



**JEFFERSON**  
**COUNTY SCHOOLS**

*English Language Learners (ELL) Plan*

**2025-2028**

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**Rule 6A-6.0905  
Form ESOL 100**

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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


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<b>(1) NAME OF THE DISTRICT:</b>	<b>(2) CONTACT NAME/TITLE:</b>	<b>(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:</b>
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**(6) CERTIFICATION BY SCHOOL DISTRICT**

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

I, **John Pons**, 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.


5-9-2025
5/12/2025  
 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: Eddie Yon

Contact Information for District PLC Chairperson:

Mailing address: P.O. Box 219

E-mail Address: [eddie.yon@RestoredGlory.org](mailto:eddie.yon@RestoredGlory.org) Phone Number: 850.997.7422

Date final plan was discussed with PLC: May 6<sup>th</sup>, 2025

  
 Signature of the Chairperson of the District PLC

May 8, 2025  
 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, **Jackie Pons**, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

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

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

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

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

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

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

All parents/guardians registering students, who are English Language Learners (ELLs) or non-ELLs, in Jefferson County Schools are required to create a Focus Parent Portal account to initiate the student enrollment. Upon creation of a Focus Parent Account, parents are instructed to complete the Jefferson County School District New Student Enrollment Application through the Focus Parent Portal. Before beginning the application, parents can choose their language of preference to complete the application. The application is available in Spanish, Creole, Portuguese, French, Russian, Vietnamese, Chinese and Japanese.

A Parent Guide for Online Registration is available on the district's website. Please see link below:

[JCS Parent Guide for Online Registration](#)

As part of the registration, all parents/guardians must complete a Home Language Survey (HLS) as part of the enrollment/registration process. The Home Language Survey is embedded in the Jefferson County Schools registration through the Focus School Software.

The HLS includes the following questions:

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

If a response of "Yes" is recorded to any of the HLS questions, the school site registrar notifies the ELL coordinator and ELL coach to proceed with administering the WIDA Screener according to their grade level.

The HLS responses which include student's demographic information, native language, immigrant student information, and Date Entered United State Schools (DEUSS) are kept in the Focus School Software once the HLS is completed and submitted by the parent/guardian.

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

The home language survey is translated and available in Spanish, Creole, Portuguese, French, Russian, Vietnamese, Chinese, and Japanese. The HLS is completed as part of the registration process within the Focus School Software for all students and the language in which it is translated will depend on the language selected by the parent at the time of the completion of the registration.

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

Jefferson County Schools assist parents and students who do not speak English during the registration process by providing the online registration in Spanish, Creole, Portuguese, French, Russian, Vietnamese, Chinese and Japanese. In addition, there are bilingual staff, who are proficient in English and Spanish, available at the Office of Admissions and at the school site to assist parents/ guardians with the completion of the enrollment process.

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

Immigrant student information is obtained as part of the registration through the Focus School Software Online Registration. Students who are between the ages 3 through 21; and were 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 3 full academic years will be classified as immigrant.

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

Parents completing the registration process for Jefferson County Schools must indicate the birthdate of student, country of birth, and the DEUSS date, including the month, date and year the student entered school in the United States; this includes any of the fifty states, the District of Columbia, excluding U.S. territories and possessions. If the student is registering in Jefferson County Schools for the first time and is coming from another school district in Florida or a different state within the U.S., Jefferson County Schools requests records from the previous school that the student attended, and the original DEUSS date is recorded into the Focus School Software.

Please include a link to your HLS.

[HLS Link](#)

## **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 & ESOL Paraprofessionals

### **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.**

- WIDA 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.**

As per 6A-6.0902, upon completion of the HLS at the time of registration, an affirmative response to any of three HLS questions will prompt the registrar to contact the ELL Coordinator and/or ELL Coach to proceed with administering an approved English Language Proficiency (ELP) Assessment. Jefferson County School uses the WIDA Screener as their approved ELP assessment. Qualifying students based on the HLS will be administered the WIDA Screener within twenty school days of the student's initial enrollment.

Students enrolled in kindergarten through 2<sup>nd</sup> grade, who scored not proficient in the English language in Listening and Speaking in the WIDA Screener will be coded as LY and classified as an ELL. The students classified as ELL will be assigned a schedule that reflects their ESOL courses and services.

Students enrolled in 3<sup>rd</sup> through 12<sup>th</sup> grade, who scored not proficient in the English language in Listening and Speaking in the WIDA Screener, will also be given the Reading and Writing component of the WIDA Screener before thirty (30) days upon enrollment. Once all components of the WIDA Screener have been administered, the student's schedule is finalized. Students assessed with the WIDA Screener, who score within the limited English proficient range will be classified as an ELL and coded LY.

All students with an affirmative HLS, who were administered the WIDA Screener, and the results indicate that they are proficient in the English language will not be classified as an ELL and will be coded as ZZ in their records.

## **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.**

- WIDA Screener

Students enrolled in 3<sup>rd</sup> through 12<sup>th</sup> grade, who scored not proficient in the English language in Listening and Speaking in the WIDA Screener, will also be given the Reading and Writing component of the WIDA Screener before thirty (30) days upon enrollment. Once all components of the WIDA Screener have been administered, the student's schedule is finalized. Students assessed with the WIDA Screener, who score within the limited English proficient range will be classified as an ELL and coded LY in the Focus School Software.

All students with an affirmative HLS, who were administered the WIDA Screener, and the results indicate that they are proficient in the English language will not be classified as an ELL and will be coded as ZZ in the Focus School Software.

### **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 will make decisions of student placement based on available academic records and decide the most appropriate student's educational placement. The ELL parents/ guardians will be invited to participate in the ELL Committee meeting. The parent can choose to participate and provide input and establish their preference of services prior to the final decisions or they can decline the invitation and authorize the ELL Committee to make a decision, per State Board Rule (SBR) 6A-6.0902. In this case, the student will be placed in the ESOL Program, based on the basis of Entry "L" and the decision is documented in the student's ELL Plan.

The ELL Committee may determine whether a student is an ELL or not according to consideration of at least two of the following criteria in addition to test results (6A-6.0902):

- extend and nature of prior educational or academic experience, social experience, and 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 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.**

Students registered in Jefferson County Schools (JCS), who have been classified as English language learners, and have limited or no prior school experience or whose prior school records are incomplete or unobtainable, JCS request the parents/guardian to provide contact information of prior educational institutions. JCS then makes every effort to obtain student records from other school districts in the state, school districts out-of-state and educational institutions in other countries outside of the US, whose contact have been provided by the parents, as part of the programmatic assessment process. Students with school records from their country of origin will be assigned the grade level and courses based on these records.

If the student is missing educational records, or if the student’s age shows an age discrepancy of two years or more, the student placement will be based on the student chronological age as indicated in this chart:

<b>Student Chronological Age Assignment</b>	<b>Grade Level Assignment</b>
Ages 5-10	Elementary School
Age 11	Elementary School or Middle School
Ages 12-13	Middle School
Age 14	Middle School or High School
Ages 15 or older	High School

Elementary school teachers will identify and recommend students to be screened 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 9<sup>th</sup>-12<sup>th</sup> grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.**

Appropriate grade and course placement for students transferring from out-of-the-country will be based on the students' prior academic records. The grade-level placement will be determined upon reviewal of school records, transcripts, and any other evidence of schooling provided to the school.

A student registering in Jefferson County Schools with school records from their home country must be placed in grade level/ courses based on the student's records.

If the student's record indicates that there should be an adjustment that will result in lowering the student's grade level or courses, supporting data such as home language assessment results, student-work samples or tests will be submitted to the principal in consultation with the ESOL coordinator for reviewal. The parents/guardians of the student must be consulted and informed prior to the decision to proceed with the grade level adjustment. If the student received a high school diploma or an equivalent, the student may enroll in adult education classes. All district policies regarding age-appropriate placement apply to foreign born students and students born in the United States. The student placement decision is not only based on his/her English language proficiency.

Students' enrollment must not be delayed while the records are being processed and evaluated by the school personnel.

Personnel at the Student Support Services Department has the following procedures in place to enter previous schooling information in the Focus School Software:

- Student's transcripts and academic records are evaluated by the guidance counselor, registrar and ESOL coordinator.
- Registrar enters the student's academic records into the Focus School System to be included in the student's official records.

Upon determination of appropriate grade placement, all credit and subject requirements associated with grades, below the student's grade placement, are to be waived. In these cases, credit requirements should not be retroactive.

When educational records are provided to JCS, or if the student's academic records reflect an age discrepancy of two years or more, the student will be placed according to chronological age, as indicated in the chart below:

Student Chronological Age Assignment	Grade Level Assignment
Age 14	Middle School or High School
Ages 15 or older	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).**

JCS 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 for foreign languages the student may have taken, may be transferred as waivers following the guidelines outlined in the JCS Student Progression Plan approved by the JCS School Board.

When awarding language arts credits, the school must consider that the heritage language courses would have incorporated reading, writing, and literature. Likewise, an English course in that country would have been taught as a foreign language. The native language course would receive the English language arts credit, and English would be credited as a foreign language.

JCS accepts transfer work and courses for students entering grades 9, 10, 11 from out of the country in accordance with FL. Admin, Code R. 6-A1.00941. Credits and grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value subject to validation if required by the receiving school’s accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript, credits shall be validated through performance in classes at the school.

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

The persons responsible for evaluating foreign transcripts are school administrators, guidance counselors, registrar and the ESOL coordinator. All personnel evaluating foreign transcripts attend district-wide service trainings and professional learning workshops facilitated by the Panhandle Area Educational Consortium.

The documentation is kept in the student’s cumulative folder.

## **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.**

Students transferring to Jefferson County Schools from a Florida LEA, who were administered an English Language Proficiency (ELP) assessment within the academic year, no further assessment will be required. The student is placed according to proficiency level on the ELP assessment. The DEUSS date, HLS entry date into the ESOL Program and classification data, as available, will be entered into the Focus School Software and will remain the same.

Out-of-state students that come from a WIDA state with a current ELP assessment administered within the academic year will require no further assessment. The student is placed according to the current ESOL level and DEUSS date remains the same. The HLS, ESOL entry date and classification date will be entered into the Focus School Software to reflect Florida services.

Out-of-state students that come from a non-WIDA state within the United States of America (USA) remain with the same DEUSS date. If the student has not been evaluated in more than four (4) months, JCS will administer the WIDA Screener. The newly assessed ESOL level is used, if it is the same or higher.

An ELL student, classified as "LY", who is re-entering from outside the USA, the DEUSS date remains the same. If the student has not been evaluated in more than four (4) months, JCS will administer the WIDA Screener, and the results will determine the ESOL level. The WIDA Screener results are entered into the Focus School Software and a copy of the results is kept in the student ELL folder.

Students new to the USA, the DEUSS date is the date of the initial enrollment, and the HLS date will be reflected upon completion of the online registration. The classification and ESOL entry date will be entered into the Focus School Software.

## **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.**

JCS utilizes the Focus School Software Forms and ELLevation, an ESOL compliance digital platform, to keep the Student ELL Plans. Assigned personnel enters the student's demographic information and the initial ELP assessment data into the Focus School

Software. This information remains in the Focus School Software and is also transferred into ELLevation.

The ESOL coordinator or designee updates the ESOL services in the Focus School Software. The Student ELL Plan is updated annually at the beginning of the school year and throughout the year as appropriate when services change, including the student's courses eligible for Program funding 130.

All Student ELL Plans that are completed or have been updated are printed and placed in the student's ELL folder. A copy of the Student ELL Plan is scanned into the Focus School Software and added to their ELL profile. The Information Technology department updates all statewide assessment data into the Focus School Software yearly.

ELL students with an Individual Education Plan (IEP), will have the Student ELL Plan incorporated within the IEP to indicate all programs, services, and supports that are provided to the ELL student through the ESOL Program.

**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 includes the following sections and reflects the student's instructional program 130 as part of the schedule:

- Student Information: Demographic Information, Home Language, Years in US Schools, DEUSS, & Grade
- ELL Services
- English Language Proficiency Test History
- Standardized Test History
- Accommodations
- Classroom Modifications
- Class Schedule
- Meeting Notes
- ELL Committee Member Signatures
- Parent Signatures

The ELL Plan and its supporting documentation are scanned into the student's ELL profile within the Focus School Software and a copy is filed in the student's ELL folder. The supporting documentation for the ELL Plan is the following:

- Parent Invitation to the ELL Committee Meeting
- Placement/Continuation/Exit Parent Notification Letters
- ELL Committee Notes

The ELL Folder will contain the following documentation:

- Student Information: Demographic Information, Home Language, Years in US Schools, DEUSS, & Grade
- ELL Plans & ELL Committee Notes including signatures of school personnel and parents
- Parent Invitations to the ELL Committee Meetings
- Placement/Continuation/Exit Parent Notification Letters
- Post-Exit Monitoring for ELL Students Classified as “LF”
- Home Language Survey
- Student Schedules
- Score reports of all English Language Proficiency Assessments

The teacher’s role in the development of the ELL Plan is to provide input as requested that will assist the ESOL coordinator or designee to develop the ELL Plan to reflect all current student’s academic and language needs.

***Please include a link to the ELL Student Plan. [LINK](#).***

## **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.**

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 the student's schedule.

- **Mainstream/Inclusion: Language Arts/Reading/ESOL:**
  - **Inclusion Model:** ELL and non-ELL students in grades K-8 are grouped in a classroom and receive language arts and reading instruction from a highly certified teacher in ELA and/or Reading, who is also ESOL certified or endorsed or is in the process of obtaining these qualifications, and the ESOL teacher does push-ins to provide them with specialized language instruction.
  - **Mainstream Model:** ELL and non-ELL students in grades 9-12 are grouped in a classroom and receive language arts and reading instruction from a highly certified teacher in ELA and/or Reading, who is also ESOL certified or endorsed or is in process of obtaining these qualifications.
- **Mainstream/Inclusion: Core/Basic Subject Areas (Science/Math/Social Studies):** ELL and non-ELL students are grouped in a content classroom with a highly qualified teacher certified in the core or basic subject area assigned, holding an ESOL certification or endorsement, or is in process of obtaining these qualifications, who delivers content instruction in English.

To monitor fidelity of implementation of the models:

- The school administrator monitors classroom instruction and reviews lesson plans to ensure ESOL strategies are included and reflected in the instruction by performing classroom observations, and conferencing with teachers to discuss findings.
- The ESOL Coordinator provides all teachers serving ELL students with the following information:
  - WIDA's English Language Development Standards Framework, 2020 Edition
  - WIDA's K-12 Can Do Descriptors, Key Uses Edition
  - ESOL accommodations

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

JCS Student Progression Plan (SPP) specifies that the instruction provided to ELL students must be equal in amount, sequence, and scope to that provided to non-ELL students.

*Link to SPP:* A copy of the Student Progression Plan (SPP) with specific to ELLs highlighted can be found by clicking on the following link: [LINK](#)

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

All ELLs' academic performance is monitored throughout the school year to ensure students are meeting content and language standards. The school administration and ESOL support staff review the instructional models' success through teacher observations, teacher conferences and input, student's attendance and grades; and results of statewide assessment, including the WIDA ACCESS for ELLs.

**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, services and facilities in the same manner as non-ELLs. The school-based administrator(s), counselors(s) and the ESOL coordinator are responsible for ensuring ELLs are afforded the same rights as their non-ELL peers. The ESOL coordinator serve as liaisons and advocates for ELLs and their families to ensure equal access and are responsible for providing information and training to school personnel, including ESOL paraprofessionals regarding equal access to all programs and services to ELLs and their families.

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

ESOL instructional strategies are documented into the Focus School Software within the form 'ESOL Strategies for ELL Students K-12'; and they are also documented within teachers' lesson plans. Lesson plans are monitored by school administrators to ensure that they have Language Expectations deriving from the WIDA English Language Development Standards Framework, 2020 Edition and that they also include modifications and/or ESOL strategies to assist ELL students at all proficiency levels. ELL students receive support from their teachers, as well as their ESOL teacher either individually, in small groups, or through push-in or pull-out support.

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

All teachers are responsible for incorporating ESOL strategies during their instruction and for documenting these in their lesson plans. All lesson plans must be reviewed by the school administrator to ensure compliance with the incorporation of ESOL strategies. School administrators are responsible for performing classroom walk-throughs, formal and informal teacher observations to ensure the incorporation of the ESOL strategies listed on the lesson plans.

Teachers are provided with professional learning by district personnel during pre-planning on how to plan instruction using the WIDA English Language Development Standards Framework, 2020 Edition and the WIDA Can Do Descriptors. The ESOL coordinator is

available to provide coaching, consultations and modeling to support the delivery of comprehensible instruction to all ELLs.

**What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.**

School administrators are responsible for ensuring that all ELLs receive equal access to programs and comprehensible instruction. Information pertaining to school programs and events is disseminated in English and in the home language of ELLs as feasible. School administrators, guidance counselors, registrar and the ESOL coordinator are involved in the programmatic assessment process. School administrators are responsible for reviewing lesson plans, and conducting classroom observations to ensure fidelity with lessons plans documenting ESOL strategies. The ESOL coordinator is available to provide coaching, consultations and modeling to support the delivery of comprehensible instruction to all 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 (Specify) SAT, ACT & Classical Learning Test (CLT): Verbal Reasoning and Grammar/Writing Sections
- Native Language Assessment (Specify) \_\_\_\_\_
- LEA/school-wide assessments (Specify) F.A.S.T. ELA, STAR Test, End of Course (EOC) Exams, Statewide Science, Benchmark Testing, Imagine Learning: Language Development Progress Monitoring & ACCESS for ELLs
- Other (Specify) Progress Report & Report Cards

### **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. A copy of the Student Progression Plan (SPP) with specific to ELLs highlighted can be found by clicking on the following link: [LINK](#)
- No (Specify)

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

In compliance with Section 1008.25(6)(b) F.S., ELLs in Grade 3, who have been in the ESOL Program for less than two years, may be exempted from mandatory retention based on the Date Entered United States Schools (DEUSS). ELLs in Grade 3, who have less than two years in an ESOL Program, will be promoted based on Good Cause 1. Retention decisions must be made by an ELL committee recommended, including input from parents, teachers, and support staff servicing the ELL student. Good cause exemptions for ELLs are communicated to the parents in their native language. Parents are notified with a letter of the good cause decisions for their ELL student who benefits from Good Cause 1.

The Good Cause exemption may also apply to ELLs who have had less than 2 years of instruction in an ESOL Program, due to interruption of services-transferring into and out-of-the country since first entering a United States school based on the DEUSS.

Focus School Software creates an advanced report, listing third grade ELL students and their DEUSS, who may meet interruption of services criteria. This report can be created by personnel staff with administrative access to Focus School Software, including school administration, guidance counselors and ESOL coordinator.

An ELL Committee must be convened to determine whether an ELL student with out-of-country transfers would be eligible for good cause exemption based on interruption of services. The ELL Committee will make a recommendation after reviewing all supporting documentation, which may include:

- Transcripts from schools outside the United States
- Verification of DEUSS
- Verification of re-entry dates
- ELL's Language Proficiency Level in all domains
- Academic experience in both English and 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.**

An ELL student, who is recommended for retention, regardless of grade, must be reviewed by the ELL Committee prior to a final decision. The ELL Committee will review all documentation of academic progress in all subject areas, including evidence of progress monitoring and interventions. The ELL Committee recommendations will be documented. The retention should not be solely based on diagnostic assessments that require proficiency in English. ELLs in grades K-2 who have participated in the ESOL Program for less than two (2) years, and are recommended for retention, must be

reviewed by the ELL Committee. The retention recommendation must have supporting documentation that indicates no progress in reading, writing, and mathematics in either English and/or the student's home language.

ELLs in grade 3, who have been in the ESOL Program for less than two (2) years, may be exempted from mandatory retention as provided in Florida Statutes 100.8.25(6)(b). The promotion of ELLs in grade 3, who have less than two years in an ESOL Program, is based on Good Cause 1 as defined on page 23 of the Student Progression Plan. ELLs in grade 3 are eligible for all other exemptions, including Good Cause 3, alternative assessments, Good Cause 4, student portfolio, and Good Cause 7, previous retention. Promotion of 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 (JCS Student Progression Plan 2025-2026, Pages 23-24). Decisions pertaining promotion and retention of an ELL student with disabilities, who has an Individual Education Plan (IEP), will be reviewed and decided upon by an IEP Committee.

Jefferson County Schools' Superintendent shall accept or reject the school principal's recommendation in writing.

## **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 are trained to administer assessments and maintain documentation of the following:**

Statewide content area assessments:

All ELLs are expected to participate in statewide assessment programs. The School Testing Coordinator provides training to all personnel administering state-wide assessments.

Jefferson County Schools uses PAEC's Electronic Professional Learning Catalog (ePDC) to register and document all personnel electronic files related to professional learning records.

ACCESS for ELLs assessment programs:

- The ESOL Coordinator in collaboration with the school-site testing coordinator provides training for all personnel administering the ACCESS for ELLs.

- All personnel administering the ACCESS for ELLs must complete the following required assessment training within the WIDA Secure Portal based on the Grade Level and Language Domains that they will administer. The ESOL coordinator will assist testing administrators with registration to the required assessment training and monitor records of completion in the WIDA Secure Portal.
  - Paper ACCESS for ELLs: Administration (Must be completed by all testing administrators.)
  - Kindergarten ACCESS for ELLs: Administration and Scoring
  - Speaking for Grades 1-5: Scoring ACCESS Paper
  - Speaking for Grades 6-12: Scoring ACCESS Paper

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

The school testing coordinator is assigned yearly by the school administrators to coordinate the administration of assessments. However, the school administrator is responsible for adhering to all guidelines and procedures outlined in Board Policy, the respective assessments' Program Guide and/or Test Administrator Manual. The ESOL Coordinator will work alongside the school testing coordinator to ensure and document that ELLs are provided with appropriate testing accommodations in accordance with the requirements of each assessment.

**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 JCS testing calendar is posted on the JCS website for access by all parents under the tab "About" and Calendars [LINK](#)

Upon classification to the ESOL Program, the ESOL Coordinator or ESOL Teacher send the parents or guardians a "Placement Notification to the ESOL Program" letter which states the approved assessment accommodations, which can be subject to individual test guidelines.

Parents are informed of Florida's statewide mandates, assessment policies, and student outcomes in the following district documents:

- Student Progression Plan: [LINK](#)
- JCS Alternative Assessment Graduation Pathways for English Language Learners in the ESOL Program: [LINK](#)
- Parent communication ACCESS for ELLs is provided in English, Arabic, Chinese, Dari, French, Haitian Creole, Hmong, Korean, Pashto, Portuguese, Russian, Somali, Spanish, Tagalog, Ukrainian, Urdu and Vietnamese by the FDOE. The parent communications can be accessed accessing this link : [LINK](#).

## **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.**

A student is exited from the ESOL Program when he/she has attained English language proficiency. English language proficiency is determined by scores on specific assessments or by recommendation of the ELL Committee. Upon receipt of the state-wide standardized test scores, students who perform at the levels stated below are determined to be English language proficient and are exited from the ESOL Program.

Exit criteria is based on assessment scores per Rule 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 a 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 FAST 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 achievement level on the FAST Assessment of 3 or higher; or passing concordant score on the SAT, ACT or the Classical Learning Test (CLT): Verbal Reasoning and Grammar/Writing. 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 the student will be exited by an ELL/IEP Committee.

Once the student meets exit criteria, the ESOL Coordinator notifies the Assistant Principal of Curriculum or designee of the student exit data 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.

At the request of an ELL student's teacher, counselor, administrator, or parent, the student's ELL Committee can be convened at any time to re-evaluate for English proficiency and to determine eligibility for exit.

Once the decision is made to exit the student, the exit data is entered into the Focus School Software and the student ELL Plan is updated to reflect the new status. The parents are notified using the Parent Notification of ESOL Program Exit form. A copy of this form is placed in the student's ESOL documentation folder. The student's code is then changed from LY to LF and his/her progress is monitored for two years.

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) \_\_\_\_\_

**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 can meet at any time at the request of an ELL student's teacher, counselor, administrator, or parent, to re-evaluate for English proficiency and to determine eligibility for exit. 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 data, ELLs can be referred to exit the ESOL Program at any time during the school year. Since ACCESS for ELLs and FSA ELA data is normally used as 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 current data analysis and student evaluations. A current listening, speaking, reading, and writing English proficiency assessment will be given, as well as a review of report card grades, and benchmark test scores. Input from parents, teachers, and support staff will also be requested. If the student is performing on grade level with academic success and at least two of the 5 criteria listed above are met, the student is exited from the ESOL Program and the parent is notified using the Parent Notification of ESOL Program Exit.

## **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 &  
ESOL Teacher

**Updating the student ELL plan?** ESOL Coordinator/ ESOL Teacher

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

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) Attendance and Discipline Referrals

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

When the academic performance of a former ELL is unsatisfactory (during or after the two-year monitoring period), the ESOL Coordinator re-establishes and convenes the ELL Committee, including the parent, to discuss the student's progress and the interventions currently provided. The committee will recommend in writing appropriate alternatives for the student:

- Re-entry into the ESOL Program
- Referral to the school's Multi-Tier System of Supports Team for evaluation.

An IEP Committee may be convened at any time during the two-year Post-Exit Monitoring period to discuss the progress of an ELL student with a disability. The Post-Exit Monitoring is documented in the student's IEP.

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

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

The ESOL Coordinator monitors the ESOL Program for compliance and student academic achieving by:

- Performing audits of ESOL documentation folders.
- Delivering training to teachers during preplanning and over the course of the year on strategies and compliance issues.
- Working closely with the school administrators, instructional coaches, teachers, and other staff to ensure compliance.
- Monitoring ELL students' academic performance, and convenes the ELL Committee meetings to make recommendations when necessary.

School administrators track academic performance of ELLs as a group to meet district and state requirements.

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

School sites, parents and stakeholders can access the approved JCS District ELL Plan under the Departments-ESOL Program: [LINK](#).

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

The District ESOL Coordinator works with school administrators, instructional coaches, and teachers to ensure that the school is following the requirements and procedures stipulated in the District ELL Plan. Classroom walkthroughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the District ELL Plan is discussed during PLC meetings with bilingual presenters, and parent input and feedback is encouraged so that there is a 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 program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
  - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
  - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
  - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

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

To meet ESSA compliance, parents are notified when a student is identified as an ELL for participation in the ESOL Program, no later than 30 days after the beginning of the school year. Students identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the student being placed in the ESOL Program. Parents will be notified by letters, and copies of the letters will be filed in the students' ELL folder. All letters, as well as all home-school communication, must be provided to parents in a language that they can understand.

The following parent notifications are available in Spanish:

- Invitation to ELL Committee Meeting [LINK](#)
- Notification of Placement, Continuation of Services or Reclassification: ESOL Program [LINK](#)
- ESOL Program Exit [LINK](#)
- ESOL Strategies for ELL Students [LINK](#)

**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 ESOL Department hosts various events throughout the school year to involve parents, including participation in Open House, and ESOL family night. The purpose of these meetings is to ensure that ELL parent needs and concerns are addressed. The district ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies to provide additional services that can include English language classes, assistance with immunization, immigration information, etc. Spanish interpreters are available during these activities.

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

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

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

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

- LEA Level  
 School Level

### **Please address the functions and composition of the PLC:**

The goals of the PLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites; provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their ELLs, and to consult with school personnel and give input on goals related to the ESOL program. 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.

***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?**

The PLC develops a school environment that encourages two-way communication between the home and the school and meets annually, or as needed. Bilingual personnel are also available to discuss issues that promote school involvement and provide parents of ELLs with opportunities to be represented on existing school and district advisory councils. The officers also review and approve the District ELL Plan prior to it being submitted for School Board and State DOE approval. The LEA involves the PLC with the School Advisory Council (SAC).

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

The LEA PLC provides input during the development of the District ELL Plan and reviews the final version at a scheduled PLC meeting. The ESOL coordinator, who is bilingual in English and Spanish, presents the District ELL Plan to the PLC and provides language assistance and clarification to all members. PLC members may request an emailed version of the plan if they cannot attend the meeting. Parental feedback is encouraged and will be addressed in subsequent meetings, if necessary. Upon completion of the review by the members of the PLC, the Chairperson signs and approves the District ELL Plan.

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

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.**

Category I teachers responsible for ELA and intensive reading instruction of ELLs are notified of training opportunities via email by their assigned principal. Principals are notified via email by the ESOL Coordinator of the training opportunities offered through the Panhandle Area Educational Consortium (PAEC), as a member district receiving Curriculum Support Services, and it is the principal's responsibility to disseminate this information to the Category I teachers at their school site.

PAEC offers all five (5) required 60-hour ESOL courses required for the ESOL endorsement using Schoology as their Learning Management System (LMS) of choice, delivered as online self-paced courses with open registration all-year around.

Jefferson County Schools uses PAEC's Electronic Professional Learning Catalog (ePDC) to register and document all personnel electronic files related to professional learning records.

**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.**

Content area teachers of math, science, social studies and computer literacy requiring the 60-hour ESOL training requirement are notified of training opportunities via email by their assigned principal. Principals are notified via email by the ESOL Director of the training opportunities offered through the Panhandle Area Educational Consortium (PAEC), as a member district receiving Curriculum Support Services, and it is the principal's responsibility to disseminate this information to the content area teachers at their school site.

PAEC offers all five (5) 60-hour ESOL endorsement courses using Schoology as their Learning Management System (LMS) of choice, delivered as online self-paced courses with open registration all-year around.

Jefferson County Schools uses PAEC's Electronic Professional Learning Catalog (ePDC) to register and document all personnel electronic files related to professional learning records.

**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 requiring the 18-hour ESOL training requirements are notified of training opportunities via email by their assigned principal. Principals are notified via email by the ESOL Director of the training opportunities offered through the Panhandle Area Educational Consortium (PAEC), as a member district receiving Curriculum Support Services, and it is the principal's responsibility to disseminate this information to the instructional staff at their school site.

PAEC offers the course ESOL for Category III Teachers, which is an 18-credit course that satisfies the ESOL training requirements. This is an online self-paced course that teachers can enroll at any time throughout the school year. Participants have twelve (12) calendar months to complete the course upon registration. Upon satisfactory completion, the PAEC course instructor will inform the teacher to complete a course survey. Upon completion of the course survey, the participant will receive a certificate of completion. The teacher is responsible for informing their administrator of the course completion. The school administrator will then inform the district's professional learning specialist of the teacher's completion and the teacher's records will be updated to reflect the completion of this ESOL compliance requirement.

School administrators can also access PAEC's ePDC and monitor completion. In addition, PAEC's assigned personnel to this course can provide a completion report or progress of the course upon request from a district administrator or school administrator.

Jefferson County Schools uses PAEC's Electronic Professional Learning Catalog (ePDC) to register and document all personnel electronic files related to professional learning records.

**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 school principal is responsible for reporting Category I teachers who are out of field to the Jefferson County Schools' Superintendent, who then reports to the School Board for approval prior to FTE surveys. Parents of ELL students, whose student is instructed by an out-of-field teacher, will receive a letter informing them that the teacher assigned to their student is teaching outside their currently held certification area. The out-field notification letter will be sent in English and in the parents' native language.

Category I teachers, who have assigned ELLs, must complete the 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. It is the teachers' responsibility to add the ESOL endorsement upon completion to their teaching certificate. Teachers who complete the stated requirements will be considered in compliance, and weighted FTE 130 can be claimed.

Jefferson County Schools uses PAEC's Electronic Professional Learning Catalog (ePDC) to register and document all personnel electronic files related to professional learning records.

**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.**

School-based administrators requiring the 60-hour ESOL training are notified of training opportunities via email by the District Professional Learning Specialist and/or ESOL coordinator. The school-based administrator will be informed of the training opportunities offered through the Panhandle Area Educational Consortium (PAEC).

PAEC offers the course ESOL for Administrators, which is a 60-credit course that satisfies the ESOL training requirements. This is an online self-paced course that school-based administrators can enroll at any time throughout the school year. Participants have twelve (12) calendar months to complete the course upon registration. Upon satisfactory completion, the PAEC course instructor will inform the participant to complete a course survey. Upon completion of the course survey, the participant will receive a certificate of completion. The school-based administrator is responsible for informing the professional learning specialist of the completion of the course. The school-administrator's records will be updated to reflect the completion of this ESOL compliance requirement.

Jefferson County Schools uses PAEC's Electronic Professional Learning Catalog (ePDC) to register and document all personnel electronic files related to professional learning records.

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

Guidance counselors requiring the 60-hour ESOL training are notified of training opportunities via email by their principal, who will receive notification of available opportunities by the District Professional Learning Specialist and/or ESOL coordinator. The guidance counselor will be informed of the training opportunities offered through the Panhandle Area Educational Consortium (PAEC).

PAEC offers the course ESOL for Guidance Counselors, which is a 60-credit course that satisfies the ESOL training requirements. This is an online self-paced course that guidance counselors can enroll at any time throughout the school year. Participants have

twelve (12) calendar months to complete the course upon registration. Upon satisfactory completion, the PAEC course instructor will inform the participant to complete a course survey. Upon completion of the course survey, the participant will receive a certificate of completion. The guidance counselor is responsible for informing the principal and the professional learning specialist of the completion of the course. The guidance counselor's records will be updated to reflect the completion of this ESOL compliance requirement.

Jefferson County Schools uses PAEC's Electronic Professional Learning Catalog (ePDC) to register and document all personnel electronic files related to professional learning records.

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

Instructional staff, as well as all paraprofessionals, are provided with the WIDA's English Language Development Standards Framework, and K-12 Can Do Descriptors, Key Uses Edition to assist in them in planning their instruction considering the ELLs' proficiency levels in all language domains. JCS provides professional learning opportunities offered by PAEC, workshops directed by district personnel, the Florida Department of Education and WIDA.

**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.**

All instruction is provided in English.

**A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.**

Bilingual paraprofessionals are classified as ESOL paraprofessionals. ESOL paraprofessionals must have the following qualifications: associate's degree; or higher or sixty (60) semester hours of college; or knowledge and ability in instruction in core subject as verified by a rigorous state or local assessment; a high school diploma or equivalent and an oral and literacy proficiency in Spanish. The performance responsibilities will include: 1) planning and preparation of materials for teachers servicing ELLs; 2) administrative and management tasks related to ELL services; 3) assessment and evaluation of ELL students; 4) intervention and direct services to assist teachers servicing ELL students; 5) collaboration and communication with ELL families, including interpretation and translation services, and the needs of stakeholders servicing ELL students.

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

Bilingual paraprofessionals are trained in ESOL and home language strategies during pre-planning, and in-service days by district personnel or PAEC staff. The trainings include, but are not limited to topics such as: identification and assessment procedures, parent communication, classroom strategies, and ESOL Program accommodations. Training attendance and completion is documented in PAEC's ePDC electronic files and kept 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.**

Bilingual paraprofessionals will be interviewed in English and Spanish to demonstrate language proficiency in both languages prior to hiring. Spanish proficiency is prioritized over other languages because is the language spoken by the majority of the ELLs in the district.

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

*Please see attached assurance letter from Jefferson County Schools' Superintendent.*

**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 English Language Learner's (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. 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, 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 will follow the following procedures when determining extension of services based on the ELL's DEUSS:

- The ELL is referred to the ELL committee for review of ELL Plan.
- The ELL Committee reviews the following criteria:
  - Progress Reports / Report Cards
  - Student Portfolios / Student Work Samples
  - Mastery of Florida Standards
  - Scores on District/ State Assessments
  - Parent Input
  - Teacher Input
  - Years in the ESOL Program
  - English Language Proficiency: Speaking, Reading, Writing & Listening
- The ELL Committee may determine to exit the ELL student from the ESOL Program and to enroll the student in an alternative program.
- The ELL Committee may determine whether the student be referred for further evaluation.
- The ELL Committee may determine that the student needs extension of services in the ESOL Program.

The ESOL Director, ELL Coach, and School Administrators are responsible for monitoring ELLs' with three or more years in the ESOL Program as mandated for compliance.

### **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
- 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
- WIDA Screener
- Florida Assessment of Student Thinking (F.A.S.T.) English Language Arts (ELA)



Jackie Pons, Superintendent  
1490 W. Washington St. | Monticello, Florida 32344  
Phone 850.342.0100 | JeffersonSchools.net

May 2, 2025

To Whom it May Concern,

This letter confirms that teachers in Jefferson County Schools are in compliance of applicable ESOL training requirements or working towards them within the mandated timeframe.

Sincerely,

Jackie Pons, Superintendent



Joy "Beth" Frisby | District 1   Willie Ann Dickey | District 2   Brenda Wirick | District 3  
Bill Brumfield | District 4   Magdalen "Mags" Flynt | District 5

