/Basic Skills Areas

Provider: Classroom Teachers / Subj Area Teachers & ESOL Coordinator

DEUSS: Click or tap to enter a date.

Exit Date: Click or tap to enter a date.

FLVS FT Enroll Date: Click or tap to enter a date.

CRITERIA USED FOR RECLASSIFICATION DECISION:

- ☐ **Extent and nature of prior educational and academic experiences, social experiences, student interview** (include comments in report)
- ☐ **Written recommendation and observation by current and previous instructional and supportive services staff** (attach written recommendation / observation notes)
- ☐ **Grades from the current or previous years** (attach recent report card and/or progress report)

☐ **Test results other than entry assessments:**

FSA English Language Arts (ELA) Assessment results:

Date: Click or tap here to enter text.

Scale Score: Click or tap here to enter text.

Achievement Level: Click or tap here to enter text.

Other assessment: Click or tap here to enter text.

Date: Click or tap here to enter text.

Scale Score: Click or tap here to enter text.

Achievement Level: Click or tap here to enter text.

Monitoring History (as entered in FOCUS):

First monitoring report date: Click or tap to enter a date. Notes:	Second monitoring report date: Click or tap to enter a date. Notes:
Third monitoring report date: Click or tap to enter a date. Notes:	Fourth monitoring report date: Click or tap to enter a date. Notes:

Recorded input and decision justification from attendees (REQUIRED):

Include a list of strategies that will be implemented to assist ELL student in achieving success (select all that apply). These are in addition to ESOL Accommodations provided in the ELL Plan.

- | | |
|--|--|
| <input type="checkbox"/> Repeat, clarify, summarize directions | <input type="checkbox"/> Peer Assistance |
| <input type="checkbox"/> Repeat/paraphrase directions | <input type="checkbox"/> Illustrate, label, simulate or dramatize in place of written response |
| <input type="checkbox"/> Graphic organizers | <input type="checkbox"/> Highlight keywords in directions in directions/task/text |
| <input type="checkbox"/> One on One instruction | <input type="checkbox"/> Total Physical Response |
| <input type="checkbox"/> Extra time for assignments | <input type="checkbox"/> Digital tools / additional software |
| <input type="checkbox"/> Lessons broken into smaller segments | <input type="checkbox"/> Charts (T-Chart, Flowcharts) |
| <input type="checkbox"/> Reduced assignments (number of questions) | <input type="checkbox"/> Anticipation Guide |
| <input type="checkbox"/> Oral reading directions, questions, question stems, and prompts | <input type="checkbox"/> Cornell notes / Notetaking strategies |
| <input type="checkbox"/> Gestures, demonstrations, examples | <input type="checkbox"/> Interactive Notebook |
| <input type="checkbox"/> Increased use of visuals to explain content | <input type="checkbox"/> Other _____ |
| <input type="checkbox"/> Small group | |

Include a list of Interventions that will be used with the student (select all that apply):

- ☐ RTI (include days/times per week) _____
- ☐ MTSS (include days/times per week) _____
- ☐ Resource Teacher (include days/times per week) _____
- ☐ Other (explain): _____

ELL Committee Members' signatures (four required, one must be an administrator)

Administrator title, FLVS FT

ESOL Coordinator

Parent

Teacher

Teacher / Other

RECLASIFICACIÓN DE ESTUDIANTES DEL IDIOMA INGLES (ELL)
Florida Virtual School Full Time

Fecha: Click or tap to enter a date.

Nombre y fecha de nacimiento: Click or tap here to enter text.

Status de lenguaje: Click or tap here to enter text.

Clasificación de lenguaje: Click or tap here to enter text.

DEUSS: Click or tap to enter a date.

Student ID# Click or tap here to enter text.

Fecha de entrar en ESOL: Click or tap to enter a date.

Servicios: General / Inclusión - Áreas de habilidades básicas / básicas

Fecha de salida: Click or tap to enter a date.

Grado: Click or tap here to enter text.

Basis de entrada: Click or tap here to enter text.

Proveedor: Maestros del salón / del área de tema y Coordinadora de ESOL

Fecha de inscripción en FLVS FT: Click or tap to enter a date.

CRITERIO USADO POR LA DECISIÓN DE RECLASIFICACIÓN:

☐ **Extensión y naturaleza de las experiencias académicas y educativas anteriores, experiencias sociales, entrevista con estudiante** (incluir comentarios en el informe)

☐ **Recomendación escrita y observación por parte del personal actual y anterior de los servicios de instrucción y apoyo** (adjunte recomendaciones escritas / notas de observación)

☐ **Calificaciones de los años actuales o anteriores** (adjunte el reporte de calificaciones reciente y / o el informe de progreso)

☐ **Resultados de la prueba que no sean evaluaciones de entrada:**

Resultados del examen de FSA Lenguaje (ELA):

Fecha: Click or tap here to enter text.

Nota: Click or tap here to enter text.

Nivel de realizar: Click or tap here to enter text.

Otra prueba: Click or tap here to enter text.

Fecha: Click or tap here to enter text.

Nota: Click or tap here to enter text.

Nivel de realizar: Click or tap here to enter text.

Historia de monitorizar (como está documentado en FOCUS):

Primera fecha de monitorizar: Notas:	Segunda fecha de monitorizar: Notas:
Tercera fecha de monitorizar: Notas:	Cuarta fecha de monitorizar: Notas:

Documentación y justificación de decisión de los asistentes (REQUERIDO):

Incluya una lista de estrategias que se implementarán para ayudar al estudiante ELL a tener éxito (seleccione todas las que correspondan). Estos son además de las adaptaciones de ESOL provistas en el Plan ELL.

- | | |
|--|---|
| <input type="checkbox"/> Repetir, aclarar, resumir direcciones | <input type="checkbox"/> Grupo pequeño |
| <input type="checkbox"/> Repetir / parafrasear direcciones | <input type="checkbox"/> Asistencia entre compañeros |
| <input type="checkbox"/> Organizadores gráficos | <input type="checkbox"/> Ilustrar, etiquetar, simular o dramatizar en lugar de la respuesta escrita |
| <input type="checkbox"/> Instrucción uno a uno | <input type="checkbox"/> Resaltar palabras clave en direcciones en direcciones / tarea / texto |
| <input type="checkbox"/> Tiempo extra para tareas | <input type="checkbox"/> Respuesta física total |
| <input type="checkbox"/> Lecciones divididas en segmentos más pequeños | <input type="checkbox"/> Herramientas digitales / software adicional |
| <input type="checkbox"/> Asignaciones reducidas (número de preguntas) | <input type="checkbox"/> Gráficos (T-Chart, diagramas de flujo) |
| <input type="checkbox"/> Instrucciones de lectura oral, preguntas, preguntas y sugerencias | <input type="checkbox"/> Guía de anticipación |
| <input type="checkbox"/> Gestos, demostraciones, ejemplos | <input type="checkbox"/> Notas de Cornell / Estrategias para tomar notas. |
| <input type="checkbox"/> Más uso de imágenes para explicar el contenido | <input type="checkbox"/> Cuaderno interactivo |
| | <input type="checkbox"/> Otro _____ |

Incluya una lista de intervenciones que se utilizarán con el estudiante (seleccione todas las que correspondan):

- ☐ RTI (incluya días / veces por semana) _____
- ☐ MTSS (incluya días / horas por semana) _____
- ☐ Maestro de recursos (incluya días / horas por semana) _____
- ☐ Otro (explica) _____

Firmas de los miembros del Comité de ELL (cuatro requeridas, una debe ser un administrador)

Título de administrador, FLVS FT

Coordinadora de ESOL

Padre

Maestra

Maestra / Otra persona

Date:

Dear Parent and Student,

You are receiving this email because your 3rd grade elementary school student has been identified as needing to complete the FSA English Language Arts (ELA) Reading Assessment during the upcoming spring testing round. All elementary school students in grade 3 are required to participate in FSA ELA testing through their local elementary school or locally decided upon testing center. For 3rd grade, the ELA Assessment consists of just the Reading component. The ELA Reading assessment is a paper-based exam and consists of two 80-minute sessions held over the course of two days during the window of April 1st – 12th. Students must attend both days of testing in order to receive their FSA ELA score.

Please see below with important reminders to ensure successful testing:

1. Your FLVS Assessment Technician will reach out to you as soon as we receive the following information from your local test site: **ZONED SCHOOL**
 - a. Specific dates/times within the testing window that your student should report for testing
 - b. Location student should report to
 - c. Any specific school requirements to ensure successful testing of student

***Please do not reach out to the test site for testing information.
Our testing team does that for you***
2. The contact information for the Assessment Technician assigned to your student is listed below. You may login to your Parent Portal account in FOCUS and access this information along with your student's testing location at any time. Please feel free to reach out to your assigned technician if you have any questions/concerns.
Technician Name: **TECH NAME**
Email Address: **TECH EMAIL**
Phone Number: **TECH PHONE**
3. Students need to complete the Student Practice Test to familiarize themselves with the paper-based testing format. The link to complete the practice test is as follows:
<http://www.fsassessments.org/students-and-families/practice-tests/>

Please see attachment for specific directions on how to complete the FSA practice test
4. Taking this assessment at your assigned test site is a requirement of Florida Virtual School Full Time. These assessments can impact promotion of all full time, public school students so it is imperative that the steps mentioned above are completed immediately. Failure to participate in state mandated assessments may lead to removal from the FLVS FT program.
5. Please review the following policies with your student before testing:

■ **Electronic Devices**—If your student is found with ANY electronic devices, including but not limited to cell phones and smartphones, at any time during testing OR during breaks (e.g., restroom, lunch), his or her test will be invalidated, which means it will not be scored. The best practice is for students to leave devices at home on the day of testing.

■ **Testing Rules Acknowledgment**—All assessments include a Testing Rules Acknowledgment that reads, “I understand the testing rules that were just read to me. If I do not follow these rules, my test score may be invalidated.” Prior to testing, test administrators will read the rules to students, and students must acknowledge that they understand the testing rules by signing their name under the statement.

■ **Discussing Test Content after Testing**—The last portion of the testing rules read to students before they affirm the acknowledgment states, “After the test, you may not discuss the test items with anyone. This includes any type of electronic communication, such as texting, emailing, or posting to blogs or websites like Facebook or Twitter.” If students are found sharing information about test items, even without the intent to cheat, their tests will be invalidated.

■ **Test Invalidations**—Students are responsible for doing their own work on the test and for protecting their answers from being seen by others. If students are caught cheating during testing, their tests will be invalidated. The Florida Department of Education (FDOE) employs a test security company, Caveon Test Security, to analyze student test results to detect unusually similar answer patterns. Student results within a school that are found to have extremely similar answer patterns will be invalidated.

■ **Leaving Campus**—If your student leaves campus before completing the test (for lunch, an appointment, illness, etc.), he or she WILL NOT be allowed to complete the test. Please remember not to schedule appointments on testing days.

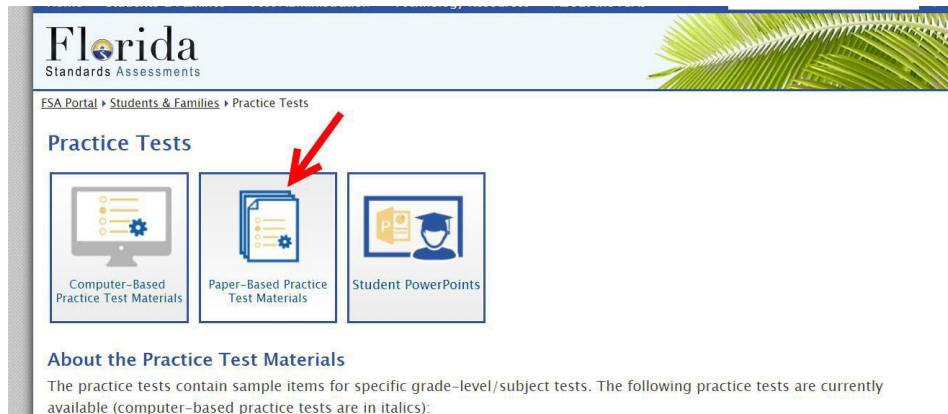
We look forward to a successful spring testing season. Please do not hesitate to reach out to your Assessment Technician or email FLVSFTk5Testing@flvs.net if you need anything.

Shauna Van Horne, Assessment Manager
Christina Dilly, Assessment Specialist

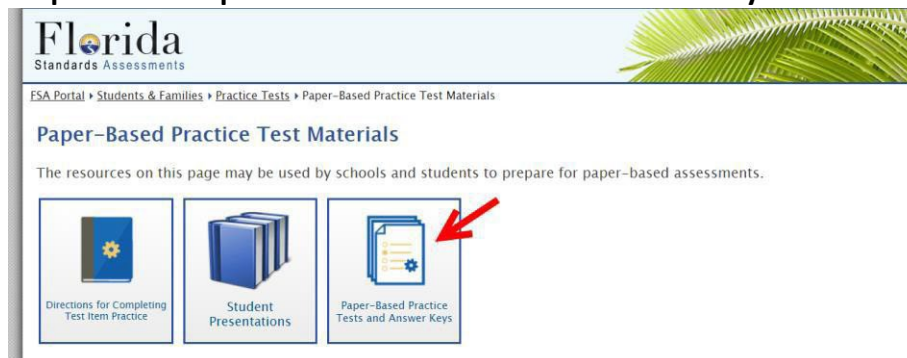
Steps to Complete FSA English Language Arts: Writing Component Practice Test

Step 1: Click “Paper-Based Practice Test Materials” from the link:

<http://www.fsassessments.org/students-and-families/practice-tests/>



Step 2: Click “Paper-Based Practice Tests and Answer Keys



Step 3: Choose Grade 3 FSA ELA Paper-Based Practice Test PDF from the list

- [Grade 6 FSA ELA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 7 FSA ELA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 8 FSA ELA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 9 FSA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 10/Retake FSA ELA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 3 FSA ELA Reading Paper-Based Practice Test](#) [PDF]
- [Grade 4 FSA ELA Reading Paper-Based Practice Test](#) [PDF]

Step 4: Read all items/passages and complete the practice test to see how the assessment will look when you go to take it.

Fecha:

Estimado Padre y Estudiante,

Está recibiendo este correo electrónico porque se ha identificado que su estudiante de escuela primaria de 3er grado necesita completar la Evaluación de Lectura de Artes de Lenguaje en Inglés (ELA) de FSA durante la próxima ronda de exámenes de primavera. Se requiere que todos los estudiantes de escuela primaria de tercer grado participen en las pruebas FSA ELA a través de su escuela primaria local o decidan localmente el centro de evaluación. Para el 3er grado, la evaluación ELA consiste solo en el componente de lectura. La evaluación de lectura de ELA es un examen basado en papel y consiste en dos sesiones de 80 minutos que se llevan a cabo en el transcurso de dos días durante la ventana del 1 al 12 de abril. Los estudiantes deben asistir a los dos días de exámenes para recibir su calificación FSA ELA.

Por favor vea a continuación con recordatorios importantes para asegurar una prueba exitosa:

1. Su técnico de evaluación de FLVS se comunicará con usted tan pronto como recibámosla siguiente información de su sitio de prueba local: **ESCUELA ZONADA**
 - a. Fechas / horas específicas dentro de la ventana de prueba que su estudiante debe reportar para la prueba
 - b. Local donde el estudiante debe reportar
 - c. Cualquier requisito escolar específico para asegurar el éxito de la prueba del estudiante.

*** No se dirija al sitio de prueba para obtener información sobre las pruebas.**

Nuestro equipo de pruebas hace eso por ti *

2. La información de contacto del técnico de evaluación asignado a su estudiante se encuentra a continuación. Puede iniciar sesión en su cuenta del Portal de Padres en FOCUS y acceder a esta información junto con la ubicación de prueba de su estudiante en cualquier momento. No dude en ponerse en contacto con su técnico asignado si tiene alguna pregunta o inquietud.

Nombre del técnico: **NOMBRE DE TECHO**

Dirección de correo electrónico: **TECH EMAIL**

Teléfono: **TECH PHONE**

3. Los estudiantes deben completar el Examen de práctica del estudiante para familiarizarse con el formato de examen en papel. El enlace para completar el examen de práctica es el siguiente:
<http://www.fsassessments.org/students-and-families/practice-tests/>

*** Consulte el adjunto para obtener instrucciones específicas sobre cómo completar el examen de práctica FSA ***

4. Tomar esta evaluación en el sitio de prueba asignado es un requisito de Florida Virtual School Full Time. Estas evaluaciones pueden afectar la promoción de todos los estudiantes de escuelas públicas de tiempo completo, por lo que es imperativo que los pasos mencionados

anteriormente se completen de inmediato. No participar en las evaluaciones obligatorias del estado puede llevar a la eliminación del programa FLVS FT.

5. Por favor revise las siguientes políticas con su estudiante antes de la prueba:

■ **Dispositivos electrónicos:** si se encuentra a su estudiante con CUALQUIER dispositivo electrónico, incluidos, entre otros, teléfonos celulares y teléfonos inteligentes, en cualquier momento durante las pruebas O durante los descansos (por ejemplo, baños, almuerzo), su prueba se invalidará, lo que significa que no será puntuado. La mejor práctica es que los estudiantes dejen los dispositivos en casa el día de la prueba.

■ **Reconocimiento de reglas de prueba:** todas las evaluaciones incluyen un Reconocimiento de reglas de prueba que dice: “Entiendo las reglas de prueba que me acaban de leer. Si no cumplo con estas reglas, mi puntaje de la prueba puede ser invalidado.” Antes de las pruebas, los administradores de las pruebas leerán las reglas a los estudiantes, y los estudiantes deben reconocer que entienden las reglas de las pruebas firmando su nombre debajo de la declaración.

■ **Discutir el contenido de la prueba después de la prueba:** la última parte de las reglas de la prueba leída a los estudiantes antes de que afirmen los estados de reconocimiento: “Después de la prueba, no puede hablar sobre los elementos de la prueba con nadie. Esto incluye cualquier tipo de comunicación electrónica, como mensajes de texto, correos electrónicos o publicaciones en blogs o sitios web como Facebook o Twitter”. Si se encuentra que los estudiantes comparten información sobre elementos de prueba, incluso sin la intención de hacer trampa, se invalidarán sus pruebas.

■ **Invalidaciones de exámenes:** los estudiantes son responsables de hacer su propio trabajo en el examen y de proteger sus respuestas para que no sean vistas por otros. Si los estudiantes son atrapados haciendo trampa durante las pruebas, sus pruebas serán invalidadas. El Departamento de Educación de Florida (FDOE) emplea a una compañía de seguridad de prueba, Caveon Test Security, para analizar los resultados de las pruebas de los estudiantes para detectar patrones de respuesta inusualmente similares. Se anularán los resultados de los estudiantes dentro de una escuela que tengan patrones de respuesta extremadamente similares.

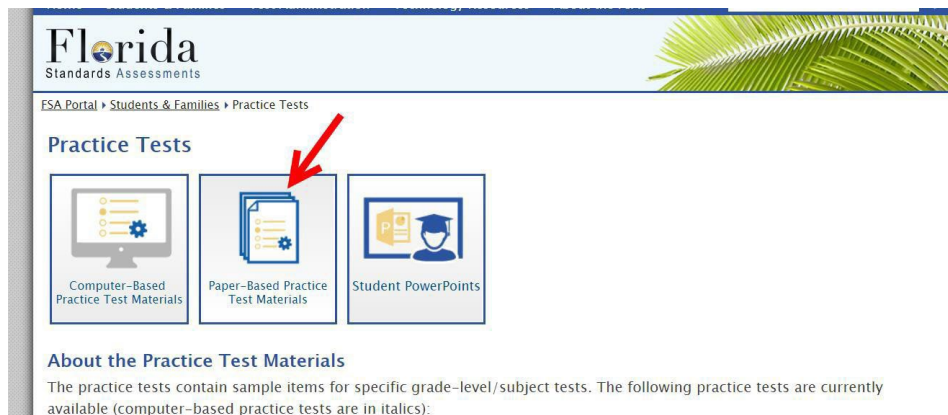
■ **Abandono del campus:** si su hijo abandona el campus antes de completar el examen (para él almuerzo, una cita, una enfermedad, etc.), NO se le permitirá completar el examen. Por favor recuerde no programar citas en los días de exámenes.

Esperamos una exitosa temporada de pruebas de primavera. No dude en comunicarse con su técnico de evaluación o envíe un correo electrónico a FLVSFTk5Testing@flvs.net si necesita algo.

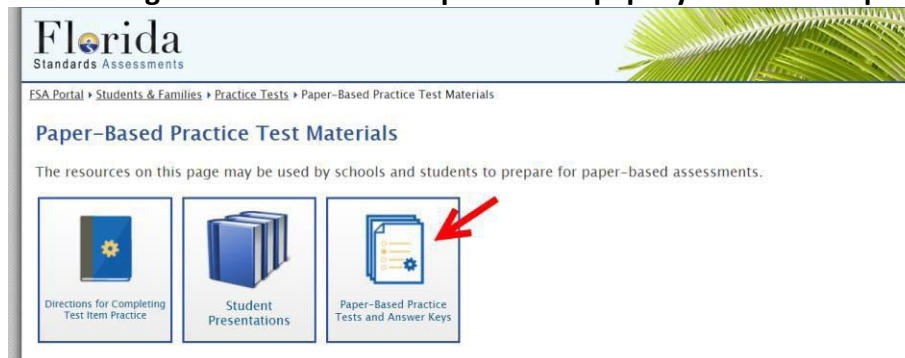
Shauna Van Horne, gerente de evaluación
Christina Dilly, especialista en evaluación

Pasos para completar FSA Artes del idioma inglés: examen de práctica de componente de escritura

Paso 1: Haga clic en "Materiales de prueba de práctica basados en papel" en el enlace:
<http://www.fsassessments.org/students-and-families/practice-tests/>



Paso 2: Haga clic en "Pruebas de práctica en papel y claves de respuesta"



Paso 3: Elija el PDF de prueba de práctica en papel ELA FSA de grado 3 de la lista

- [Grade 6 FSA ELA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 7 FSA ELA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 8 FSA ELA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 9 FSA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 10/Retake FSA ELA Writing Paper-Based Practice Test](#) [PDF]
- [Grade 3 FSA ELA Reading Paper-Based Practice Test](#) [PDF]
- [Grade 4 FSA ELA Reading Paper-Based Practice Test](#) [PDF]

Paso 4: Lea todos los elementos / pasajes y complete la prueba de práctica para ver cómo se verá la evaluación cuando vaya a tomarla.

FLVS FULL TIME

2145 Metrocenter Blvd.
Suite 100
Orlando, FL 32835

O: 800.374.1430
E: info@flvs.net
W: flvs.net/fulltime

APPENDIX F



DISTRICT AND STATEWIDE TESTING: ACCOMMODATIONS
Florida Virtual School Full Time

Date: Click or tap to enter a date.

Student name: Click or tap here to enter text.

Student ID: Click or tap here to enter text.

Grade: Click or tap here to enter text.

Dear Parents or Guardians,

School districts are required to offer accommodations to English Language Learners (ELL) who are participating in the Florida Standards Assessments and currently receiving services in a program operated in accordance with an approved district ELL Plan. An accommodation that is allowable for your child is Flexible Setting. This accommodation allows the student to be tested in a separate room with the English for Speakers of Other Languages (ESOL) teacher or heritage language teacher serving as test administrator.

Additional accommodation allowances for your child include:

- ☐ Flexible Scheduling (additional time to complete testing within one school day)
- ☐ Approved Dictionary or Glossary (use of heritage language dictionary)
- ☐ Assistance in Heritage Language (limited assistance)

If you have a question or preference regarding these specific ELL accommodations, please contact our assessment department at FLVSFT612Testing@flvs.net.

Sincerely,

ESOL Team
FLVS FT
ESOLTeam@flvs.net

FLVS: Original
Parent Copy: ELL file

Revised 4/2019

EVALUACIONES DEL DISTRITO Y DEL ESTADO: ADAPTACIONES
Florida Virtual School Full Time

Fecha: Click or tap to enter a date.

Nombre de estudiante: Click or tap here to enter text.

Número ID de estudiante: Click or tap here to enter text.

Grado: Click or tap here to enter text.

Estimados padres o guardianes,

Los distritos escolares ofrecen adaptaciones a todos los estudiantes aprendiendo el inglés (ELLs) que están participando en las Evaluaciones de los Estándares de Florida (FSA) y que reciben servicios a través de un programa sujeto al Plan de Aprendizaje del Idioma Inglés (ELL Plan) aprobado por el distrito. Una de las adaptaciones se llama Ambiente Flexible (Flexible Setting). Con esta adaptación, se permite para su hijo(a) tener la oportunidad de rendir los exámenes en un lugar a parte, bajo la supervisión de un coordinador del Departamento de Inglés para Hablantes de Otros Idiomas (ESOL) o de un maestro que tenga dominio del idioma de los estudiantes que están siendo evaluados.

Adicionales adaptaciones permitidas para su hijo(a) incluye:

- ☐ Horario flexible (tiempo adicional para completar los exámenes dentro de un día escolar)
- ☐ Diccionario o glosario aprobado (uso del diccionario del idioma de herencia)
- ☐ Asistencia en el idioma de herencia (asistencia limitada)

Si tienen alguna pregunta o preferencia en relación con el método que se usa para la administración de las evaluaciones, por favor contáctense con el departamento de evaluaciones a FLVSFT612Testing@flvs.net.

Atentamente,

ESOL Team
Florida Virtual School FT
ESOLTeam@flvs.net

[Date]

Dear Parent/Guardian,

The purpose of this letter is to inform you that your student will be taking the ACCESS for ELLs between January 28, 2019 and March 22, 2019. ACCESS for ELLs measures your student's progress in listening, speaking, reading, and writing English language skills. Later this spring, your student will receive an Individual Student Report that provides information about how well he or she is progressing in the English language.

Please review the following policies with your child before testing:

■ **Electronic Devices**—If your student is found with ANY electronic devices, including, but not limited to, cell phones and smart phones, at any time during testing OR during breaks, his or her test section will be invalidated, which means it will not be scored. The best practice is for students to leave electronic devices at home or in their lockers on the day of testing.

■ **Leaving Campus**—If your student leaves campus before completing a test section (for an appointment, illness, etc.), he or she WILL NOT be allowed to complete that test section. If your student does not feel well on the day of testing, it may be best for him or her to wait and be tested on the make-up day.

To learn more about ACCESS for ELLs, a helpful *Parent Handout* is available exclusively online (<http://fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.shtml>) under [Assessment Resources](#) in the following languages: Arabic, Chinese, English, Haitian Creole, Hmong, Spanish, Somali, and Vietnamese. If you have any questions related to this test administration, you may contact [School Contact] at [Contact Info].

Thank you for supporting your student as he or she prepares for the test.

Sincerely,

[Principal Name]

FLVS Full Time

[Fecha del día y mes]

Estimado/a Madre, Padre, o Tutor Legal,

El propósito de esta carta es para informarlos que su hijo/a tomará la prueba ACCESS for ELLs entre el 28 de enero 2019 y el 22 de marzo 2019. La prueba es para medir el progreso del estudiante y consiste de cuatro secciones: Escuchar, Hablar, Leer y Escribir. Más adelante, en la primavera, su hijo/a recibirá un reporte individual del/de la estudiante (*Individual Student Report*) que proporciona información sobre el progreso de él/ella en cuanto al desarrollo del inglés.

Por favor revise las siguientes reglas con su hijo/a antes de los días de pruebas:

■ **Los aparatos electrónicos**—Si su hijo/a es encontrado/a con cualquier aparato electrónico, incluyendo, pero no limitado a, los teléfonos celulares y “smart phones”, en cualquier momento durante la prueba o durante los recesos, esa sección de la prueba de su hijo/a será invalidada, que quiere decir que no será calificada. Lo mejor es que los estudiantes dejen los aparatos electrónicos en casa o en sus taquillas el día de administración de la prueba.

■ **Salir del campus**—Si su hijo/a se va del campus antes de completar una sección de la prueba (debido a una cita, o por enfermedad, etc.), a él o a ella **no le será permitido/a completar** esa sección de la prueba. Si su hijo/a no se siente bien el día del examen, quizás será mejor que él/ella no tome la prueba hasta el día de recuperación designado.

Para obtener más información sobre la prueba ACCESS for ELLs, un Folleto para Padres (*Parent Handout*) útil está disponible exclusivamente en línea (online) en la página web:

(<http://fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.shtml>)

bajo recursos de evaluación en el los siguientes idiomas: árabe, chino, inglés, criollo haitiano, hmong, español, somalí y vietnamita. Si usted tiene cualquier pregunta relacionada con la administración de esta prueba, puede ponerse en contacto con [Nombre del representante en la escuela] al [Información del representante].

Le agradecemos el apoyo que usted le proporciona a su hijo/a mientras que él/ella se prepara para la prueba.

Atentamente,

[Nombre del Director de la Escuela]

FLVS Full Time

PARENT NOTIFICATION OF ELL COMMITTEE MEETING
Florida Virtual School Full Time

Date: Click or tap to enter a date.

Dear Parents or Guardians of: Click or tap here to enter text.

Student ID#: Click or tap here to enter text. **Grade:** Click or tap here to enter text.

You are invited to attend and participate in an English Language Learner (ELL) Committee meeting. The purpose of this meeting is to:

- ☐ Discuss your child's entry into the ESOL program
- ☐ Discuss your child's continued placement in the ESOL program
- ☐ Discuss your child's exiting from the ESOL program
- ☐ Discuss your child's reclassification into the ESOL program
- ☐ Discuss your child's progress during his/her time in the ESOL program
- ☐ Complete required documentation and explain the services provided through the ESOL program

The ELL Committee meeting is scheduled for:

Date: Click or tap to enter a date. Time: Click or tap here to enter text.

Phone number to dial: Click or tap here to enter text.

Access code/PIN: Click or tap here to enter text.

Please indicate below if you will be attending this meeting:

- ☐ Yes, I will attend. Name of participant: _____
- ☐ No, I am unable to attend. (Please contact us to reschedule.)

If you have any questions or need to reschedule this meeting, please contact [us](mailto:ESOLTeam@flvs.net) at ESOLTeam@flvs.net.

Sincerely,

ESOL Team FLVS FT ESOLTeam@flvs.net

NOTIFICACIÓN DE REUNIÓN DEL COMITÉ DE ELL
Florida Virtual School Full Time

Fecha: Click or tap to enter a date.

Estimados Padres o Tutores de: Click or tap here to enter text.

Número ID de estudiante: Click or tap here to enter text. **Grado:** Click or tap here to enter text.

Les invitamos a asistir y participar en una reunión del Comité Asesor para los Estudiantes del Idioma Inglés (English Language Learner (ELL) Committee Meeting). El propósito de esta reunión es para hablar sobre:

- ☐ El ingreso de su hijo en el programa de Inglés para Hablantes de Otros Idiomas (ESOL)
- ☐ El seguimiento de su hijo en el programa ESOL
- ☐ La salida de su hijo del programa ESOL
- ☐ La reclasificación de su hijo en el programa ESOL
- ☐ El progreso de su hijo durante su tiempo en el programa ESOL
- ☐ Completar la documentación requerida y explicarles sobre los servicios del programa

La reunión del Comité de ELL está programada para:

Fecha: Click or tap to enter a date. Hora: Click or tap here to enter text.

Número de marcar: Click or tap here to enter text.

Access code/PIN: Click or tap here to enter text.

Por favor, indique abajo si va a asistir a esta reunión:

- ☐ Sí, voy a asistir. Nombre del participante: _____
- ☐ No, no puedo asistir. (Por favor contáctenos para fijar el horario)

Si tiene alguna pregunta o necesita fijar el horario de esta reunión, favor de comuníquese [con](mailto:ESOLTeam@flvs.net) nosotros a ESOLTeam@flvs.net.

Atentamente,

Coordinadoras de ESOL Florida Virtual School FTESOLTeam@flvs.net
ESOLTeam@flvs.net

Parent Notification of ESOL Out of Field / Subject Out of Field

Date: Click or tap here to enter text.

Student Name: Click or tap here to enter text.

Student ID #: Click or tap here to enter text.

Dear Parents / Guardians:

☐ **ESOL** (Date of out of field assignment in ESOL: Click or tap here to enter text.) As required by the Florida Department of Education, we are notifying you that your child's teacher Click or tap here to enter text. is currently teaching English or Language Arts and using English as a Second Language (ESOL) strategies while outside of his/her field of certification. Please be assured that your child's teacher is fully certified by the State of Florida and is currently working to become certified in the area of this out of field assignment.

☐ **OUT OF FIELD SUBJECT AREA:** Please be advised that your child's teacher Click or tap here to enter text. is teaching out of field in the certification area of Click or tap here to enter text. for the school year Click or tap here to enter text.

Click or tap here to enter text. meets all the state requirements to teach in the public schools and is currently working toward certification in Click or tap here to enter text. that is necessary. This notification is a Department of Education requirement for the State of Florida.

Be assured that Florida Virtual School Full Time is dedicated to serving every student with excellence as the standard.

Please feel free to contact me if you have questions regarding the qualifications of your child's teacher.

Sincerely,

Principal, FLVS FT

Notificación de la Asignación Fuera de Certificación / de ESOL

Fecha: Click or tap here to enter text.

Nombre de estudiante: Click or tap here to enter text.

Número ID de estudiante: Click or tap here to enter text.

Estimados Padres / Guardianes:

☐ **ESOL** (Fecha de la asignación fuera de certificación ESOL: Click or tap here to enter text.) Según lo requiere por el Departamento de Educación de Florida, le notificamos que el maestro/la maestra de su hijo(a) Click or tap here to enter text. actualmente está enseñando la clase inglés o lenguaje y está utilizando estrategias de inglés para hablantes de otros idiomas (ESOL) mientras está fuera de esta asignación de certificación. Tenga la seguridad de que el maestro/la maestra de su hijo(a) está totalmente certificado por el estado de Florida y actualmente está trabajando para obtener la certificación en el área de esta asignación fuera de certificación.

☐ **FUERA DEL ÁREA DE SUJETO DE INSTRUCCIÓN:** Favor de estar avisado que el maestro/la maestra de su hijo(a) Click or tap here to enter text. está enseñando en el área de sujeto de Click or tap here to enter text. que es una asignación fuera de su certificación para el año escolar Click or tap here to enter text.

Click or tap here to enter text. ha cumplido todos los requisitos estatales para enseñar en las escuelas públicas y actualmente está trabajando para obtener la certificación en el área de sujeto de Click or tap here to enter text. que es necesario. Esta notificación es un requisito del Departamento de Educación para el Estado de Florida.

Tenga la seguridad de que Florida Virtual School Full Time se dedica a servir a cada estudiante con la excelencia como estándar.

Por favor contáctese conmigo si tiene preguntas sobre las calificaciones del maestro de su hijo(a).

Atentamente,

Director(a) de Escuela, FLVS FT

ELL COMMITTEE MEETING REPORT Florida Virtual School Full Time

Date: Click or tap to enter a date.

Student Name & DOB:
Click or tap here to enter text.

Student ID# Click or tap here to enter text.

Grade: Click or tap here to enter text.

LEP Status: Click or tap here to enter text.

ELL Entry Date: Click or tap to enter a date.

Basis of entry: Click or tap here to enter text.

Lang Classification: Click or tap here to enter text.

Services: Mainstream/Inclusion – Core/Basic Skills Areas

Provider: Classroom Teachers / Subj Area Teachers & ESOL Coordinator

DEUSS: Click or tap to enter a date.

Exit Date: Click or tap to enter a date.

FLVS FT Enroll Date: Click or tap to enter a date.

Important:

- The ELL Committee must be comprised of four staff members, including one administrator
- Parents must be notified in writing of the ELL Committee meeting.
- A copy of the notification must be maintained in the student's ELL file.
- The ELL Committee must base its final decision on the majority of its members' votes.
- At least two out of the five state criteria listed below must be met to support the decision.

List of approved state criteria to justify the recommendation

- ☐ **Extent and nature of prior educational and academic experiences, social experiences, student interview** (include comments in report)
- ☐ **Written recommendation and observation by current and previous instructional and supportive services staff** (attach written recommendation / observation notes)
- ☐ **Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards:**

ACCESS ELLs 2.0 Assessment scores

Listening: Click or tap here to enter text.

Speaking: Click or tap here to enter text.

Date of Assessment: Click or tap to enter a date.

Reading: Click or tap here to enter text.

Writing: Click or tap here to enter text.

Oral Lang: Click or tap here to enter text.

Literacy: Click or tap here to enter text.

Comprehension: Click or tap here to enter text.

Overall: Click or tap here to enter text.

- ☐ **Grades from the current or previous years** (attach recent report card and/or progress report)
- ☐ **Test results other than entry assessments: IPT Online Screener for Re-evaluation (Grade_____)**

Date of Assessment: Click or tap to enter a date.

Listening: Click or tap here to enter text.

Speaking: Click or tap here to enter text.

Reading: Click or tap here to enter text.

Writing: Click or tap here to enter text.

FSA English Language Arts (ELA) Assessment results:

Date: Click or tap here to enter text.

Scale Score: Click or tap here to enter text.

Achievement Level: Click or tap here to enter text.

Other assessment: (Name of assessment)

Date: Click or tap here to enter text.

Scale Score: Click or tap here to enter text.

Achievement Level: Click or tap here to enter text.

Recorded input and decision justification from attendees (REQUIRED):

ELL Committee Members' signatures (four required, one must be an administrator)

Administrator title, FLVS FT

ESOL Coordinator

Parent

Teacher

Teacher / Other

REPORTE DE LA REUNIÓN DEL COMITÉ ELL **Florida Virtual School Full Time**

Fecha: Click or tap to enter a date.

Nombre y fecha de nacimiento: Click or tap here to enter text.

Status de lenguaje: Click or tap here to enter text.

Clasificación de lenguaje: Click or tap here to enter text.

DEUSS: Click or tap to enter a date.

Student ID# Click or tap here to enter text.

Fecha de entrar en ESOL: Click or tap to enter a date.

Servicios: General / Inclusión - Áreas de habilidades básicas / básicas

Fecha de salida: Click or tap to enter a date.

Grado: Click or tap here to enter text.

Basis de entrada: Click or tap here to enter text.

Proveedor: Maestros del salón / del área de tema y Coordinadora de ESOL

Fecha de inscripción en FLVS FT: Click or tap to enter a date.

Importante:

- El Comité de ELL debe estar compuesto por cuatro miembros del personal, incluido un administrador
- Los padres deben ser notificados por escrito de la reunión del Comité ELL.
- Se debe mantener una copia de la notificación en el archivo ELL del estudiante.
- El Comité ELL debe basar su decisión final en la mayoría de los votos de sus miembros.
- Se deben cumplir al menos dos de los cinco criterios estatales que se enumeran a continuación para respaldar la decisión.

☐ **Extensión y naturaleza de las experiencias académicas y educativas anteriores, experiencias sociales, entrevista con estudiante** (incluir comentarios en el informe)

☐ **Recomendación escrita y observación por parte del personal actual y anterior de los servicios de instrucción y apoyo** (adjunte recomendaciones escritas / notas de observación)

☐ **Nivel de dominio de las competencias o habilidades básicas en inglés y en el idioma nativo según los estándares locales, estatales o nacionales de referencia de criterio:**

Notas de ACCESS ELLs 2.0

Fecha de prueba: Click or tap to enter a date.

Escuchar: Click or tap here to enter text.

Hablar: Click or tap here to enter text.

Lectura: Click or tap here to enter text.

Escritura: Click or tap here to enter text.

Lenguaje Oral: Click or tap here to enter text.

Lectura: Click or tap here to enter text.

Compresión: Click or tap here to enter text.

Total: Click or tap here to enter text.

☐ **Calificaciones de los años actuales o anteriores** (adjunte el reporte de calificaciones reciente y / o el informe de progreso)

☐ **Resultados de la prueba que no sean evaluaciones de entrada: IPT Online Screener para Reevaluación (Grado____)**

Fecha de prueba: Click or tap to enter a date.

Escuchar: Click or tap here to enter text.

Hablar: Click or tap here to enter text.

Lectura: Click or tap here to enter text.

Escritura: Click or tap here to enter text.

Resultados del examen de FSA Lenguaje (ELA):

Fecha: Click or tap here to enter text.

Nota: Click or tap here to enter text.

Nivel de realizar: Click or tap here to enter text.

Otra prueba: Click or tap here to enter text.

Fecha: Click or tap here to enter text.

Nota: Click or tap here to enter text.

Nivel de realizar: Click or tap here to enter text.

Documentación y justificación de decisión de los asistentes (REQUERIDO):

Firmas de los miembros del Comité de ELL (cuatro requeridas, una debe ser un administrador)

Título de administrador, FLVS FT

Coordinadora de ESOL

Padre

Maestra

Maestra / Otra persona

NOTIFICATION OF NON-ENTRY/NON-PLACEMENT IN ESOL PROGRAM
Florida Virtual School Full Time

Date: Click or tap to enter a date.

Student Name: Click or tap here to enter text.

Student ID# Click or tap here to enter text.

Grade: Click or tap here to enter text.

FLVS FT Enroll Date: Click or tap to enter a date.

Dear Parents / Guardians:

When you registered your child with FLVS FT, you answered questions on the Home Language Survey portion of the enrollment information. Based on your responses to the Home Language Survey, your child has a background in a language other than English. In accordance with the Florida Statutes and district procedures, your child has been assessed to determine eligibility status for the English for Speakers of Other Languages (ESOL) Program.

☐ **Your child does not meet the qualifications for the ESOL program based on the following criteria:**

☐ **Initial Placement Testing – Your child showed sufficient proficiency in English**

Name of Assessment: Choose an item.

**Passing
Scores**

Listening:

Speaking:

Reading:

Writing:

☐ **Interview with student**

☐ **Interview with parents/guardians**

☐ **Other criteria based on ELL Committee meeting** (attach copy of ELL Meeting Report)

If you have any questions regarding this notice, please do not hesitate to contact us at ESOLTeam@flvs.net.

Sincerely,

ESOL Team
Florida Virtual School
FTESOLTeam@flvs.net

**NOTIFICACIÓN DE NO ENTRADA/UBICACIÓN EN EL PROGRAMA DE ESOL
FLORIDA VIRTUAL SCHOOL FULL TIME**

Fecha: Click or tap to enter a date.

Nombre de estudiante:
Click or tap here to enter text.

Número ID de estudiante: Click or tap here to enter text.

Grado: Click or tap here to enter text.

Fecha de inscripción en FLVS FT: Click or tap to enter a date.

Estimadas Padres /Guardianes:

Cuando usted matriculó a su niño en FLVS FT, usted respondió a preguntas en la encuesta del idioma del hogar (Home Language Survey - HLS) como parte de la información de inscripción. En base a sus respuestas al HLS, su niño tiene una historia de un idioma que no es el inglés. En conformidad con los Estatutos de la Florida y procedimientos del distrito, su niño ha sido evaluado para determinar el estatus de elegibilidad para el Programa de Inglés para Hablantes de Otros Idiomas (ESOL).

☐ Su niño no califica para el programa de ESOL basado en los siguientes criterios:

☐ **Examen de Competencia de Lenguaje – Demostró competencia suficiente en inglés**

Nombre del examen: Choose an item.

Notas	Escuchar:	Hablar:	Lectura:	Escritura:
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☐ **Entrevista con estudiante**

☐ **Entrevista con los padres o tutores**

☐ **Otros criterios de la Reunión del Comité de ELL:** (adjunte copia del reporte de la Reunión del Comité de ELL)

Si usted tiene alguna pregunta acerca de los servicios de ESOL o de esta noticia, por favor contáctese con nosotros a ESOLTeam@flvs.net.

Atentamente,

Coordinadoras de ESOL Florida Virtual School FTESOLTeam@flvs.net
ESOLTeam@flvs.net

**Parent Notification of 20 Day Oral Language Assessment Delay
Florida Virtual School Full Time**

Date: Click or tap to enter a date.

Dear Parent/Guardian of Click or tap here to enter text. **Grade:** Click or tap here to enter text.
Student ID: Click or tap here to enter text.

It has been indicated on the Home Language Survey that your child lives in a home where a language other than English is spoken. Therefore, based upon LULAC et al v. Board of Education (Consent Decree), your child must receive an oral/aural language assessment within 20 school days of registration to determine if he/she qualifies for English for Speakers of Other Languages (ESOL) services. Since the 20-day deadline has expired, we wish to inform you that this assessment will take place within the next 20 days.

Thank you for your cooperation.

Sincerely,

ESOL Team FloridaESOLTeam@flvs.net Virtual School FT
ESOLTeam@flvs.net

Original: Parent(s)
Copy: ELL Folder

Revised 04/2019 AP

**Notificación de Retraso de los Veinte (20) Días de la Evaluación de Lenguaje Oral
Florida Virtual School Full Time**

Fecha: Click or tap to enter a date.

Estimados Padres/Guardianes de Click or tap here to enter text.**Grado:** Click or tap here to enter text.

Número de ID: Click or tap here to enter text.

La encuesta sobre el lenguaje usado en la casa (Home Language Survey) ha indicado que su hijo/hija vive en un hogar donde se habla otro idioma además del inglés. Por lo tanto, basado en el caso LULAC et al v. Board of Education (Consent Decree/Decreto de Consentimiento), su hijo/hija debe recibir una evaluación oral/auditiva de lenguaje dentro de los veinte (20) días escolares siguientes a la matrícula para determinar si cumple con los requisitos para recibir los servicios del Programa de Inglés para Hablantes de Otros Idiomas [English for Speakers of Other Languages (ESOL)]. Porque los veinte (20) días ya expiraron, deseamos informarles que esta evaluación pasará adentro de los próximos veinte (20) días.

Les agradezco su cooperación.

Atentamente,

Coordinadoras de ESOL Florida Virtual School FTESOLTeam@flvs.net
ESOLTeam@flvs.net

Original: Parent(s)
Copy: ELL Folder

Revised 04/2019 AP

**NOTIFICATION OF LANGUAGE PROFICIENCY TESTING – ESOL
Florida Virtual School Full Time**

Date: Click or tap to enter a date.

Student Name: Click or tap here to enter text.

Student ID#: Click or tap here to enter text.

Grade: Click or tap here to enter text.

Dear Parent/Guardian:

As a result of the Home Language Survey responses specified during the enrollment process, and in accordance with Florida Statute and district procedures, your child must be assessed to determine initial eligibility status for the ESOL (English Speakers of Other Languages) program. Additionally, it is an FLVS FT program requirement to attend all required state tests, and failure to participate in the language placement test is cause for being withdrawn from the program.

Florida Virtual School Full Time uses the assessment **Choose an item.** to determine listening and speaking proficiency. In grades 3-12, reading and writing proficiency in English will also be assessed.

Your child will complete this test online with a test administrator on the following date:

Date of Test: Click or tap to enter a date.

Time: Click or tap here to enter text.

Your child will need the following technology to complete this test:

Computer with internet access and sound

(If you do not have access to any of the items listed above, please let your testing administrator know as soon as possible.)

Please confirm that this day and time will work for you by replying to this webmail. Prior to the testing date, the testing administrator will send specific login information.

If you have any questions concerning ELL services or the Language Placement Test, please contact [us at ESOLTeam@flvs.net](mailto:us@ESOLTeam@flvs.net).

Sincerely,

ESOL Team Florida Virtual School FTESOLTeam@flvs.net
ESOLTeam@flvs.net

NOTIFICACIÓN DEL EXAMEN DE COMPETENCIA DE LENGUAJE – ESOL
Florida Virtual School Full Time

Fecha: Click or tap to enter a date.

Nombre de estudiante: Click or tap here to enter text.

ID#: Click or tap here to enter text.

Grado: Click or tap here to enter text.

Estimado Padre / Guardián:

De acuerdo con las respuestas en la Encuesta del Idioma Utilizado en el Hogar (Home Language Survey) que usted completó como parte de registración, y de acuerdo con los Estatutos de la Florida y los procedimientos del distrito, su hijo/hija necesita ser evaluado para determinar su elegibilidad inicial en el Programa de Inglés para Hablantes de Otros Idiomas (ESOL). Es un requisito del programa para asistir a todas las pruebas requeridas por el estado y falta de participación en examen de competencia de lenguaje es causa para ser retirado del programa.

Florida Virtual School Full Time utiliza el examen de Choose an item. para determinar las habilidades auditiva y oral. En los grados 3-12, también se evaluará la competencia en lectura y escritura en inglés.

Este examen se realizará en línea con el estudiante y un administrador en la fecha siguiente:

Fecha de Examen: Click or tap to enter a date.

Hora: Click or tap here to enter text.

También necesitará la siguiente tecnología para completar esta prueba:

Computadora con acceso al Internet y sonido

(Si usted no tiene acceso a los elementos mencionados anteriormente, por favor avise a su administrador de pruebas lo más pronto posible.)

Por favor confirme que este día y la hora funciona para usted por respondiendo a este correo web.

Antes del examen, el administrador le enviará información específica del inicio de sesión.

Si usted tiene alguna pregunta acerca de los servicios de ESOL o el examen de ubicación, por favor contáctese [con](mailto:ESOLTeam@flvs.net) nosotros a ESOLTeam@flvs.net.

Atentamente,

Coordinadoras de ESOL Florida Virtual School FTESOLTeam@flvs.net
ESOLTeam@flvs.net

ENGLISH LANGUAGE LEARNER (ELL) STUDENT EDUCATION PLAN

Student Name:	Grade:	Student ID #:
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Date:	Current ESOL Status:	ESOL Level:
FLVSFT Entry Date:	DEUSS:	Gender:
Address:	City/State:	
Parent/Guardian:	Phone:	Email:
Parent/Guardian:	Phone:	Email:
Birth Country:	Student Language:	Parent Language:
HLS Date: Immigrant: 504: IEP:	HLS Responses: 1. First language other than English? 2. Other language spoken in home? 3. Other language used frequently?	DOB:
ELL Program:	Instruct Strategies:	
Prior School:	Prior School Entry Date:	Prior School Withdrawal Date:

ELL ENTRY INFORMATION:

ELL Entry Date:	Classification Date:	Basis of Entry:
LEP Assessment:	Listening:	Speaking
LEP Assessment Date:	Reading:	Writing:
Accommodations:		

ELL EXIT INFORMATION:

ELL Exit Date:	Basis of Exit - First:	LEP Assessment Date:
LEP Assessment:	Listening:	Speaking
	Reading:	Writing:
Post-Exit Monitoring Dates:		
Year 1 – Mid:	Year 2 – Mid:	
Year 1 – End:	Year 2 – End:	
Re-Classification Date:	Basis of Re-Entry:	Re-Classification Exit Date:
Re-Classification Monitoring Dates:		Basis of Exit – Second:
Year 1 – Mid:	Year 2 – Mid:	
Year 1 – End:	Year 2 – End:	

DOCUMENTATION:

- | | |
|---|---|
| <input type="checkbox"/> Notification of ESOL Placement Testing | <input type="checkbox"/> Home Language Survey |
| <input type="checkbox"/> Parent Notification of Initial Placement | <input type="checkbox"/> Parent Notification of Continued Services |
| <input type="checkbox"/> Parent Notification of ESOL Program Exit | <input type="checkbox"/> Notification of 20-Day LEP Testing Extension |
| <input type="checkbox"/> Parent Notification of ELL Committee Meeting | <input type="checkbox"/> ELL Committee Meeting Report |
| <input type="checkbox"/> Testing Accommodations Letter | |

STUDENT SCHEDULE

Period	Subject	Teacher	Code	Term

LEP ASSESSMENT TEST HISTORY – ACCESS:

Date	Listening	Speaking	Reading	Writing	Oral Lang	Literacy	Comprehension	Overall

STANDARDIZED TEST SCORES

Assessment Name	Date of test	Student's Grade	Scale Score	Achievement Level

NOTES:**Completed by: Name:** Click or tap here to enter text.**Date:** Click or tap to enter a date.



FLVS FULL TIME
2145 Metrocenter Blvd,
Suite 100
Orlando, FL 32835

O: 800.374.1430
E: info@flvs.net
W: flvs.net/fulltime

HOME LANGUAGE SURVEY

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In which language would you like to receive communications regarding your student?*	English ▼
Native Parent Language*	English ▼
Student's Country of Birth*	United States [US] ▼
Does the student have a first language other than English?*	N/A ▼
Is a language other than English used in the home?*	N/A ▼
Does the student most frequently speak a language other than English?*	N/A ▼

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Save and Continue Later