

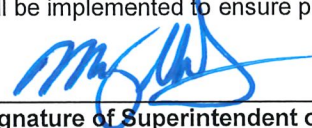
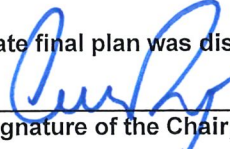
District English Language Learners (ELL) Plan

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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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Okaloosa County School District	Lisa Tucker District ESOL Specialist	850-833-3107 Lisa.Tucker@Okaloosaschools.com
(4) MAILING ADDRESS: 202 A North Highway 85 Niceville, Florida 32578		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
(6) CERTIFICATION BY SCHOOL DISTRICT The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan. I, Marcus Chambers , do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability. <div style="display: flex; justify-content: space-between;"> <div data-bbox="68 945 747 1102">  Signature of Superintendent or Authorized Agency Head </div> <div data-bbox="747 945 941 1102"> <u>2/14/22</u> Date Signed </div> <div data-bbox="941 945 1508 1102"> <u>2/14/22</u> Date of Governing Board Approval </div> </div>		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC) Name of Chairperson representing the District ELL PLC: Angel Ruiz Contact Information for District PLC Chairperson: Mailing address: 202-A North Highway 85, Niceville, FL 32578 E-mail Address: Phone Number: 850-833-3107 Date final plan was discussed with PLC: 2-15-2022 <div style="display: flex; justify-content: space-between;"> <div data-bbox="68 1302 649 1463">  Signature of the Chairperson of the District PLC </div> <div data-bbox="649 1302 1508 1463"> <u>02/23/22</u> Date Signed by PLC Chairperson </div> </div>		

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN ASSURANCES AND CERTIFICATION

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

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

By signature below, I, Marcus D. Chambers, 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

2/14/22

Date Signed

Okaloosa County School District

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?

A district-wide registration procedure is conducted at each school site and ensures all students have equal access to free and appropriate education. Upon completion of the Student Enrollment/Registration packet, the school registrar enters all student demographic information into the district information systems database. Student demographic information includes native language, country of birth, and date of entry into U.S. school (DEUSS) into the district database from information provided by the parent/guardian during the registration process. If the parent/guardian indicates the student was born outside of the U.S., District of Columbia, or Puerto Rico and has been in a U.S. school for fewer than three academic years, the school registrar will complete Screen 324 to indicate Immigrant status per federal definition. The District ESOL staff and MIS data analysts run periodic queries to ensure correct coding in the district data management system.

At the time of registration, all parents/guardians complete the Home Language Survey (MIS 4025) which is part of the enrollment packet and includes the following questions required by 6A-6.0902, FAC:

- (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 the response is "yes" to any of the three questions on the Home Language Survey, the registrar notifies the school's ESOL contact and updates the student's language proficiency code to LP indicating English language proficiency testing is pending within 20 school days of enrollment.

The following information outlines the district's data management system codes to identify the language proficiency of students:

- Code LP indicates the student is pending ESOL eligibility testing. The ESOL contact or designee must administer LAS Links or other district-approved ESOL eligibility screening test within 20 days of the student's enrollment.
- Code LY indicates the student is eligible for ESOL services based on an

approved English language proficiency test. Screen 706 is completed to indicate referral, classification, and enrollment dates along with the basis of entry to the ESOL program. A student ELL plan is created to provide information about the student's level of English proficiency and appropriate instructional and assessment accommodations.

- Code LF identifies students who have been dismissed from the ESOL program no longer than two years based on state testing criteria or ELL Committee recommendation. Students report cards are monitored for two years to track academic progress. The ELL Committee may recommend re-entry into the ESOL program if warranted based on the Florida State Board of Education revised Rule 6A-6.09091, F.A.C. effective December 2019 which allows students who have been dismissed from the English Speakers of Other Languages (ESOL) program fewer than two years based on their exit date to have access to allowable accommodations for state testing.
- Code LA identifies students who have been dismissed from the ESOL program 3-4 years and have completed the LF 2-year monitoring process.
- Code LZ identifies students who have been dismissed from the ESOL program 4 or more years.
- Code ZZ is used for students who are proficient in English and are ineligible for ESOL services. Ineligibility documentation is recorded in the district's data management system for students who are ineligible for ESOL based on English proficiency entry test scores.

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

Registration procedures are the same for all students. All parents must complete the Student Enrollment/Registration packet and the Home Language Survey, as well as other pertinent student data and information. Spanish speaking parents may receive these forms in Spanish. Other language support is provided by district personnel or Language Line Solutions as needed.

Into what languages are the HLS translated?

The Home Language Survey is translated in Spanish and Portuguese. Other languages may be available upon request through services contracted through Language Line Solutions.

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

ELL families are given assistance with the registration process as needed from bilingual

school staff and online translation services. Where available, community language facilitators may also assist with translating or interpreting registration documents, transportation information, and other pertinent school documents. The district contracts with Language Line Solutions to provide language support when a bilingual interpreter is not available or to serve less commonly spoken languages.

How do you identify immigrant students?

Immigrant student information and Date Entered U.S. School (DEUSS) are captured in the Student Enrollment/Registration packet and Home Language Survey. The term immigrant children and youth means individuals who:

(A) are ages 3 through 21; and

(B) were not born in any U.S. State, the District of Columbia or Puerto Rico; and

(C) have not been attending one or more schools in any one or more U.S. States for more than 3 full academic years.

Based on this definition, the student's immigrant code is Y and Screen 324 in the district data management system is completed.

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

At the time of registration, parents provide the Date Entered U.S. School (DEUSS) by completing the Home Language Survey along with the and the district registration packet. The Home Language Survey form includes questions regarding the birthdate of student, country of birth, and the DEUSS date---the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student is transferring to our district from another U.S. school, records are requested from the previous school, and the original DEUSS date is entered into our student information system.

Please include a link to your HLS: <https://www.okaloosaschools.com/depts/esol/forms>

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) School Counselor, ESOL Contact, or ESOL Interpreter

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.

LAS Links or 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.

If the parent/guardian answers "yes" to any question on the Home Language Survey (HLS), the registrar notifies the ESOL contact. The ESOL contact will review forms daily, schedule the assessment, record test results, and then notify both the registrar and teacher(s) of completed testing. Listening and Speaking assessment must be completed within 20 school days of enrollment. The district goal is to complete testing within five school days of enrollment to better serve students and better inform instructional staff and parents. In rare instances when testing must occur outside the 20 day timeframe, the parent/guardian is notified of the reason for the delay in testing.

Kindergarten – Grade 2 students are administered the Listening/Speaking assessment. Students who score within proficient range of the Listening/Speaking assessment are determined ineligible for ESOL services and are coded non-ELL (ZZ). Students who score below proficient based on Listening/Speaking scores are eligible for ESOL services and are coded LY – Basis of Entry – A.

Students in Grades 3-12 are administered the Listening/Speaking assessment. Students who score below proficient are eligible for ESOL services and are coded LY – Basis of Entry – A.

Students in Grades 3-12 who score proficient in Listening/Speaking are then administered a Reading/Writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) school days after enrollment. Students in Grades 3-12 who qualify for ESOL services based on below proficient Reading/Writing scores are coded LY – Basis of Entry – R.

The parent/guardian is notified of the student's eligibility or ineligibility for ESOL services.

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.

LAS Links or WIDA Screener

3. ELL Committee

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

The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

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

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

Academic/Programmatic Assessment

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

The school registrar makes a records request, and attempts are made to contact the student's previous school(s) in order to get as much information as possible regarding the student's educational and testing history. When a student's previous records are unobtainable, parents are asked to describe the student's previous school experience(s). Students may be assessed for skills and school-readiness competencies in addition to English language assessments. ELLs are then placed accordingly as age appropriate, and academic success is monitored to ensure that accurate placement decisions were made. These procedures are documented on the Programmatic Assessment form (MIS 4308) and maintained in the student's ELL folder.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

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

Students must have documentation of completed courses in order to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the Programmatic Assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. School counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee, school counselor, teacher, parents, ESOL contact, and/or district administrator may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

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

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

School counselors and district ESOL staff are responsible for evaluating foreign transcripts. When school staff members have questions or need clarification regarding transcript translation or evaluation, they will contact the ESOL office and/or district based staff for assistance. School counselors receive training periodically throughout

the school year on transcript evaluation resources including acceptable guides and online sources. Training is documented through sign in sheets and maintained in the ESOL Office.

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

If the time frame for re-entering the LEA from another school district in Florida, state or country has been longer than one calendar year, a current English language proficiency assessment will be administered to ELLs who have an affirmative response on the HLS at the time of re-entry/registration. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remains the same.

For ELLs transferring from one school district to another within a calendar school year, no new assessment is necessary and ESOL services continue as indicated by previous school records. All original reporting data stays the same. For out of state ELLs new to Florida, the DEUSS date stays the same, but HLS, entry, classification dates are changed to reflect Florida services. For students new to the U.S., the DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry date must be reported accordingly. The DEUSS date can never be after the classification and entry dates.

ELL Student Plan Development

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

An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), and administrator (or designee) and other interested participants. The guidance counselor or designated ELL contact, along with the classroom teacher(s), are responsible for completing the student ELL plan and updating annually.

The plan will reflect the student's instructional program or schedule designated by the Program 130 code with will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodations for state assessments as well as classroom assessments. Additionally, the student's ELL plan contains LAS Links scores, WIDA ACCESS for ELLs tier level with correlation to WIDA Can-Do Descriptors, and current state assessment data.

The ELL Plan will be updated annually at the beginning of each school year and when services change to reflect the most current schedule and accommodations. The ELL Plan is maintained electronically in the district's data management system and hard copies are maintained the ESOL blue cumulative folder.

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 elements of the student plan will include the student's name, date of entry, current WIDA ACCESS for ELL scores, and state assessment data. The plan will reflect the student's Instructional Program (130), amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the LAS Links or WIDA Screener. Additionally, the student's ELL plan contains LAS Links scores, WIDA ACCESS for ELLs tier level with correlation to WIDA Can-Do Descriptors, and current state assessment data. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan:
<https://www.okaloosaschools.com/depts/esol>

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.

ELLs in mainstream-inclusion Language Arts and core subject areas receive comprehensible instruction through ESOL strategies, supplemental materials and language support in classes with both ELLs and non-ELLs. Teachers in both instructional models must have the appropriate training requirements, must document ESOL strategies, and monitor the language acquisition progress of ELLs.

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

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. Equal access evidence will be observed by school site administrators through classroom visits, lesson plans and teacher interviews.

Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit toward graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

ELLs should not be retained if appropriate instructional strategies, materials and assessments have not been provided to meet their needs. Furthermore, ELLs cannot be retained based solely on their language proficiency.

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

Academic performance is monitored throughout the year to ensure the ELL student is making academic and linguistic progress. Administrative and support staff review instructional model success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically WIDA ACCESS for ELLs. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model may be considered.

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

The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The District ESOL Specialist serves as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual interpreters 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 are required to provide documentation in their lesson plans for instructional strategies used with ELLs. These lesson plans are monitored by school administrators. Teachers are encouraged to participate in additional training in the areas of differentiated instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified by the WIDA ACCESS for ELLs, LAS Links, FSA, EOC, and SAT10. Instructional strategies are further monitored through detailed notes on classroom observations and teacher interviews, individualized student support and data from Achieve 3000, i-Ready, or other intervention tools.

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

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans which are checked by school administrators during ongoing classroom walk-throughs, formal and informal teacher evaluations. Teachers are evaluated by school administration.

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

- A. Reviewing of the student's grades in all subject areas.
- B. Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools
- C. Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.
- D. Classroom observations

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

School administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom observation and teacher interviews will be conducted, as well as instructional material evaluation for the purpose of monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL staff also conducts monitoring visits and provides modeling and curriculum development support.

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

- ☒ Student Portfolios
- ☐ Other Criterion Referenced Test (Specify) _____
- ☐ Native Language Assessment (Specify) _____
- ☒ LEA/school-wide assessments (Specify) i-Ready Diagnostics (K-8)
- ☒ Other (Specify) SAT 10 as needed

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.
LINK: <https://www.okaloosaschools.com/district/ppp>

☐ 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.

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

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELL's, information and documentation may include, but not be limited to: classroom performance, benchmark testing results, statewide assessment data, progress toward English Language acquisition, progress monitoring tools, such as i-Ready, and parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.

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

Statewide Assessment

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

The District Assessment Coordinator provides guidelines, materials, and training for school-based testing coordinators. Train-the-trainer workshops are provided for testing coordinators who, in turn, train all school-based personnel responsible for administering assessments to ELLs with a specific emphasis on testing accommodations. The school-based testing coordinator is a designated Assistant Principal or School Counselor. The District Assessment Coordinator provides recording documents for schools to maintain and document ELL accommodations, as well as procedural policies and accountability data.

Accommodations for ELLs in the administration of FSA, EOC and WIDA ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

Statewide content area assessments:

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

The ESOL contact and school counselor ensure the provision of accommodations for statewide assessment which are indicated in the Test Administrator's Manual and include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries and/or glossaries without definitions.

Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment. The parents are notified of the different testing accommodations in a letter sent by the ESOL contacts. Parents may choose if flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the WIDA ACCESS for ELLs test administration window are tested for language proficiency. WIDA ACCESS for ELLs is a paper-based assessment for Grades 1–12. The Speaking section is administered individually. The Listening, Reading, and Writing sections may be administered in a group setting according to grade level cluster and WIDA tier.

Kindergarten WIDA ACCESS for ELLs is a paper-based assessment administered entirely one-on-one by the test administrator.

Alternate WIDA ACCESS for ELLs is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities and is administered one-on-one by the test administrator.

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)?

- School-Based Testing Coordinators
- School Counselors
- School-Based Testing Administrators
- ESOL School Contacts

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

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations which also contains specific language for flexible setting options. Parents have the right to choose the flexible setting accommodation during testing.

Parent are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences

may be convened with a translator present if needed, by the parent or teacher to discuss the assessment policies, mandates, and results.

Please provide links to communications in parents' languages.

Links:

- Parent Notification of WIDA ACCESS for ELLs Assessment
<https://drive.google.com/drive/folders/1UJb2IzxcL1u22i-vjOTCqvNb5Fja1UTh>
- Parent Guide to WIDA ACCESS for ELLs Score Reports
<https://drive.google.com/drive/folders/1IPcdy8Qb35LZX7fOJk6QxdJzG7fL9xqP>

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

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

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

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

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

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

Once the student meets exit criteria, the ESOL school-based contact notifies the data entry clerk of exit data, and the student code is changed from LY to LF. All students coded LF are monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- ☒ School/LEA based testing administrator
- ☒ ESOL Teacher/Coordinator
- ☒ Other (Specify) school counselor

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

If assessment results do not fully capture the student's academic or linguistic needs, an ELL committee may be convened where input from parents, teachers and support staff is discussed and placement decisions are made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student from the ESOL program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan.

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

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results other than the original entry assessments. LAS Links or WIDA screener may be used to determine exit eligibility if WIDA ACCESS scores are not available from the previous school year.

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

Although ELLs usually exit the ESOL program when criteria is met through assessment, ELLs can be referred for exit at any time during the school year. WIDA ACCESS for ELLs and FSA ELA data are normally used as the instruments to make the exit decisions, and this data is typically received during the summer. Any exit decisions made in the middle of a grading period or school year would require an ELL committee

decision based on a current data analysis and student evaluations. A current listening, speaking, reading, and writing English proficiency assessment will be administered. A review of report card grades, benchmark test scores, and portfolio data will also be completed. Stakeholder input from parents, teachers and support staff will also be requested. If the student is dismissed from the program by the ELL Committee, the exit code will be L, and the student code will change from LY to LF.

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

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

Conducting the follow-up performance of former ELLs?
Teachers, ESOL Contacts, School Counselors

Updating the student ELL plan?
ESOL Contacts, School Counselors

Reclassification of ELL status in data reporting systems?
School Counselors, ESOL Contacts, Data Entry Clerks, District ESOL and MIS staff

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☐ Other (Specify) _____

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

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

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

First report card after exiting the ESOL program;
Report card at the end of the first semester based on exit date;
Report card at the end of the first year based on exit date; and
Report card at the end of the second year based on exit date.

The following procedures are followed when the academic performance of former ELLs is not on grade level:

1. Student is referred to the ELL Committee.

2. ELL Committee reviews report cards, student portfolios, attainment of Florida
 - a. Standards, performance on district/state assessments, parent/teacher input,
 - b. number of years the student has been enrolled in ESOL Program and language
 - c. acquisition proficiency.
3. ELL Committee may determine that the student continues in the regular program.
4. ELL Committee may determine that the student continues in the regular program and is referred to the MTSS team.
5. ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY, and re-entered into the program or be referred for further evaluation.

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

Compliance of ELL Plan and Student Performance

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

ELL student progress is monitored by the ESOL contact or school counselor and documented in the student's ESOL folder. Monitoring is based on the targeted skills identified during initial testing, WIDA ACCESS for ELLs and, academic assessment. Assessment results are analyzed throughout the course of the school year in order to evaluate mastery of key English language acquisition concepts in speaking, listening, reading, and writing.

Teacher training records are monitored for compliance with ESOL requirements by the ESOL district-level personnel or Human Resources certification analysts.

Student ELL plans and schedules are updated annually and monitored by the ESOL administrator to ensure that ELLs are being provided the appropriate program (130) and method of instruction.

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

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

The District ELL Plan is available on the district's website. All schools provide the district's website link to parents through orientation or in their school-based newsletter. The District ELL Plan is also made available through PLC meetings or ESOL Family Literacy Nights. Parents and community stakeholders may request copies of the plan at any time. Although the District ELL plan is in English, bilingual school staff will help translate components of the plan as needed.

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

District ESOL staff members responsible for the implementation of the District ELL Plan meet with school-based administrators to ensure appropriate instructional practices and procedures are in place. The district ESOL office provides a month-by-month compliance timeline and checklists for school counselors and school-based ESOL contacts. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. The district plan is discussed during PLC meetings with translators available, and parent feedback is 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 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.

In compliance with ESSA requirements, schools 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 weeks of ESOL program placement.

Parents will be notified by letters which are maintained in student folders and monitored by Title I. All letters, as well as all home-school communication, will be provided to parents in a language that they can understand unless clearly not feasible.

Link: <https://www.okaloosaschools.com/files/site/mis-forms/mis4324-parent-notification-ell-placement.pdf>

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the home language of the parents/guardians or by contracted phone-based interpreters. Examples may include pre-recorded messages, information posted on district or school websites, documents, and parent-teacher conferences. Translation services, specifically in less commonly spoken languages, are also provided through bilingual staff, community volunteers, or phone-based interpreters to enhance the parent-school partnership.

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 in collaboration with Title I initiatives to engage parents, including Family Literacy Nights, student achievement showcases, and multicultural events. In addition, the ESOL Parent Leadership Council meets each year to ensure that ELL parent needs and concerns are being shared and addressed. The district ESOL staff 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 and immigration information. Activities are usually scheduled at school sites with significant ELL populations in order to facilitate parent involvement. Language interpretation services are available unless clearly not feasible.

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.):

Link: <https://www.okaloosaschools.com/depts/esol/forms>

- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☒ Program delivery model option(s)
- ☒ Extension of ESOL instruction
- ☒ Exit from ESOL program
- ☒ Post-reclassification of former ELLs monitoring
- ☒ Reclassification of former ELLs
- ☒ State and/or LEA testing
- ☐ Accommodations for testing (flexible setting)
- ☒ Annual testing for language development
- ☒ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
- ☐ Retention/Remediation/Good Cause
- ☒ Transition to regular classes or course change
- ☒ Invitation to participate in an ELL Committee 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
- ☒ Free/reduced price lunch (<https://www.myschoolapps.com/>)
- ☐ Parental choice options, school improvement status, and teacher out-of-field notices
- ☐ Registration forms and requirements <https://www.okaloosaschools.com/district/docs>,
<https://www.okaloosaschools.com/district/grad-reg>
- ☒ 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* (Instructions for accessing the Parent Portal Online grading system are available in Spanish: <https://www.okaloosaschools.com/depts/esol/forms>. Web browser translation capability is embedded in the Parent Portal System. Bilingual staff or phone-based interpreters are also available for translating report cards and interpreting student expectations.)
- ☐ 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 services available at individual school sites, participate in the participation and review of needs assessment surveys, and to make recommendations for school and district-wide parent engagement initiatives. Additionally, the PLC reviews and approves the 3-year District ELL Plan. The District PLC is composed of parents of current and former ELLs, as well as classroom teachers, curriculum specialists and ESOL resource teachers. Community leaders and ELL advocates are also invited to participate as members. Beginning in 2019, the PLC will meet in collaboration with Title 1 Parent Advisory Committees.

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. N/A

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

The PLC members are invited to participate in Title I Parent Meetings, Textbook Adoptions Committees, School Advisory Councils, Parent Teacher Associations, as well as school-based ad hoc committees to promote parent and family engagement. Bilingual personnel provide language support as needed. The PLC members review and approve the District ELL Plan prior to submittal to the School Board and State Department of Education.

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

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

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.

Personnel who will be the primary providers of English Language Arts and/ or reading courses must be appropriately certified for the ESOL teaching assignment. Teachers may be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program which is usually completed before employment. Teachers may also complete a DOE-approved district in-service add-on endorsement program by completing the following state-approved courses totaling 300 in-service hours:

- 1) ESOL Methods of Teaching ESOL
- 2) ESOL Curriculum and Materials Development
- 3) ESOL Cross Cultural Communication and Understanding
- 4) ESOL Applied Linguistics
- 5) ESOL Testing and Evaluation

ESOL Category 1 teachers may also complete 120 hours of ESOL training and pass the ESOL subject area exam within three years to achieve ESOL certification and compliance. Prior ESOL training can be used and documentation is maintained in the teacher's personnel file and in the district's data management system. Staff members in the Office of Human Resources, including certification analysts, will assist personnel who have completed the requirements for ESOL endorsement or certification to apply to the Florida DOE Bureau of Educator Certification to add ESOL to their teaching certificate.

The Office of Professional Services – Department of Human Resources will be responsible for notifying personnel of their certification requirements and monitoring them for compliance. The ESOL Office and Professional Development staff will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. The Professional Development staff and the ESOL Office will monitor and coordinate the delivery of ESOL inservice training. Weighted FTE 130 may be claimed for ESOL Category 1 teachers in progress and in compliance with required training.

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

The Office of Professional Services – Department of Human Resources will be responsible for notifying personnel of their certification requirements and monitoring them for compliance. The ESOL Office and Professional Development staff will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. The Professional Development staff and the ESOL Office will monitor and coordinate the delivery of ESOL inservice training. Weighted FTE 130 may be claimed for ESOL Category 2 teachers in progress and in compliance with required training.

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.

All other instructional staff are notified of ESOL training requirements through the ESOL Pre-Service Agreement signed at the time of hire and maintained in the employee's personnel file. The ESOL Office and Professional Development staff post the yearly ESOL course training schedule on the district's website and send registration reminders through district-wide email notifications. Certification Analysts in the Office of Human Resources also send reminders about course completion and compliance deadlines. The process is documented through the district's data management system and maintained in the teacher's personnel file.

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

The Principal reports ESOL Category I teachers who are out of field to the Certification Office of the Human Resources Department. The ESOL Category I teachers who are out of field are then reported to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents in their native language unless clearly not feasible. Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed.

Weighted FTE 130 may be claimed for ESOL Category II teachers which includes math, science, social studies, and computer literacy. ESOL Category II teachers are required to complete an approved 60 hour ESOL course during their first year of hire. ESOL Category II teachers are not considered ESOL out of field and no notification letter or school board approval is necessary. ESOL Category II teachers will be marked in compliance if the 60 hour ESOL course is satisfactorily completed within their first year of hire.

All teachers must document their use of ESOL strategies to ensure comprehensible

instruction for English Language Learners.

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

The LEA provides the 60-hour ESOL training requirements for school administrators by providing the appropriate training opportunities through approved online ESOL courses each year. The ESOL Office and Professional Development staff are responsible for notifying candidates of the course schedule. Human Resources staff notify school-based administrators of the requirement to complete 60 ESOL hours within three years of school leadership assignment. Course completion and employee compliance records are maintained in the district's data management system and documented in the personnel file.

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

The LEA provides the 60-hour ESOL training requirements for school counselors by providing enrollment opportunities in online ESOL courses through Frontline. Additionally, ESOL training is provided through monthly school counselor meetings based on need as determined by the Program Director for Student Services and ESOL office staff. Professional Development coordinators track the attendance and completion of required points through Frontline.

The ESOL Office and Human Resources staff update employee records through the district's data management system. The Office of Human Resources provides notification to school counselors of the requirement to complete 60 ESOL hours within three years of their date of hire. Documentation is maintained in the personnel file as well as through Frontline and the district's data management system.

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

ELL and content area teachers, as well as school administrators and bilingual paraprofessionals are informed of supplemental ESOL training through the district Professional Development notification system and the ESOL Office. Staff members may sign up for courses or activities that are provided by the school district, DOE or WIDA facilitators. Although these courses cannot be used toward the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

N/A

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

Bilingual paraprofessional applicants must have a high school diploma, be fluent in English and in the appropriate native language as determined by interview, district screening and/or an oral and written exam. The job description will include but is not limited to: participation in inservice activities involving program procedures, assisting with curricular and assessment modifications and tutoring strategies; assisting in administering group and individual student tests in English; becoming a member of the ELL Committee and actively participating in developing the student plan; assisting school staff with native language support; working with small groups of students under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

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

Bilingual Education Paraprofessionals are provided with inservice on an ongoing basis during pre-planning, orientation, early release days, Professional Study Day, summer institutes, or small group area meetings, that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and accommodation, and resources and strategies for working with ELLs. The process is documented through workshop and meeting sign-in sheets maintained by the District ESOL Office.

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

Applicants for bilingual paraprofessional positions at school sites must pass an oral and written screening or show language fluency through an interview in one of the following languages: Spanish, Portuguese, or Vietnamese, the most frequently spoken languages of the district's English Language Learners.

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

Provided in a separate letter to the Student Achievement through Language Acquisition Office.

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 (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress toward English language proficiency.

The ELL Committee shall be convened no earlier than thirty school days prior to the third anniversary of the student's initial enrollment date in a school in the United States (DEUSS) and no later than the anniversary date, unless the student's DEUSS anniversary date falls within the first two weeks of any school year.

If the student's DEUSS anniversary date falls within the first two weeks of any school year, 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 assessment instrument. The assessment shall be administered no earlier than thirty school days prior to the student's anniversary date. The assessment may be any department-approved assessment that covers the 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.

Procedures for the determination of extension of services are as follows:

- 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 level of 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 school-based ESOL contact and designated ELL Committee members are responsible for initiating a new Student ELL Plan, informing teachers and parents of the extension or discontinuation of services, and ensuring data entry is updated. Original student data, including DEUSS and entry date remain the same.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

- WIDA ACCESS for ELLs
- LAS Links
- 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.

- WIDA ACCESS for ELLs
- LAS Links
- WIDA Screener
- FSA ELA

SCHOOL DISTRICT OF OKALOOSA COUNTY

SUPERINTENDENT OF SCHOOLS
MARCUS D. CHAMBERS

ATTORNEY TO THE BOARD
C. JEFFREY McINNIS, Esq.



BOARD MEMBERS
TIM BRYANT
LINDA EVANCHYK
MARTI GARDNER
DIANE KELLEY
LAMAR WHITE

February 10, 2022

Student Achievement through Language Acquisition Office:

This letter confirms that teachers in the Okaloosa County School District are in compliance with applicable ESOL training requirements or are working toward them within the mandated timeframe.

Sincerely,

Marcus Chambers
Superintendent

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