District
English Language Learners (ELL) Plan
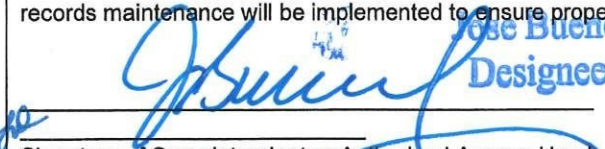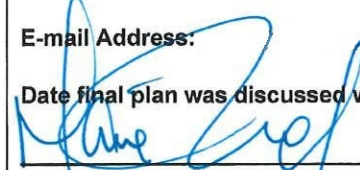
Contact Person: Ms. Vanessa De La Peña, Administrative Director
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Rule 6A-6.0905
Form ESOL 100

Date Received by FDOE

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
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Miami-Dade County Public Schools Vanessa De La Peña, Administrative Director Department of Bilingual Education and World Languages 1501 N.E. 2nd Avenue, Room 341 Miami, Florida 33132	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, _____ , 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.

Jose Bueno
Designee   4/8/2025

_____   _____   _____
Signature of Superintendent or Authorized Agency Head   Date Signed   Date of Governing Board
Approval

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

Name of Chairperson representing the District ELL PLC: Marie Viard

Contact Information for District PLC Chairperson:
Mailing address:

E-mail Address: Phone Number:

Date final plan was discussed with PLC: 02-04-2025

                                              03-21-2025
_____   _____
Signature of the Chairperson of the District PLC   Date Signed by PLC Chairperson

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION

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

- The requirements set forth in Section 1003.56, Florida Statutes;

- The requirements set forth in Rules 6A-6.0902;6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;

- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;

- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;

- The requirements of the Florida Educational Equity Act, 1984;

- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;

- The requirements based on the Supreme Court decision in Plyler v. DOE, 1982;

- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;

- The requirements of the Equal Educational Opportunities Act of 1974;

- The Requirements of Section 504 Rehabilitation Act of 1973;

- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;

- The requirements of the Title VI and VII Civil Rights Act of 1964; and

- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, _____, 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.

Jose Bueno
Designee

_____
Superintendent's Signature

4/8/2025

_____
Date Signed

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

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

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

Upon initial enrollment, Miami-Dade County Public Schools (M-DCPS) requires all parents/guardians to complete the Home Language Survey (HLS). The HLS is key to registration and asks the following:
   a. Is a language other than English used in the home?
   b. Did the student have a first language other than English?
   c. Does the student most frequently speak a language other than English?

The HLS is a separate form, integral to student registration procedures. Responses to HLS questions are recorded and placed in the student cumulative folder. The HLS has an official form number, FM- 5196.

The HLS responses, including student demographic information, native language, immigrant student information, and Date of Entry into U.S. Schools (DEUSS), are entered into the District's Student Information System (DSIS) by the school's registrar at the time of initial registration.

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

All students, English Language Learners (ELLs), and non-ELLs are registered at each individual school site following the same procedures established by the Federal and State Compliance Office (FASCO). These procedures include all parents completing the HLS, which includes providing the DEUSS date, country of birth, and responses to:

   a. Is a language other than English used in the home?
   b. Did the student have a first language other than English?
   c. Does the student most frequently speak a language other than English?

If there is a "Yes" response to any of the HLS questions, the English for Speakers of Other Languages (ESOL) Compliance Liaison (ECL) is notified, and students are administered one of the approved English Language Proficiency (ELP) Assessments according to their grade level: Oral Language Proficiency Revised Scale (OLPS-R), Comprehensive English Language Learning Assessment (CELLA) Online, WIDA screener, or the IPT Language Proficiency Test. Assistance in the home language is provided to parents and guardians of ELLs as feasible.

Into what languages are the HLS translated?

The HLS is available to schools in English, Spanish, and Haitian Creole.
How does the LEA assist parents and students who do not speak English in the registration process?

As part of the registration process, registration forms are available to parents in Spanish and Haitian Creole, the two major languages represented in our District. School personnel who may be linguistically qualified can assist parents in other languages as feasible.

How do you identify immigrant students?

Immigrant student information, along with DEUSS, is captured on the HLS. The term immigrant children and/or youth refers to individuals who:

- are between the ages of 3 and 21 years old; and
- not born in any State, the District of Columbia, or Puerto Rico; and
- have not been attending one or more schools in any one or more States for more than three 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?

Upon initial registration, the parents/guardians provide the DEUSS date on the HLS. The School Registrar verifies the accuracy of the DEUSS date with the parents/guardians. The DEUSS date is 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). School academic records are also reviewed to support the accuracy of the DEUSS date.

Please include a link to your HLS.

Home Language Survey

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. **English Language Proficiency (ELP) Assessment**

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

☐ Registrar
☒ ESOL Coordinator/Administrator
☒ Other (Specify)

- ESOL Teacher
- ESE Teacher
- Bilingual Teacher

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.

- Oral Language Proficiency Scale-Revised
- CELLA Online
- WIDA Screener
- IPT Language Proficiency Test
- A test from the Continuum of ESOL Placement Tests for Exceptional Students shall be used to assess the English proficiency/dominance of exceptional students whose Individual Educational Plan (IEP) indicates that they take the Florida Alternate Assessment
- Language Proficiency Dominance Screening (LPDS): Administered as needed to differentiate between second language acquisition challenges and other underlying factors impacting academic performance, guiding tailored interventions.

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

As per 6A-6.0902, upon initial registration and completion of HLS, students are administered an approved ELP assessment. The Listening and Speaking ELP for initial enrollment is administered within twenty school days of the student's initial enrollment.

Students in grades K-2 whose Listening and Speaking ELP indicates they are not English language proficient are coded LY, and the appropriate schedule is then finalized to include ESOL courses and services.

Students in grades 3-12 whose Listening and Speaking ELP indicates they are not English language proficient are administered the Reading and Writing component of the ELP assessment before thirty days of enrollment. The student's schedule is then considered finalized.

Any student in grades K-12 who scores within the limited English proficient range, as determined by the publisher's standards, on a Department of Education approved assessment, is classified as an ELL.

Students whose ELP assessment indicates they are English language proficient are determined to be non-ELL and coded ZZ.

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.

- CELLA Online
- WIDA Screener
- IPT Language Proficiency Test

Any student in grades 3-12 who scores within the limited English proficient range in the Listening and Speaking component is administered the Reading and Writing component of a Department of Education approved ELP assessment.

If the student scores within the limited English language proficiency level, as determined by the publisher's standards, on a Department of Education approved ELP assessment, the student is classified as ELL and coded LY. The student's schedule is finalized to include ESOL courses and services.

Students whose ELP assessment indicates they are English language proficient are determined to be non-ELL and coded ZZ.

3. **ELL Committee**

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

The ELL Committee makes an entry (placement) decision based on available academic information reviewed to determine the most appropriate educational placement. If a parent participates in the ELL Committee meeting, parental input and preference are considered in the final decision. If the ELL Committee's decision, per State Board Rule (SBR) 6A-6.0902, is to place the student in the ESOL program, then the basis of Entry "L" is documented on the individual student's electronic digital ELL Plan.

The ELL Committee may determine a student to be an ELL or not using consideration of at least two of the following criteria in addition to test results from subparagraphs in SBR 6A-6.0902:

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 entry assessments.

In addition to a-e, if academic difficulties persist or are inconclusive based on initial assessments, the ELL Committee may recommend a Language Proficiency Dominance Screening (LPDS). This screening helps to identify whether challenges are related to second language acquisition or other cognitive, behavioral, or learning difficulties. Documentation of the LPDS findings is included in the student's ELL Plan.

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.

Schools make every effort to obtain records for students transferring from other districts, states, and countries. Students who have school records from their home country must be placed in grade level/courses based on these records.

In the absence of educational records, or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated in the following chart:

Student Chronological Age Assignment Ages	Grade Level Assignment
5-10	Elementary school
11	Elementary school or middle school depending on the grade configuration of the school
12-13	Middle school
14	Middle school or high school depending on the grade configuration of the school
15 or older	Senior high school

In addition, at the secondary level, a mathematics programmatic test may be administered to determine the students' instructional level in mathematics and/or science. Students demonstrating above grade level performance are recommended for appropriate grade level and/or honors level courses.

At the elementary level, teacher recommendation is used to begin the process of identification for gifted and/or advanced academic programs.

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.

Programmatic placement of out-of-country students occurs at school sites, with staff seeking to document the new student's prior education. Using school records, transcripts, and other evidence of schooling, a determination and recommendations are made for grade-level placement.

Students with school records from their home country must be placed in grade level/courses based on these records. Any adjustment resulting in lowering grade level placement must be thoroughly documented with home language assessment data, (e.g., tests and class work) and submitted for district review by the Chief Academic Officer or designee. Parent(s)/guardian(s) must be informed prior to the grade level adjustment. If they have a diploma or certificate equivalent to a high school diploma, the student may enroll in adult education courses.

In instances where school site personnel are unable to interpret transcripts from a foreign country, the Foreign Records Department at the Federal and State Compliance Office (FASCO) will examine the transcripts and provide the interpretation, translation, and conversion of all coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. 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 solely based on English language proficiency.

However, the student's enrollment in school shall not be delayed while this office evaluates the records.

Student Services personnel follow the steps below to enter previous schooling information in the DSIS.

1. Student transcripts are evaluated by the counselor, registrar, or the Foreign Records Department at FASCO.
2. Information is transferred onto a Transcript Review and Course Evaluation (TRACE) form.
3. The Registrar or Foreign Records Department staff enters the information from the TRACE form into the TRACE screen in DSIS to award credit.
4. Credits are added to the student's official records.

Once appropriate grade placement has been determined, credit and subject requirements associated with grades below the student's grade assignments, are to be waived. In such cases, credit requirements shall not be retroactive.

In the absence of educational records, or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age, indicated in the following chart:

Student Chronological Age Assignment Ages	Grade Level Assignment
5-10	Elementary school
11	Elementary school or middle school depending on the grade configuration of the school
12-13	Middle school
14	Middle school or high school depending on the grade configuration of the school
15 or older	Senior high school

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).

A language arts course taken in a foreign country is awarded as an English credit and English (the foreign language) taken in a foreign country is awarded as a foreign language (country of origin) credit.

Instructions for awarding credit may be found at, Attendance Services.

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

The title of the person responsible for evaluating foreign transcripts is International Student Placement Advisor.

Staff from the FASCO office attend various professional developments offered through the National Association of International Educators (NAFSA), Florida Association of International Educators (FAIE), and World Education Services (WES).

The documentation submitted to and returned from the Foreign Records Department in the FASCO is kept in student cumulative folders at the school site for four years.

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 a new student moves from a Florida LEA with a current statewide ELP assessment administered within the academic year, no further assessment is required. The student is placed according to the current ESOL level. The DEUSS date, entry date into the ESOL program, and classification data will remain the same, as available, and will be entered into the DSIS.

If a student returns from a state outside of Florida, the ELP assessment is administered if the ESOL Level has not been updated in four (4) or more months. The student is placed according to the current ESOL Level. The HLS date, Entry Date, and DEUSS date remain the same on the DSIS.

If a new student transfers from a state outside of Florida, the same procedures for enrolling potential ELLs must be followed, as described in Section 1: Identification (Rule 6A-6.0902, F.A.C.).

For an ELL student, classified as "LY," who is re-entering from outside the U.S., the DEUSS date remains the same. If the student has not been evaluated in four (4) or more months, administer an approved ELP assessment and use the newly assessed ESOL level. Results from the ELP assessment are entered into the electronic ESOL compliance digital platform.

For students new to the country, the DEUSS date, the HLS information, classification, and ESOL entry date must be reported. 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.

The district utilizes an ESOL compliance digital platform called Ellevation to maintain the individual Student ELL Plan. As part of the registration procedure, the school designee enters demographic and initial ELP assessment information into the DSIS. This information is transferred to the ESOL compliance digital platform. The principal's designee, usually the ECL, updates the instructional model information, ESOL services, and other pertinent information. The ELL Plan is updated annually at the beginning of the year and throughout the year as appropriate when services change, including the student's courses eligible for Program 130 funding. Once completed or updated, the Student ELL Plan is printed and placed in the ESOL Program Records Folder, which is part of the permanent student cumulative record folder. At the end of the school year, Information Technology (IT) updates all statewide assessment information. This information is then transferred to the ESOL compliance digital platform.

Registration procedures mandate that a school designee enters demographic and initial ELP assessment information into the DSIS. The same information is transferred to the digital platform used for ESOL compliance. The principal's designee (usually the ESOL Compliance Liaison) updates the instructional model information, ESOL services, and other pertinent information.

As part of the Student ELL Plan development, the department conducts Language Proficiency Dominance Screenings for ELL students who are struggling in the general education setting. The purpose of this screening is to determine whether academic difficulties arise from second language acquisition or other factors, ensuring the plan addresses all relevant needs.

Additional Testing Consideration (if needed):
- Language Proficiency Dominance Screening: This process ensures that challenges are accurately differentiated between second language acquisition and cognitive, behavioral, or learning difficulties. The results guide appropriate interventions and prevent misidentification. ESE

The Student ELL Plan is incorporated in the IEP of an ELL Student with Disabilities (SWD), the IEP indicates all programs, services, and supports that are provided to an ELL SWD.

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

The ELL Plan is comprised of the following sections and will reflect the student's instructional Program 130 as part of the schedule. Elements of the ELL Plan are shared with the teachers to provide input as needed.

- Student Information/Demographics/Date of Entry
- Home Language Survey (HLS) information
- Program Participation/Instructional Model
- Student Class Schedule
- English Language Proficiency (ELP) test history
- Student Course Grades
- Standardized Test Scores
- Post-Exit Monitoring
- ELL Committee Meetings/Purpose of Meeting/Minutes, Rationale, Signatures, Dates
- Description of ESOL services provided

Additionally, as part of the ELL Plan, the following is provided in the ESOL Program Records Folder:

- Home Language Survey (HLS)
- ELP Assessments
- Initial/Annual/Exit Parent Notification Letters
- Parent invitation to an ELL Committee Meeting

Please include a link to the ELL Student Plan.

ELL Plan

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

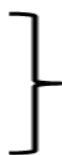☒ Dual Language (two-way) Developmental Bilingual Education

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.

ESOL SERVICES ELEMENTARY SCHOOLS

Schools select the services that match the student's schedule to indicate how instructional services are being delivered. <u>Multiple services</u> may be selected if applicable to student's schedule.

For Content Instruction:

CCHL Math:
CCHL Science:
CCHL Social Science:
Dual Language Program:

> ELL students, ESOL Levels I and II, receive instruction of a core subject area in their native language (Spanish or Haitian Creole), delivered by bilingual teachers. Instruction may be scheduled as pull-out or in-class model.

*Curriculum Content in the Home Language (CCHL)

Dual Language Programs: The three models that are implemented are Extended Foreign Language (EFL), Bilingual School Organization (BISO), and International Studies (IS).

Mainstream/Inclusion: Core/Basic Subject Areas (Math/Science/Social Science): English Language Learners and non-ELL students are grouped in a content classroom and the ESOL endorsed classroom teacher delivers content instruction in English using ESOL strategies.

Mainstream/Inclusion: Language Arts/Reading/ESOL

- **Inclusion model** - ELL and non-ELL students are grouped in a classroom and the ESOL Resource teacher comes into the classroom to provide them with specialized English language instruction.

- **Mainstream model** - ELL and non-ELL students are grouped in a classroom and an ESOL certified/endorsed teacher adapts instruction to address the language proficiency needs of ELL students.

One-Way Developmental Bilingual Education: (Elementary CCHL) ELL students, (ESOL Levels 1 and 2), receive content subject area instruction in their native language (Spanish or Haitian Creole). The instruction is delivered by the CCHL teacher. Instruction may be scheduled as a pull-out or push-in class model.

Sheltered English Language Arts:

- Self-contained model - ELL students are grouped together in one class and receive specialized English language instruction (Language Arts/Reading/ESOL) from the ESOL certified/endorsed teacher.

- Pull-out model - An ESOL Resource teacher provides specialized English language instruction (Language Arts/Reading/ESOL) at a location other than the ELL students' classroom.

ESOL Services Secondary Schools: Schools select the services that match the student's schedule to indicate how instructional services are being delivered. Multiple services may be selected if applicable to student's schedule.

For Content Instruction:

BCC Computer Literacy:
BCC Math:
BCC Science:
BCC Social Science:
*Bilingual Curriculum (BCC)

Options for secondary schools that offer Bilingual Curriculum Content (BCC). BCC program is delivered by teachers certified in their core subject area, who are proficient in the student's home language (confirmed through administration of the Native Proficiency Inventory for Teachers FM5005). ESOL levels 1 and 2 of same home language are self-contained and grouped only with ELLs for content instruction.

CCE/ESOL Computer Literacy:
CCE/ESOL Math:
CCE/ESOL Science:
CCE/ESOL Social Science:
*Curriculum Content in English

Options for secondary schools that do not offer BCC and ELL students are grouped in grade-level core subject area courses with non-ELL students. Instruction is delivered using ESOL strategies to ensure that instruction in the subject areas is comprehensible. These ELL students are mainstreamed for their content instruction and grouped with non-ELLs.

English Language Arts and MJ/Developmental LA through ESOL Instruction:

- **Mainstream/Inclusion**: This option is only for schools with small number of ELLs. ESOL students are double coded into a regular language arts or intensive reading course with non-ELL students.

- **Sheltered English:** In the self-contained model, the ELL students are grouped together in a class and receive specialized English language instruction from an ESOL certified/endorsed teacher.

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

The District SPP specifies that instruction provided to ELL students must be equal in amount, sequence, and scope to that provided to non-ELL students. The following documents address this: the SPP and the District Comprehensive Evidence-Based Reading Plan.

Link to Student Progression Plan: Student Progression Plan

The Department of Bilingual Education and World Languages monitors compliance using district guidelines by way of:

- ○ inspecting individual student records and class schedules in the DSIS and
- ○ assessing bilingual teachers' schedules, visiting schools and classrooms to ensure that curriculum is implemented, and instructional materials are appropriate

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

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

Evaluation to determine whether the instructional models are positively affecting student performance is provided through a report titled "English Language Learners and Their Academic Progress (for ELLs)." The report outlines the demographic characteristics of students classified as ELLs and examines their progress on statewide assessments. Additionally, the report describes English language acquisition results of ELL students based on their scores on the English proficiency exam known as the ACCESS for ELLs. This report is created annually by M-DCPS' Office of Assessment, Research, and Data Analysis (ARDA).

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

All ELLs have access to all programs and facilities in the same manner as non-ELLs. Access includes but is not limited to: Gifted, ESE, Magnet Programs, Advanced Placement (AP), International Baccalaureate (IB), Dual Enrollment (DE), Bilingual School Organization (BISO), International Studies (IS), Extended Foreign Language (EFL), and Cambridge. 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. District Supervisors serve as advocates for ELLs and their families to ensure equal access and may be responsible for providing information and training to school-based personnel, including bilingual paraprofessionals, 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.

Teachers document the use of ESOL instructional strategies in their lesson plans and on report cards using the comments section. School site administrators are responsible for monitoring the delivery of comprehensible ESOL instructional strategies in their schools. The respective regional center administrators and supervisors from the Department of Bilingual Education and World Languages also collaborate in ongoing reviews to ensure that schools use and document ESOL instructional strategies.

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

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans, which school administrators review during regular classroom walk-throughs and formal and informal teacher evaluations. The District provides support by developing pacing guides that support the delivery of comprehensible instruction to ELLs. In addition, professional learning is provided to guide teachers of ELLs on using the WIDA English language development standards across all contents. Classroom visitation, coaching, and modeling by district personnel are provided as a follow-up for teachers to support the delivery of comprehensible instruction to ELLs and the documenting of ESOL instructional strategies. In addition, the District participates in Instructional Reviews with School Leadership Teams.

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.

School site administrators are responsible for monitoring the delivery of comprehensible ESOL instructional strategies in the schools. In addition, the District provides support by developing pacing guides that support the delivery of comprehensible instruction to ELLs. In addition, professional learning is provided to guide teachers of ELLs on using the WIDA

English language development standards across all contents. Classroom visitation, coaching, and modeling by district personnel are provided as a follow-up for teachers to support the delivery of comprehensible instruction to ELLs and the documenting of ESOL instructional strategies. School administrators conduct classroom observations and lesson plan reviews, to verify delivery of comprehensible instruction to ELLs.

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

Interim Assessments and Quarterly Assessments

☒ Native Language Assessment

IPT Language Proficiency Test

Assessment of Basic Academic Skills in Haitian Creole (ABAS-HC)

☒ LEA/school-wide assessments

Achieve 3000, Benchmark Assessments, Imagine Learning, i-Ready Assessments, and IXL Assessments.

Other (Specify) ACCESS For ELLs Student Reports
Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

☒ Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

☐ No (Specify) _____

The Student Progression Plan can be accessed here: Student Progression Plan. Please review the following sections for more detailed information regarding the promotion, placement, and retention of ELLs:

- Pages 19-23: Promotion/Retention Policies
- Pages 63-66: Early Literacy Deficiency and Parental Notification
- Pages 71-74: Required Program of Study
- Appendix E: Grading of ELLs with Disabilities
- Appendix F: Grading of ELLs

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.

Grade 3 ELL students who have been in the ESOL program for less than two years may be exempted from mandatory retention as provided in Section 1008.25(6) (b), Florida Statutes, based on the DEUSS date. Promotion for ELLs in third grade with less than two years in an ESOL program is based on Good Cause 1. Retention 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. Parents are notified via a school letter of good cause decisions for ELL students who benefit from Good Cause 1.

Grade 3 ELLs with Interruption of Services:

- As defined in Section 1008.25(6), F.S., the Good Cause Exemption for third grade English Language Learners (ELLs) is:
  - Limited English proficient students who have had less than two (2) years of instruction in an ESOL program based on the DEUSS date.

- This good cause exemption may also apply to ELLs who have had less than two (2) years of instruction in an ESOL program due to interruption of services – transferring into and out of the country since first entering a U.S. school (initial DEUSS date).

  - Assessment and Data Analysis creates a preliminary report listing third grade students who may meet interruption of services criteria. This report is located on the principal's portal *reports tab* under the English Language Learners (ELL) category, titled "List of Potential Grade 3 Students with Interruption of Services in ESOL."

- To make the determination of whether an ELL with out-of-country transfers would qualify for a good cause exemption based on interruption of services, an ELL committee must be convened to consider the following:

  - Documentation of less than two (2) years of accumulated time in an ESOL program in the U.S., including:

    - Transcripts from schools outside the United States
    - Verification of the DEUSS date (starting point)

- Verification of re-entry dates (code E09, signifying any PK-12 student who enters a Florida school from a country other than the U.S. or U.S. commonwealth/territory)
  - Student's level of English language proficiency
  - Academic experience in both English and the heritage language

- The ELL committee may then be convened to review the evidence and make a recommendation.

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.

Retention recommendations for ELLs, regardless of time in the program and grade level, require the review and recommendations of the ELL Committee and must include documentation that indicates no academic progress in reading, writing, and mathematics in English or the student's home language as reflected by report card grades. Progress monitoring and interventions, as well as ELL Committee recommendations, must be documented. It should not be solely based on diagnostic assessments requiring English proficiency. Retention recommendations for ELLs in grades K-2 who have participated in the ESOL program for less than two years must be reviewed by the Department of Bilingual Education and World Languages using FM-7369. These retention recommendations must have documentation indicating no progress in reading, writing, and mathematics in either English and/or the student's home language.

Grade 3 ELLs who have been in the ESOL program for less than two years may be exempted from the mandatory retention as provided in Florida Statutes §1008.25(6)(b). Promotion for ELLs in third grade with less than two years in an ESOL program is to be based on Good Cause 1 as defined on page 64 of the SPP. Limited English proficient students who have had less than 2 years of instruction in an ESOL program based on DEUSS date. Third grade ELLs are eligible for all other exemptions, including Good Cause 3, alternative assessments, Good Cause 4, student portfolio, and Good Cause 6, previous retention. Promotion for ELLs with more than two years in an ESOL program must meet grade level performance standards as provided in Florida Statutes § 1008.25 and be based on the student's performance in English. For these students, the above-mentioned Florida statute supersedes the authority of the ELL Committee (refer to SPP, pages 21-22). Promotion and/or Retention of an ELL SWD does require the review and recommendations of the IEP team (refer to the SPP Plan, page 19).

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

Statewide Assessment

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

Statewide content area assessments:
ACCESS for ELLs assessment programs:

All ELL students are expected to participate in statewide assessment programs. The Office of Student Assessment and Educational Testing provides training for the School Assessment Coordinator in every school for each assessment (i.e., FAST, ACCESS for ELLs, EOC, etc.), in order to ensure compliance with state guidelines for the inclusion of all ELLs.

The following link to the ARDA webpage provides PowerPoint and Program Guides from training meetings under the tab "Assessment Administration."
ARDA Website

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)?

A School Assessment Coordinator is designated yearly by the principal of each school to coordinate the administration of the assessments. However, the principal is ultimately responsible for adherence to all guidelines and procedures outlined in Board Policy, the respective assessments' Program Guide and/or Test Administration Manual, and as documented by a School Procedural Checklist submitted by every school at the conclusion of each test administration.

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

The District testing calendar is posted on the Miami-Dade County Public Schools website for access by all parents under the calendar tab at M-DCPS Calendar. The District testing calendar is printable in English, Spanish, and Haitian-Creole. In addition, a grade-level specific version of the testing calendar is available at: M-DCPS Testing Calendar .

Primary communication to parents is provided by the school site, and sample letters in English, Spanish, and Haitian Creole are provided to schools which may be customized by the school to provide parents with information about specific assessments. These materials are provided to the principal via Weekly Briefings, and to the school

assessment coordinator as part of district training activities; copies may also be accessed on the ARDA web page under the tab "Assessment Administration" at ARDA Website .

Miami-Dade County Public Schools utilizes Florida Department of Education (FLDOE) provided materials to inform parents of statewide assessment policies, mandates, and student outcomes. Materials provided include the letters notifying parents of upcoming assessments, above-mentioned, and guides to understanding score reports. All such communications disseminating information to schools are via Weekly Briefings. In addition, information is provided via a Students & Families portal at Florida Statewide Assessments Portal.

All communications to parents are provided in the three predominant languages spoken by students in M-DCPS: English, Spanish, and Haitian Creole. Additionally, the FLDOE provides communications about the ELL assessment (Access for ELLs) in English and twelve other languages. These are shared with all M-DCPS locations through the FLDOE site linked below:

FLDOE.org/Accountability/Assessments/K-12-Student-Assessment/ACCESS For ELLs.

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.

The exit criteria are based on assessment scores per Florida Board of Education Rule 6A- 6.0903 and as indicated in Data Element 144080.

For students in grades K-2 taking any administration of 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 3-9 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 Florida statewide assessment in English Language Arts (ELA) assessment. The exit code is I.

For students in grades 10–12 taking any administration of the ACCESS for ELLs, the required English language proficiency level is a composite score of 4.0 or higher, with at least a 4.0 in the reading domain. Additionally, students must achieve a score on the Florida statewide assessment in English Language Arts (ELA) that meets applicable

graduation requirements or an equivalent concordant score on the SAT, ACT, or CLT. The exit code is J.

Once the student meets the exit criteria, the exit data is entered into the district's student database information system, and the student code is changed from LY to LF. The student is then monitored for two years. Parents are notified of exit through a letter in the child's native language unless clearly not feasible. For students with significant cognitive disabilities taking any administration of the Alternate ACCESS assessment, the proficiency level shall be a composite score is of at least P2 in grades K-5, at least P3 in grades 6-8 and at least P4 in grades 9-12 or greater to be exited. Any ELL student with a disability being considered for exit by an IEP team shall include the IEP team pursuant to Florida State Board of Education Rule 6A- 6.03028.

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
Linguistically qualified school personnel who have been trained in the administration of ACCESS for ELLs, ESE Teacher

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

An ELL Committee is convened as needed to analyze all available academic information (i.e., report cards, test scores, and classroom performance) and determine the most appropriate educational placement. To this end, the ELL Committee may use DOE approved ELP assessment instruments or other academic information to ensure that the decision made is in the best academic interest of the student. If the ELL Committee's decision is to exit the student from the ESOL program, then the basis of exit is "L" (ELL Committee).

Regardless of the reason for exit, an ELL committee reviews the student's academic and English language proficiency record and documents at least two of the five criteria listed below to exit a student:

- extent and nature of prior educational or academic experience, social experience, and a student interview,
- written recommendation and observation by current and previous instructional and supportive services staff,

- level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards,
- grades from the current or previous years, or
- test results other than the entry assessments.

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

Students who meet exit qualifications in the middle of a grading period may require an ELL committee decision based on current data analysis and student evaluations. Per SBR 6A-6.09022, schools may use current spring ACCESS for ELLs and FAST ELA assessment scores prior to October 1 to determine exit qualifications. If student did not meet English language proficiency on the spring ACCESS for ELLs, a state-approved listening, speaking, reading, and writing (L/S/R/W) English language proficiency assessment must be administered for the ELL committee to determine exit eligibility prior to the October FTE. After October 1, schools must administer a L/S/R/W English language proficiency assessment review all available data and obtain input from ELL committee members to determine exit qualifications. It is highly recommended that students who meet exit criteria in the middle of a grading period be exited at the end of the grading period, except during the October or February FTE survey periods. During the October or February FTE survey periods, students who meet exit qualifications are exited prior to the October or February FTE. Basis of exit is L, and the student code is changed from LY to LF.

For students in grades 10-12 who met proficiency level on the spring ACCESS for ELLs and at any time in the school year achieve a passing concordant score on the ACT, CLT, or SAT, an ELL committee meeting is not required to exit. Student must be exited as they have met exit qualifications, and the exit code is J.

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:

The principal is responsible for establishing a school procedure to ensure that all former ELL students are monitored. The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Reviews shall occur as specified below:

- first report card after exiting the ESOL program,
- at the end of the first semester,
- at the end of the first year, and

- at the end of the second year.

Conducting the follow-up performance of former ELLs?
The current Language Arts/Reading/English teacher with the support of counselors and/or ECL as needed.

Updating the student ELL plan?
The ECL, with the support of the student's current Language Arts/Reading/English teacher and/or registrar as needed.

Reclassification of ELL status in data reporting systems?
Reclassification of ELL status in the data reporting system is done by the person designated by the principal at the school (i.e., registrar, ECL). The J screen is updated, and data is transmitted to the electronic digital ESOL compliance platform to generate ELL plan, including relevant parent letter.

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

☒ Report Cards
☒ Test Scores
☒ Classroom Performance
☒ Teacher Input
☒ Other

The Post-Exit Monitoring Student Profile compares the previous two (2) grading periods with regard to the following indicators:
- Overall grade point average
- Conduct
- Effort
- Absences
- Student Case Management Referrals

These reports assist schools in determining adequate student progress. The principal is responsible for establishing a school procedure to ensure that all former ELL students are timely monitored.

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

An ELL Committee is convened for students who have shown a decline of 1.0 in their content area courses overall grade point average; an ELL Committee Meeting may also convene for students who have shown a decline in three or more elements (other than the GPA) as indicated on the Post-Exit Monitoring Report. Other information, such as standardized test scores, teacher observations, counselor referrals, and parent requests, may also assist the schools in determining the student's progress and making Committee recommendations for possible reclassification. If factors indicate the decline is due to a lack of English language proficiency impacting academic performance, the ELL Committee may consider recommending reclassification.

For former ELL students identified with disabilities, the ELL Committee collaborates with the ESE team to ensure any academic challenges are appropriately addressed. This includes reviewing the student's IEP and determining whether additional ESOL support or ESE services are necessary. If reclassification into the ESOL program is recommended, adjustments to the IEP and the ELL Plan are coordinated to reflect the student's updated needs and services.

The ELL Committee may also recommend a Language Proficiency Dominance Screening (LPDS) to differentiate between challenges related to second language acquisition and other cognitive, behavioral, or learning factors. This screening provides critical data to guide reclassification decisions and ensures that all relevant needs, including those tied to ESE services, are appropriately addressed.

If the ELL Committee determines the student should be reclassified into the ESOL program, the student will be classified as ESOL level IV and reassigned to ESOL courses. The data on the LEP Screen of the DSIS system is updated to reflect the reclassification information, and an ELL plan with ESOL services is generated.

An interim IEP Committee Meeting may be convened at any time during the two-year Post-Exit Monitoring period to discuss the progress of a former ESOL student with a disability. Post-Exit Monitoring is documented on the IEP.

Compliance of ELL Plan and Student Performance

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

The District provides ESOL program compliance training and data review impacting student academic performance to all school administrators, registrars, and ESOL Compliance Liaisons. Training opportunities are offered multiple times throughout the year and are available through self-paced webinars. In addition, self-monitoring worksheets and copies of presentations are available to all schools through the Department of Bilingual Education and World Languages website. Department of

Bilingual Education and World Languages staff may also randomly visit schools to provide ESOL compliance support.

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

The approved District ELL Plan is available online to schools, parents, and stakeholders via the LEA website. Parents may request copies of the District ELL Plan. Although the District ELL plan is in English, as feasible and upon request of a parent, bilingual school staff may assist with oral translation of components of the plan.

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

The LEA designees monitor schools' implementation of procedures stipulated in the District ELL Plan. They conduct classroom walk-throughs and observations and review compliance documents to ensure schools implement the district plan. The district plan is also discussed during PLC meetings with translators available, as feasible, and parent input and feedback are encouraged to ensure successful implementation.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such a 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 a program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—

a. detailing the right that parents have to have their child immediately removed from such program upon their request;

b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and

c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

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 two (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. Links provide samples of all parent notification letters:

ELL Committee Meeting Parent/Guardian Invitation Letter
ELL_Committee_Meeting_ParentGuardian_Invitation_Letter.

Notification of English Language Program Continuation
Notification_of_English_Language_Program_Continuation

Notification of English Language Program Exit
Notification_of_English_Language_Program_Exit

Notification of Initial English Language Program Placement
Notification_of_Initial_English_Language_Program_Placement

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

Schools with large numbers of Spanish and/or Haitian Creole students have staff available who may assist parents or guardians of ELLs in their home language. When feasible, if assistance is needed in other minority languages to assist in meetings that are held to review the lack of academic performance and possible review for ESE services, contracted translators may be scheduled to provide support.

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.

Through The Parent Academy, the Bilingual Parent Outreach Program (BPOP) hosts various events and workshops throughout the school year to engage parents and families of ELLs. The BPOP collaborates with other district-wide family involvement initiatives and community agencies to offer additional resources and workshops that help families navigate the school system and support students in attaining academic proficiency. Family outreach and workshops are strategically scheduled at school sites with significant ELL populations and community resource hubs across the district, ensuring greater access for all parents and caregivers.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

☒ Results of language proficiency assessment

☒ Program placement

Notification of Initial English Language Program Placement.

Notification_of_Initial_English_Language_Program_Placement

☒ Program delivery model option(s)

Notification of English Language Program Continuation

Notification_of_English_Language_Program_Continuation

☒ Extension of ESOL instruction

ELL Committee Meeting Parent/Guardian Invitation Letter

ELL_Committee_Meeting_ParentGuardian_Invitation_Letter

☒ Exit from ESOL program

Notification of English Language Program Exit

Notification_of_English_Language_Program_Exit

☐ Post-reclassification of former ELLs monitoring

☐ Reclassification of former ELLs

☐ State and/or LEA testing

☒ Accommodations for testing (flexible setting)

☐ Annual testing for language development

☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)

☐ Exemption from Florida statewide assessment in English Language Arts (ELA) for ELLs with DEUSS less than one year

☐ Retention/Remediation/Good Cause

☐ Transition to regular classes or course change

☒ Invitation to participate in an ELL Committee Meeting

(these are generated at the school site level)

☐ Invitation to participate in the Parent Leadership Council (PLC)

☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities

☒ Free/reduced price lunch

☐ Parental choice options, school improvement status, and teacher out-of-field notices

☒ Registration forms and requirements

(these are generated at school site level) Registration Forms

☐ 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) (these are generated at the school site level)

☒ Report Cards*

☒ Other (Specify) Code of Student Conduct and Parent Guide

Code of Conduct

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

*Back page of report card provides parents with information on accessing support in Spanish and Haitian Creole.

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

Parent Leadership Council Documents

Please address the functions and composition of the PLC:

The goals of the PLC are to familiarize ELL parents with available resources and services, enabling them to actively participate in decisions that impact their child's education. Additionally, the PLC offers a platform for parents to voice their opinions regarding the ELL program. The District PLC consists primarily of parents of current and former ELL

students, classroom teachers, Curriculum Support Specialists, and ESOL resource teachers. The main role of the PLC is to make recommendations for the District's ELL Plan and to review policies essential to the approval process.

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

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

Members of the PLC may participate in a variety of parental and community engagement activities within the district. These may include the District's PTA/PTSA Dade County Council, Textbook Adoption Committees, District Ad Hoc Committees, Task Forces, and other committees that support and promote parental involvement.

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

The LEA PLC offers input during the development of the ELL Plan and reviews the final District ELL Plan at a scheduled PLC meeting. Translators are available to assist with language support and clarification. Parental feedback is encouraged and addressed in follow-up meetings if necessary. Once the review is complete, the Chairperson signs and approves the District ELL Plan.

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

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The Department of Bilingual Education and World Languages provides Instructional Technology Services (ITS) with business rules attached to specific courses. These business rules preclude an ELL student assignment to the teachers of these courses if the teacher does not have ESOL Coverage/Endorsement or an active waiver code. The principal generates and signs a waiver request form (FM-5783). The teacher countersigns the form clearly stating the courses and the specific timeline requirements. The form is routed to the Region for approval and ultimately to the Instructional Certification

department. Instructional Certification enters the appropriate waiver code in the computer, and the course is unlocked for assignment. This code also gives those teachers priority access to the professional learning course offerings.

Additionally, ITS generates a Control-D report (T23136701) for schools after each FTE survey period that identifies teachers lacking the required training. The forms are signed by the affected teachers.

All English Language Arts and Intensive Reading teachers of ELLs are notified of ESOL training opportunities via Weekly Briefings published by School Operations. These notifications are submitted by the Office of Professional Learning and Evaluation and approved by the Chief Human Capital Officer, Office of Human Capital Management. The training courses are offered face-to-face, online, or through blended formats in varied district locations. Priority is given to teachers on waivers or who are identified as being on an ESOL timeline for compliance.

When notified by their site administrators that they are out of compliance or out-of-field with ESOL requirements, all Category I teachers will promptly identify available 60-hour courses through the district's online professional learning management system. Once these teachers satisfactorily complete and fulfill all the requirements within the prescribed timeline, their individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented. Available ESOL courses offered include:

- Methods of Teaching ESOL
- Applied Linguistics
- Testing and Evaluations of ESOL
- ESOL Curriculum and Materials
- Cross Cultural Communications

Once the Staff Development Records are updated reflecting the completion of any one course, the META screen will also evidence the teacher fulfilling the ESOL compliance requirements.

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.

All content area teachers district-wide are notified of ESOL training opportunities via Weekly Briefings published by School Operations. These notifications are submitted by the Office of Professional Learning and Career Evaluation and approved by the Chief Human Capital Officer, Office of Human Capital Management. The training courses are

offered face-to-face, online, or through blended formats in varied district locations. Priority is given to teachers who are identified as being on an ESOL timeline for compliance. The district pays for one online session in the winter/spring and one during the fall term for the identified teachers via the online provider Beacon Educator. Upon being notified as being out of compliance with ESOL training by their site administrators, all content area teachers seek to identify available 60-hour courses offered by the district's online Professional Learning Management System (PLMS).

Once the Staff Development Records are updated to reflect the completion of any one course, the META screen will also evidence the teacher fulfilling the ESOL compliance requirements.

Once these teachers satisfactorily complete and fulfill all the requirements for any one of the 60-hour ESOL endorsement courses, their individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented.

Once the Staff Development Records are updated reflecting the completion of any one course, the META screen will also evidence the teacher fulfilling the ESOL training compliance requirements.

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

Instructional staff, including but not limited to special area teachers requiring the 18-hour ESOL training, are notified of training opportunities in the same fashion as teachers requiring only one 60-hour course. A Weekly Briefing is published by School Operations. These notifications are submitted by the Office of Professional Learning and Career Development and approved by the Chief Human Capital Officer, Office of Human Capital Management. The 18-hour "ESOL: An Overview" training course is offered via an online platform through Beacon Educator during the fall and winter/spring term. Upon being identified by their site administrator as requiring the ESOL training, these special areas' instructional personnel will seek the course's availability offered by the District through Beacon on the District's PLMS website. Once these teachers satisfactorily complete and fulfill all the requirements of the online 18-hour course, Beacon will provide a complete report evidencing the participants' completion status. The individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented. Once the Staff Development Records are updated reflecting the completion of the course, the META screen will also evidence the teacher fulfilling the ESOL compliance requirements.

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

When a teacher who teaches a language arts course is assigned an ELL student, and the teacher does not hold the ESOL certification/endorsement, the computer does not allow the assignment to continue until the school has secured a signed out-of-field waiver from the teacher (FM-5783). The teacher countersigns the form, which clearly states the courses and timelines. The form is routed to the Region for approval and ultimately to the Instructional Certification department. Instructional Certification enters the appropriate waiver code in the computer and the course is unlocked for ELL student assignment. This code also serves to give those teachers priority access to the professional learning course offerings.

Furthermore, when a teacher is out of field for Category I, the teacher populates on the out-of-field report that is brought for approval to the District's School Board prior to the FTE surveys.

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.

District personnel, including school-based administrators, are notified of ESOL training opportunities via Weekly Briefings published by School Operations. These notifications are submitted by the Office of Professional Learning and Career Development (PLCD) and approved by the Chief Human Capital Officer, Office of Human Capital Management. The training courses are offered face-to-face, online, or through blended formats in varied district locations. The district pays for one online session in the fall and one during the winter/spring term for the identified administrators. Administrators may avail themselves of any available 60-hour courses offered by the district's PLMS. Once these administrators satisfactorily complete and fulfill all the requirements, their individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented.

Once the Staff Development Records are updated reflecting the completion of any one course, the META screen will also evidence the teacher fulfilling the ESOL compliance requirements.

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

Guidance counselors needing to fulfill ESOL training requirements are given the opportunity to complete one 60-hour session, preferably Cross-Cultural Communications. A Weekly Briefing is published by School Operations. These notifications originate from the Office of Professional Learning and Career Development (PLCD), are submitted by

the PLCD Administrative Director, and are approved by the Chief Human Capital Officer, Office of Human Capital Management. Cross Cultural Communications is offered by the district in face-to-face, virtual, and hybrid formats in varied locations in the north, south, and central part of the district during fall, spring, and summer sessions. The online session is also available for guidance counselors identified as being on an ESOL timeline for compliance through Beacon Educator during the fall and winter/spring semesters. Upon being notified as out of compliance or out-of-field in ESOL requirements by their site administrators, these counselors seek to identify the times and locations for Cross Cultural Communications offered by the district professional learning management system. Once the Counselor satisfactorily completes and fulfills all the requirements for the session, their individual Staff Development Records will be systematically uploaded with the course title, component number, date completed, and total awarded points will be documented. When the Staff Development Records are updated reflecting the completion of the course, the META screen will evidence the counselor fulfilling the ESOL training requirements.

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

Throughout the school year, supplemental professional learning is offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices. Teachers and administrators are informed through Weekly Briefings which are sent every Thursday. Supplemental professional learning opportunities are advertised and posted for teachers to register on the District's PLMS.

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.

Teachers who are hired to teach in a bilingual environment need to be linguistically qualified. School administrators who are linguistically qualified in the language must administer "The Native Language Proficiency Inventory to Teachers of Basic Subject Areas in a Language Other Than English" to assess fluency in the target language. This form is filed in the teacher's personnel file and sent to Instructional Certification to update the META screen. The form can be found at Native Language Proficiency Inventory FM5005.

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.

District procedures for hiring bilingual paraprofessionals follow the same guidelines as paraprofessionals in regular positions, with a linguistically qualified school site administrator assessing their language proficiency in English and other languages. The primary assignment of the bilingual paraprofessional is to provide translation and tutorial assistance in mathematics, science, and social science in the student's home language.

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

Required courses are scheduled through the District's PLMS for paraprofessionals who need to complete training requirements. Courses are offered in a variety of times and formats to facilitate completion of requirements in an expeditious manner. Compliance with the training requirements is tracked through the META training application available in the CICS database.

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

Paraprofessionals who are hired to support ELL students in their home language in math, science, and social studies need to be linguistically qualified in the student's home language. School administrators who are linguistically qualified in the language must administer "The Native Language Proficiency Inventory to Teachers of Basic Subject Areas in a Language Other Than English" to assess fluency in the target language.

This form is filed in the paraprofessional's personnel file [Native Language Proficiency Inventory FM5005](#).

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

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

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

Three years after the date of an ELL's initial enrollment in a school in the United States, an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency and then accordingly determine if an extension of ESOL services is needed. The ELL Committee shall be convened no earlier than 30 school days prior to the third anniversary of the student's initial enrollment date in a school in the United States and no later than the anniversary date unless the student's

anniversary date falls within the first two 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 Department-approved language proficiency assessment instrument. The assessment shall be administered no earlier than 30 school days prior to the student's DEUSS anniversary date and covers all four domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide ELP assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide ELP assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The procedures followed when determining the extension of services are based on the DEUSS date.

    a. The student is referred to the ELL Committee for review.
    b. The 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 English language acquisition proficiency.
    c. The ELL Committee may determine that the student be exited from the ESOL program and scheduled into the regular program.
    d. The ELL Committee may determine that the student be referred for further evaluation.
    e. The ELL Committee may determine that the student needs an extension of services.

School site administrators are ultimately responsible for making sure that the students with three or more years in the ESOL program are monitored in a timely manner as mandated.

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
CELLA Online
WIDA 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
CELLA Online
WIDA Screener
F.A.S.T. ELA

Office of Superintendent of Schools   March 5, 2025
Board Meeting of March 19, 2025

Ms. Lourdes Diaz, Chief Academic Officer
Office of Academics and Transformation

SUBJECT: **REQUEST FOR APPROVAL OF THE MIAMI-DADE COUNTY PUBLIC SCHOOLS' DISTRICT ENGLISH LANGUAGE LEARNERS (ELL) PLAN**

COMMITTEE: **ACADEMICS INNOVATION, EVALUATION AND TECHNOLOGY**

LINK TO STRATEGIC
PLAN: **RELEVANT, RIGOROUS, AND INNOVATIVE ACADEMICS**

Every three years, school districts are required to develop a District English Language Learners (ELL) Plan to certify the implementation of programs and services delivered to English Language Learners (ELLs). The plan must ensure that schools and district-level personnel comply with all the laws, rules, regulations, and federal court orders. These include compliance with requirements outlined in Section 1003.56, Florida Statutes (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.), other applicable State Board of Education Rules, the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015, the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990, the Florida Educational Equity Act, 1984, the Fifth Circuit Court decision in Castañeda v. Pickard, 1981, the Supreme Court decision in Plyler v. DOE, 1982, the Supreme Court decision in Lau v. Nichols, 1974, the Equal Educational Opportunities Act of 1974, Section 504 Rehabilitation Act of 1973, the Office for Civil Rights Memorandum of May 25, 1970, the Title VI and VII Civil Rights Act of 1964, and the Office for Civil Rights Standards for the Title VI Compliance.

The 2025-2028 ELL Plan proposed for approval may be viewed online at: 2025-2028 ELL Plan

RECOMMENDED: That The School Board of Miami-Dade County, Florida:

1. Approve the Miami-Dade County Public Schools' *District English Language Learners (ELLs) Plan*; and,

2. Authorize the Superintendent to submit the Plan to the Florida Department of Education.

C-1

Superintendent of Schools
Dr. Jose L. Dotres

February 14, 2025

Bureau of Student Achievement through Language Acquisition
Florida Department of Education
325 West Gaines Street
Room 1324 Turlington
Tallahassee, FL 32399-0400

To Whom It May Concern:

Section 10 of the 2025-2028 District English Language Learners (ELL) Plan requires that the Superintendent provide an assurance letter that the district follows all ESOL training requirements. This letter confirms that Miami-Dade County Public Schools complies with all ESOL training requirements for its employees.

Thank you for supporting our English Language Learners.

Sincerely,

Dr. Jose L. Dotres
Superintendent of Schools

JLD:mb
L0590

cc: Dr. Dawn M. Baglos
       Ms. Lourdes Diaz
       Ms. Lisette M. Alves
       Dr. Patricia M. Fernandez
       Ms. Vanessa De La Peña