

## **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.

### ***For Students Entering Years 2 and 3***

*The ESOL Contact, with feedback from the teacher, recommends continued placement within 30 days prior to the DEUSS. The ELL Plan and the A23 panel are updated. An ELL Committee meeting is not required.*

*An approved English Language Proficiency Assessment is administered to update language classification for students in years 2 and 3. This information is used to inform continued placement. The ELL Plan is updated to reflect changes in language classification codes.*

### ***For Students Entering Years 4, 5, 6 and beyond***

*An ELL Committee makes recommendations for extension of services no earlier than thirty (30) school days prior to the DEUSS 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.*

*Any student considered for extension of services is assessed with an approved English Language Proficiency Assessment (L, S, R, W) no earlier than 30 days prior to the DEUSS. If the student's date falls between the administration of the ACCESS for ELLs and October 1 of the following school year, the ACCESS for ELLs and applicable FSA scores will suffice, and a more recent assessment is not required. If the student's date falls after October 1st, an assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any district-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing.*

*The procedures followed when determining extension of services are:*

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

*The ESOL Contact is responsible for initiating a new student ELL Plan, providing the Data Processor with the student data to enter in the mainframe, and ensuring the appropriate placement after the student has been assessed. **Original student data, including DEUSS and entry date stay the same.***

*Two of the state approved criteria must be used to recommend continued placement:*

- a. extent and nature of prior educational and social experiences; and student interview;*
- b. written recommendations and observations by current and previous instructional and supportive services staff;*
- c. level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;*
- d. grades from the current or previous years;*
- e. test results from tests other than ACCESS for ELLs and FSA*

### **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.

- *IDEA Proficiency Test (grades K-12)*
- *ACCESS for ELLs or Alternate ACCESS for ELLs*

### **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.

- *IDEA Proficiency Test (grades K-12)*
- *ACCESS for ELLs or Alternate ACCESS for ELLs*
- *FSA ELA*