

2016-2019

District

English Language Learners (ELL) Plan

Contact Person: Toni Wiersma
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Rule 6A-6.0905
Form ESOL 100
(February 2016)

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:

Okeechobee County Schools

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(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, Ken Kenworthy , 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.

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:****Contact Information for District PLC Chairperson:****Mailing address:****E-mail Address:****Phone Number:****Date final plan was discussed with PLC:**_____
Signature of the Chairperson of the District PLC_____
Date Signed by PLC Chairperson

**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION**

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965;
- 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, Ken Kenworthy, 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:

The school conducts an academic assessment to review the student's prior educational and social experiences. The guidance counselor at each school site takes appropriate steps in cooperation with the parents and faculty in an effort to determine placement. Upon enrollment, parents/guardians and students (when appropriate) are interviewed and asked about the student's academic achievement levels. Parents are given the opportunity to share transcripts, records, and other pertinent information that will help in determining appropriate placement. If this information is not available, a records request will be forwarded to the previous school(s). If possible, phone contact with previous schools will be attempted to expedite the records receipt. When feasible, guidance staff will utilize the Mexican Consulate for assistance in obtaining and interpreting records from Mexico. If records are unobtainable, the guidance counselor will use information gathered through the parent/student interview, assessment data and faculty input regarding academic performance to determine the appropriate grade placement. The student's age will also be considered. The ELL Committee may be convened if needed.

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

Registration of all students is conducted at individual school sites by guidance office personnel. The registration form used for all enrolling students is available in English and Spanish and contains the home language survey as part of the form. Heritage Language assistance is provided as needed to the parent/guardian at the time of registration.

Into what languages are the HLS translated?

The Home Language Survey is readily available in Spanish.

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

Parents and students who do not speak English are assisted at the time of registration by the school's bilingual ELL representative (or other bilingual staff) and through the use of Spanish forms. In addition, when feasible, Okeechobee County utilizes a phone interpreter service to assist with low incidence languages other than English and Spanish.

How do you identify immigrant students?

Immigrant students are identified based on the answers given on the Home Language Survey. The parents answer the question on the Home Language Survey that asks for the child's birth place. The term immigrant children and youth means individuals who (a) are ages 3 through 21; and (b) were not born in any State, the District of Columbia or Puerto Rico; and (c) have not been attending one or more schools in any one or more States for more than 3 full academic years. This information is captured during the registration process. The Date Entered a United States School (DEUSS) is also captured and the student's immigrant code is Y, per the data elements 131785 and 197237.

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

The date is obtained from the Home Language Survey questions. The questions ask the date the student entered the United States and the date the student first entered any school in the US or its territories.

Please include a link to your HLS.

<http://www.okee.k12.fl.us/2016-2019-district-ell-plan-documentation>

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 Guidance Counselor

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA to ascertain if a K-12 student is an ELL.

IPT Test

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

School Guidance Counselors review all enrollment forms at the time of registration and schedule the administration of the oral/aural tests within the specified times.

For ELLs who score proficient on the Listening and Speaking assessment, what specific grade level procedures are followed for proper identification of ELLs in K-2 and 3-12?

In grades K – 2 if a student scores proficient on the IPT, the students will not be identified as an ELL student. If a 3- 12 student scores English proficient on the Listening/Speaking assessment, he/she will be assessed in Reading and Writing. If they do not score proficient in all areas, the student will be identified to participate in the ELL program. If the student scores proficient in all areas, he/she will not be identified as an ELL student.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to ascertain if a student is an ELL in grades 3-12.

IRW – Reading Writing

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

The guidance counselor will notify the parent in writing when the Listening/Speaking test is not administered within 20 school days of the completion of the HLS. The notification will include the reason for delay, evidence that the student is provided the programming required for ELLs pending the delay and a specific timetable for completing the assessment. This notification will be mailed to the parents in the parent's/guardian's home language, unless clearly not feasible, no later than eight (8) weeks after initial enrollment. A copy of the notification will be retained in the student's ELL folder.

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?

Each school has established an ELL Committee to review screening data, student academic placement, test scores and the educational ELL plan for each student. The committee may coordinate with other committees including exceptional student education teams and retention committees. In addition to the English proficiency tests, the ELL Committee may determine a student to be ELL or non-ELL based on two (2) or more of the following criteria: 1. Extent and nature of prior educational and social experiences; and student interview; 2. Written recommendation and observation by current and previous instructional and supportive services staff; 3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion-referenced standards; 4. Grades from the current or previous years; 5. Test results other than the Listening/Speaking Test, Reading Test or Writing Test. Parents are notified of all

procedures and test administration decisions in their native language. Parent notifications and invitations are sent via mail and/or delivered personally to the parent. Documentation of notification is kept in the student's ELL file.

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 guidance counselor reviews the educational background of the ELL student. Contact is made with previous schools attended by the student to obtain testing information, courses taken by the student, and grades. The counselor conducts a parent/student interview to assist in determining the appropriate grade level and/or subject area placement for the student. When feasible, guidance staff will utilize the Mexican Consulate for assistance in obtaining and interpreting records from Mexico. If records are unobtainable, the guidance counselor will use information gathered through the parent/student interview, assessment data and faculty input regarding academic performance to determine the appropriate grade placement. If no records can be obtained, the principal shall place him/her at the most appropriate grade level, based on age and maturity. The guidance counselor then schedules the ELL student into the appropriate program.

For more information regarding determining placement of students, including ELL students, please refer to the Okeechobee County School District Student Progression Plan available online at <http://www.okee.k12.fl.us/2016-2019-district-ell-plan-documentation>. Please refer to pages 18 and 19.

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.

The guidance counselor will seek to document the prior schooling experience of ELLs by means of school records, transcripts and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to all students. The school district awards equal credit for courses taken in another country or a language other than English as would be awarded the same courses taken in the United States or taken in English. Students are awarded credit for language arts courses taken in the student's native language

and for world language courses (this may include English). For foreign-born students, the same policies regarding age appropriate placement are followed as are followed for students born in the United States. When using placement tests for determining appropriate grade or course placement, such assessment will not be based in whole or in part on the student's English language proficiency. Students classified as ELLs are placed in the appropriate English for Speakers of Other Languages or Language Arts through ESOL course and core subject area courses based on their assigned grade level.

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 awards equal credit for courses taken in another country or a language other than English as would be awarded the same courses taken in the United States or taken in English. Students are awarded credit for language arts courses taken in the student's native language and for world language courses (this may include English).

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

The Director of Student Services is responsible for evaluating foreign transcripts. The Director has a Master's Degree in Guidance and Counseling and works closely with Bilingual aides to interpret the transcripts. Documentation of credits awarded and transcript notes are maintained in the Office of Student Services and at the school of enrollment.

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 after having been either in another LEA, state, or country. 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.

Moving from one Florida LEA to another:

ELLs who withdraw from the district and re-enroll after having been in another Florida district are placed according to data received from the previous school(s). All efforts will be made to obtain information regarding ESOL services provided during the time that the ELL was withdrawn. The FASTER system is used for students within the state of Florida.

Moving from another state to Florida LEA:

ELLs who withdraw from the district and re-enroll after having been in another U.S. state are placed according to data received from the previous school(s). All efforts will be made to obtain information regarding ESOL services provided during the time

that the ELL was withdrawn. If no information can be obtained, ELLs who withdraw and leave the district for a period of one year will be administered a new English language proficiency assessment.

Moving from another country to Florida LEA.

ELLs who withdraw from the district and re-enroll after having been in another country are placed according to data received from the previous school(s). ELLs who withdraw and leave the country for a period of one year or more will be administered a new English language proficiency assessment.

ELL Student Plan Development

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

The ELL Student Plan is developed by the Guidance Counselor according to FAC 6A-6.0902 and includes review of appropriate data. Information gathered through interview of the student, parents, faculty and staff can be included in the plan. The committee developing the plan, made up of the Guidance Counselor, the teacher, and the parent, will take in to consideration the student's academic performance and progress monitoring performance data when developing an individualized plan for the student. A student's ELL Plan may be reviewed at any time during the academic year by the ELL Committee.

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?

School guidance counselors are responsible for updating the ELL Plans and have established calendars to monitor the required review and updating of ELL Plans. The ELL Student Plan is maintained in the student's permanent record and must be re-evaluated after one year and subsequent years thereafter, however, the ELL Student Plan must reflect current services provided to the ELL. To meet this requirement, ELL Plans for students at the high school level are updated at the beginning of each semester, if significant changes have been made in the student's schedule.

The ELL Student Plan identifies the student name, instruction by program (including programs other than ESOL provided), amount of instructional time or schedule, date of ELL identification and assessment data used to classify or reclassify as ELL, date of exit and assessment data used to exit the student as English proficient.

Parents are invited to the ELL meetings. Input is sought from the parents and translation services are provided as possible.

Please include a link to the ELL Student Plan.

<http://www.okee.k12.fl.us/2016-2019-district-ell-plan-documentation>

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 appear in the current Florida Department of Education (FDOE) [Database Manuals](#). (Check all that apply)

- X Sheltered English Language Arts
- ☐ Sheltered Core/Basic Subject Areas
- X Mainstream-Inclusion English Language Arts
- X Mainstream-Inclusion Core/Basic Subject Areas
- ☐ Maintenance and Developmental Bilingual Education
- X 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.

Instructional Models are implemented in our district as follows:

Grades K-5: ELLs receive all subjects in a mainstream-inclusion setting by teachers endorsed, certified or working towards endorsement/certification in ESOL utilizing ESOL strategies during instruction. A highly-qualified bilingual instructional paraprofessional is provided at this level to assist with instructional services as directed by the mainstream/inclusion teacher.

Grades 6-12: ELLs receive English Language Arts in a Shelter English Language Arts setting or a mainstream English/Language Arts grade level appropriate class, depending on the school of enrollment, and receive Core/Basic Subjects in a mainstream-inclusion setting by teachers endorsed, certified or working towards endorsement/certification in ELL utilizing ELL strategies during instruction.

Please note that one elementary school (Central Elementary School) in our district has a voluntary dual-language program serving a limited number of ELLs and non-ELLs instructed by teachers endorsed, certified or working towards endorsement/certification in ELL utilizing ELL strategies during instruction. Those teachers working towards the endorsement/certification must be within the state required timelines.

LEA monitor certification of all teachers that work with ELL students. A record is kept for each teacher and their certification. Para professionals that work with our ELL students are bilingual and are qualified by the district. Lesson plans are monitored by the principals, as well as, frequent classroom visit are used to monitor that ELL strategies are being used in the classroom.

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

Guidance Counselors monitor the schedules of students to ensure that ELL students have equal access to instruction. Schedules are monitored during FTE reporting periods twice a year. High school counselors perform periodic checks on students'

progress to ensure that all students are following the proper sequence and path towards earning a diploma. Copies of ELL students' schedules are included in the ELL plan.

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

The LEA monitor through data analysis the progress of their ELL students regarding academic achievement, state required testing and local assessments. Students in K-8 are progress monitored using i-Ready. Data chats are conducted quarterly with the principal and superintendent and data is presented on the progress of all students with emphasis on the subgroups.

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

Guidance Counselors monitor the schedules of students to ensure that ELL students have equal access to instruction. Schedules are monitored during FTE reporting periods twice a year. High school counselors perform periodic checks on students' progress to ensure that all students are following the proper sequence and path towards earning a diploma. Copies of ELL students' schedules are included in the ELL plan. All services that are available to non-ELLs are available to ELL students.

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

ELL strategies that will be used in each lesson are to be documented in the teacher's lesson plans. Lesson plans are monitored by the principal of each school. Principals and Assistant Principals frequently visit classrooms to monitor strategies that are being used in the classroom. The lesson observed should be the lesson that is in the teacher's lesson plan.

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

The school principal is the person responsible for ensuring that that ELL students are receiving comprehensible instruction. The assistant principal, guidance counselors also share in this responsibility. The Director of Student Services for the district also monitors the progress of the ELL students and reports to the superintendent. ELL files are monitored by the district at least yearly to ensure that the files are in compliance and that the students are being monitored by the schools.

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)*

x Student Portfolios

x Other Criterion Referenced Test (Specify) Course exams, adopted curriculum assessments

☐ Native Language Assessment (Specify) _____

X LEA/school-wide assessments (Specify) FSA, EOC, ACCESS 2.0

X Other (Specify) _various progress monitoring tools, i-Ready, common interim assessments

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?

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

<http://www.okee.k12.fl.us/2016-2019-district-ell-plan-documentation> Please see page 18 and 19.

☐ 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.

The district school board may only exempt students from mandatory retention at grade 3 for good cause. Good cause exemptions shall be limited to the following: 1. Limited English proficient students who have had less than 2 years of instruction in an English Language Learner program. ELL students shall not be retained solely on the basis of their limited English proficiency.

Parents are notified in writing of the Good Cause Policy in writing in their native language. The principal and guidance counselor will meet with the parents.

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.

The following factors must be reviewed by the school ELL committee prior to retention of the student: • Has an unsatisfactory progress report been sent to the parent or guardian in the parent's heritage language?

- ***Have the student's parents been officially notified and involved in documented conferences (with translation) regarding the student's problems?***
- ***Are the instructional strategies, techniques and classroom assignments appropriate to the student's level of English language proficiency?***
- ***Is the student receiving appropriate programs and services in accordance with the district ELL plan?***

The ELL committee will review and/or revise the student's ELL plan to develop and implement appropriate instructional services that are indicated for student success. The ELL committee will make recommendations to the principal regarding promotion and retention.

See Student Progression Policy page 18 and 19. <http://www.okee.k12.fl.us/2016-2019-district-ell-plan-documentation>

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-level Assessment Coordinator annually (prior to testing) reviews the district's assessment procedures and provides training with school-level assessment coordinators. The school-based ELL Coordinator prepares lists of ELL students on which the school assessment coordinator and school principal document participation in the statewide assessments and certifies that ELL students received appropriate test accommodations. All teachers administering the assessments must be trained annually and documentation is kept on the training. Accommodations given to ELL students is documented in teachers' lesson plans and kept on a secure drive. Teachers inform parents through newsletters, weekly notes, and other publications.

Statewide content area assessments:

The district-level Assessment Coordinator annually (prior to testing) reviews the district's assessment procedures and provides training with school-level assessment coordinators. School-level coordinators then train the teachers that will be administering the assessment to the ELL students. Teachers are informed of the accommodations that may be provided to the ELL students.

ACCESS for ELLs assessment programs:

Teachers and para-professionals are trained on how to administer the ACCESS 2.0 test. All test administrators must be certified through the WIDA Assessment portal.

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 Principals
Guidance Counselors**

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. <http://www.okee.k12.fl.us/2016-2019-district-ell-plan-documentation>

Parents are sent home letters in the native language regarding notification of assessments and interpretation of the results of the assessments. Meetings are held with interpreters that review the state assessment and other policies.

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.

To be eligible for exit, a K-2 student who was classified as LY based on the aural/oral test must score as fully English proficient in all four domains by scoring a minimum of 4.0 and an overall score of 5.0 on ACCESS 2.0. In grades 3- 12, the student who has scored fully English proficient on the aural/oral test will then be assessed in reading and writing on a standardized, norm-referenced test.

The student (grades 3 and above) must score fully English proficient on the aural/oral test in all four domains by scoring a minimum of 4.0 and an overall score of 5.0 on ACCESS 2.0 and level 3 or greater on the FSA assessments in reading and writing. If the above criteria are not met, the student will remain enrolled in the ESOL Program. However, the student may be referred to the ELL Committee for further review and will exit the program only if the committee determines the student not to be limited English proficient. The ELL Committee may also exit a student who does not score proficient on the aural/oral and/or reading and writing tests, but who is identified as an exceptional education student served under an individual educational plan. These ESE students can be considered for exit if the ELL committee determines the student's language needs are best served in the ESE program.

School personnel or parents who wish to have the ELL Committee review the ELL or non-ELL status of a student must notify the Guidance Counselor who schedules a meeting of the ELL Committee. The parent is invited to participate in the review meeting to determine whether or not the student continues to be designated as an ELL. The findings and recommendation of the committee are documented and kept on file in the ELL plan.

After the ELL Committee meets for grades 3 – 12, a data sheet is given to the data processor changing the student to LY status. The LEP plan is updated to reflect the change in status and the two year monitoring status begins.

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

x School/LEA based testing administrator

x ESOL Teacher/Coordinator

x Other (Specify) Guidance Counselor, Registrar, Trained paraprofessionals, reading coach, or other assigned and trained personnel

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

To be eligible for exit, a student who was classified as LY based on the aural/oral test must score as fully English proficient on the aural/oral test. The student will then be assessed in reading and writing on ACCESS 2.0 or Idea Reading/Writing.

The student must score fully English proficient on the aural/oral test by scoring a minimum of 4.0 on each domain and a 5.0 overall on ACCESS 2.0 or IRW, and level 3 or greater on the FSA reading and writing assessments. Additional exit criteria for students are composed of two or more of the measures listed below in the next answer. If the above criteria are not met, the student will remain enrolled in the ELL Program. However, the student may be referred to the ELL Committee for further review and will exit the program only if the committee determines the student not to be limited English proficient or determines the ESE student is better served in an exceptional student education program.

School personnel or parents who wish to have the ELL Committee review the ELL or non-ELL status of a student must notify the Guidance Counselor who schedules a meeting of the ELL Committee. The parent is invited to participate in the review meeting to determine whether or not the student continues to be designated as an ELL. The findings and recommendation of the committee are documented and kept on file.

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

Student progress monitoring and testing is scheduled to coincide with grading periods and, therefore, most ELL students exit at the end of a grading period. However, if students meet exit criteria in the middle of the grading period, the guidance counselor will document method of exit and effective date of change. Consideration is given to transitioning the student through the exit process with

minimal disruption to student progression. Therefore, students who meet exit criteria during a grading period may continue in the present schedule until the beginning of the following grading period. Parents of ELLs exiting the program are notified via the district approved exit form. The letter is available in English and Spanish. An ELL Committee will convene to exit ELLs in the middle of a student's grading period. The Committee's decision will be based on the placement test (IPT/IRW) and at least 2 of the 5 criteria listed below.

- *Prior educational/social experience/social review*
- *Written recommendation and observation by staff*
- *Student Progression Standards*
- *Previous and/or current grades*
- *Additional test results*

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?

Guidance Counselor

Updating the student ELL plan?

Guidance Counselor

Reclassification of ELL status in data reporting systems?

Guidance Counselor and Data Processor

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

☒ Report Cards

☒ Test Scores

☒ Classroom Performance

☒ Teacher Input

☒ Other (Specify) Progress monitoring

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

The guidance counselor monitors the academic success of former ELLs and identifies ELL students with a pattern of poor performance (below average or failing grades, poor test scores). Educational strategies listed in the ELL plan are reviewed. Other aspects involving the student are taken into consideration, including appropriate placement, study habits, attendance, etc. In addition, the ELL Committee may convene

to discuss the student's academic progress. If the unsatisfactory performance is determined to be due to language proficiency, the student may be reclassified.

Compliance of ELL Plan and Student Performance

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

The Director of Student Services monitors each school's files and roster of ELL students. The Director meets regularly with guidance counselors and discusses reports and procedures that are being followed with the ELL students. Reports are generated to monitor academic progress of the students.

The principals meet with the superintendent for data chats to identify trends and progress of the ELL students. Students are progress monitored using i-Ready for reading and math. District data is discussed on the progress of the students on ACCESS 2.0.

Principals monitor lesson plans and utilize classroom walk-throughs to ensure that strategies are being utilized in the classroom and that modifications are being made in the lessons to enable the ELL to have full access to the curriculum.

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

The approved District ELL plan will be available in the office at each school site. In addition, the plan will be available on the District's website and in the Director of Student Services website. Schools will place the plan on their websites.

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

At the beginning of each academic year, the ELL Plan is reviewed with all school-level administrators. Throughout the year, assessment data is reviewed and discussed with school-level administrators to determine how to best meet the needs of the ELL students through implementation of the District ELL Plan. Teachers monitor their students closely, including those who have exited the ELL program, and if they note that that student is not academically successful with interventions, they notify the guidance counselor who calls an ELL Committee meeting to discuss the possibility of reclassifying the student as ELL.

Section 8: Parent, Guardian, Student Notification and Rights

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

Every school in the district has employees that speak Spanish. Parents are provided a translator for any meetings that are held at the school. Enrollment forms are available in Spanish and there is assistance provided to the parents to complete the forms. Parents may request a translator to be present at any time. In addition, special parent nights are held so that the parents feel more comfortable coming to the school. The meeting is translated into their home language.

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.

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.) All documents can be found at the following link: <http://www.okee.k12.fl.us/2016-2019-district-ell-plan-documentation>

- ☐ Delay in language proficiency testing
- x Results of language proficiency assessment
- x Program placement
- ☐ Program delivery model option(s)

- x Extension of ESOL instruction
- x Exit from ESOL program
- x Post-reclassification of former ELLs monitoring
- x Reclassification of former ELLs

- x State and/or LEA testing
- x Accommodations for testing (flexible setting)
- x Annual testing for language development
- x Growth in language proficiency (Listening, Speaking, Reading, Writing)
- x Exemption from FSA in ELA for ELLs with DEUSS less than one year
- x Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change

- x Invitation to participate in an ELL Committee Meeting
- x 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
- x Free/reduced price lunch

- x Parental choice options, school improvement status, and teacher out-of-field notices
- x Registration forms and requirements
- ☐ Disciplinary forms
- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards
- ☐ Information about community services available to parents
- x Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☐ Report Cards*
- x Other (Specify) MTSS

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

It is our desire as a district to provide Report Cards in the student's home language (Spanish). I've communicated with our IT department and we are working on doing so. We currently are using Skyward, and we've got a call in to them to see if this is a possibility. Until we can have report cards in the home language we utilize our paras at each school to translate the report cards for the parents during parent conferences and APTT meetings at the elementary schools.

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.)

- x LEA Level
- ☐ School Level

Please address the functions and composition of the PLC:

Parent Leadership Council members include a majority of parents of ELL students. These council members assist in the writing and implementation of the Title III Grant, and district ELL Plan. In addition, PLC members are involved in school-level functions such as PTO, School Advisory Councils and other committees. Some PLC members are also involved in the Title I Migrant PAC meetings.

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?

PLC members are involved in school-level functions such as PTO, School Advisory Councils and other committees. Some PLC members are also involved in the Title I Migrant PAC meetings.

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

The ELL Plan is presented at a PLC meeting and input is requested. Once the plan has been written, the President of the PLC signs the District ELL Plan.

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

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

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

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

The district Professional Development coordinator maintains a spreadsheet of all district instructional personnel and which sessions/courses have been completed toward ESOL endorsement/certification. The list is updated after each in-service activity and at the beginning of each school year. The spreadsheet is available to the Director of Human Resources. The Director of Human Resources notifies the teachers via email of the certification requirements. Training is offered through the Schultz Center.

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 district Professional Development coordinator maintains a spreadsheet of all district instructional personnel and which sessions/courses have been completed toward ESOL endorsement/certification. The list is updated after each in-service activity and at the beginning of each school year. The spreadsheet is available to the Director of Human Resources. The Director of Human Resources notifies the teachers via email of the certification requirements. Training is offered through the Schultz Center.

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.

The district Professional Development coordinator maintains a spreadsheet of all district instructional personnel and which sessions/courses have been completed toward ESOL endorsement/certification. The list is updated after each in-service activity and at the beginning of each school year. The spreadsheet is available to the Director of Human Resources. The Director of Human Resources notifies the teachers via email of the certification requirements. Training is offered through the Schultz Center.

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-based administrators send a list of teachers who are out-of-field in ESOL to the District Human Resources department prior to each FTE period. This list is verified through DOE certification and cross-checked with courses the teachers are offering to students. The documented list of out of field teachers in ESOL is kept at the district level. It is also documented on our webpage in the School Board Meeting Minutes. The list of out of field teachers are published on each school's website. Newsletters listing out of field teachers are sent home to all parents in English and in Spanish.

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 60-hour training is provided through the Schultz Center. Our district has contracted with the center to provide training for our employees.

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

The 60-hour training is provided through the Schultz Center. Our district has contracted with the center to provide training for our employees.

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

Professional Learning Communities are held at each school site. During the PLC's instructional strategies are discussed and modeled for the instructional staff. Also, training is being provided on the WIDA Standards and frameworks for all teachers of ELL students. Many schools have teachers trained in Kagan strategies and AVID strategies which are best practices for all students and will help ELL students achieve.

During the course of the school year continuous professional development is offered to the teachers on Early Release Day and Professional days.

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.

Instruction is not provided in a language other than 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.

The primary assignment is to assist the student who is limited-English speaking to understand classroom assignments and assists the teacher to

understand the child's needs. Assist teachers in the classroom with daily non-instructional activities and student management.

ESSENTIAL DUTIES AND RESPONSIBILITIES:

***Work with students in academic classes.
Assists the teacher in (non) instructional functions.
Assists in small group instruction tutors.
Assists students with classroom assignments.
Assists the teacher in translating from students' native language to English.
Assists the parents in communicating with teachers and other school personnel.
through translation.***

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

Bilingual paraprofessionals participate in school based Professional Learning Communities (PLC's) and their participation is documented by sign in sheets. Also, special workshops to discuss WIDA standards and frameworks are held for the paraprofessionals during the school year. Training is documented by sign-in sheets.

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

All paraprofessionals must meet the following qualifications:

EDUCATION and/or EXPERIENCE:

High school diploma or general education degree (GED).

ESOL aides/paraprofessionals must meet at least one of the following requirements:

Completed at least two years of study at an institution of higher learning; or

- (a) obtained an associate's (or higher) degree; or***
- (b) met a rigorous standard of quality and can demonstrate, through a formal state or local academic assessment:***
 - (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or***
 - (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.***

Okeechobee County has adopted the ETS ParaPro Test to use in meeting these requirements through formal academic assessment.

LANGUAGE SKILLS:

Ability to read and comprehend simple instructions, short correspondence, and memos. Ability to write simple correspondence in English and their home language. Ability to effectively present information in one-on-one and small group situations to students.

MATHEMATICAL SKILLS:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions and decimals.

REASONING ABILITY:

Ability to apply common sense understanding to carry out detailed but uninvolved written or oral instructions.

OTHER SKILLS and ABILITIES:

Ability to speak English and Spanish fluently. Ability to develop effective working relationships with students, staff and the school community. Ability to communicate clearly and concisely, both orally and in writing. Ability to perform duties with awareness of all district requirements and Board of Education policies.

The bilingual paraprofessionals' home language is Spanish, and thus the paraprofessionals have fluency in the target language of Spanish. Please note that the level of Spanish fluency is for basic interpersonal communication language skills. The bilingual paraprofessionals' proficiency in English is assessed informally during the hiring process.

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

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

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

Students who demonstrate a need for continued English language support will be considered for Extension of Services. This need may be demonstrated through criterion-based, norm-referenced, or course assessments. The ELL Committee uses FSA and ACCESS 2.0 to make placement/extension of services decisions. When FSA and ACCESS scores are not available, the ELL Committee uses the placement test (IPT/IRW) and at least 2 of the 5 criteria. Additionally, teacher recommendations based on proficiency demonstrated within the classroom may be considered by the ELL committee.

Extension of service is based on three years in the ELL program. The DEUSS is used to determine the years of service based on the date that the student first enrolled in a United States school or its territories. Once a student has been served for three years, the ELL committee convenes to determine the need for extension of services based on the needs of the students.

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.

NAME OF ASSESSMENT	GRADE	SCORE
ACCESS 2.0	K-12	Minimum level of 4.0 in Listening and Speaking and 5.0 Overall
FSA	3 – 12	Proficient Level \geq 3
IPT	K-2	Level 5 Fluent English Speaking

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.

NAME OF ASSESSMENT	GRADE	SCORE
ACCESS 2.0	K-12	Minimum level of 4.0 in Listening and Speaking and 5.0 Overall
FSA	3 – 12	Proficient Level \geq 3
IPT	K-2	Level 5 Fluent English Speaking

