

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs.

A registration procedure is established at each school site to ensure all students have equal access to free and appropriate schooling, and proper gathering of information required by the Florida Student Record System and Florida Statute for entry. Registration occurs at zoned schools based on student address unless zoning waivers to another school were accepted in which case registration will occur at that school. Assistance in home language is provided when needed and if feasible.

A Home Language Survey is included as part of the registration packet. Upon registering, all parents complete this document to indicate a yes or no response to three questions. Home Language Surveys are available in Chinese, French, German, Italian, Japanese, and Spanish on our district website for the convenience of school registration personnel.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done.

A Home Language Survey is included as part of the registration packet. This form (MIS 4025), is used to identify students who may be eligible for ESOL services. A HLS is completed (signed and dated) for all students by the parent/guardian registering the student. Upon registering, all parents complete this document to indicate a yes or no response to three questions:

1. Is a language other than English used in the home?
2. Does the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

Home Language Surveys are available in Chinese, French, German, Italian, Japanese, and Spanish on our district website for the convenience of school registration personnel.

The Home Language Survey is collected by school registration personnel.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS.

The HLS is collected by school registration personnel. All original HLS are kept in the student cumulative folders. A copy of each affirmative response is given to the school's guidance counselor/ESOL contact who will administer assessment to determine eligibility for entry to an ESOL Program. A copy is also faxed to the district's ESOL office where it is maintained.

A Blue ESOL folder is maintained for each student found eligible for the ESOL Program. This folder will contain all documents necessary for compliance including the student's HLS.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) Data Entry Personnel

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English.

Assistance in home language is provided if feasible. The HLS is available in Chinese, French, German, Italian, Japanese, and Spanish on our district website for the convenience of school registration personnel. Registration forms are available in Spanish. Other pertinent documents included in the registration packets are also available in Spanish. These documents can all be accessed by school registration personnel on our district website.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc.

Student demographic data is collected through the completed registration form. The data entry clerk at each school site enters required demographic data on each student's demographic screen, S313, through our district's information system (MIS). The guidance counselor at each school works closely with the data entry clerk to ensure that accurate collection and entry of data required for ELL students is reported in a timely matter.

Data entry training is provided by our MIS department. The ESOL office assists schools in this process.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.

Registrar Data Entry Clerk Other (Specify) Guidance Counselor/ESOL Contact

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar ESOL Coordinator/Administrator Other (Specify) Guidance Counselor/ESOL Contact at each school site as designated by school principal

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE
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	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
LAS Links Form A	K		280-486	
LAS Links Form A	1		280-489	
LAS Links Form A	2		290-494	
LAS Links Form A	3		290-504	
LAS Links Form A	4		300-513	
LAS Links Form A	5		300-515	
LAS Links Form A	6		310-517	
LAS Links Form A	7		310-520	
LAS Links Form A	8		310-524	
LAS Links Form A	9		320-524	
LAS Links Form A	10		320-526	
LAS Links Form A	11		320-529	
LAS Links Form A	12		320-530	

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data.

Upon receiving an affirmative response on the HLS, the guidance counselor (or other school person designated by the principal) at each school site will administer the LAS Links, to determine student's oral skill level.

Once the test is administered, the guidance counselor/ESOL contact will grade/score the assessment, record data on the Student Profile Sheet, and interpret scores using the grade appropriate Proficiency Table provided by publisher of LAS Links. This table is used to convert Number Correct to Proficiency Levels. Students who score a Level 1 (Beginning), Level 2 (Early Intermediate), or Level 3 (Intermediate) are eligible for services and placed in the ESOL Program.

If a person other than the guidance counselor/ESOL contact enters assessment and eligibility/ineligibility data, the guidance counselor will ensure that all required data is entered into the appropriate data screens on the AS400 (MIS) by the data entry clerk.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses?

Schools are strongly encouraged to administer the LAS Links as soon as possible upon enrollment but no later than 20 school days of the completion of the HLS with affirmative responses. District monitoring will occur on a regular basis to ensure compliance.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses.

If administration of the listening and speaking assessment does not occur within the 20-day timeline, notification stating the reason for the delay in writing is sent to parents and a copy kept in the ESOL folder. This notification is available in Spanish.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test.

Students in K-2 who score as fluent English-speakers, Level 4 (Proficient) or Level 5 (Above Proficiency), are placed in a regular program of study.

Assessment data (Student Profile Sheet) for students who score a Level 4 (Proficient) and Level 5 (Above Proficient) will be kept in their cumulative file folder. Data entry to reflect ineligibility will occur.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test.

Upon receiving an affirmative response on the HLS, the guidance counselor/ESOL contact (or other school person designated by the principal) at each school site will administer the LAS Links, to determine student's oral skill level.

The LAS Links reading and writing assessment is administered to all students in grades 3-12 immediately following the administration of the listening and speaking assessment.

Once the test is administered, the guidance counselor/ESOL contact will grade/score the assessment, record data on the Student Profile Sheet, and interpret scores using the grade appropriate Proficiency Table provided by the publisher of LAS Links. This table is used to convert Number Correct to Proficiency Levels for the listening and speaking portion of the test. Students who score a Level 1 (Beginning), Level 2 (Early Intermediate), or Level 3 (Intermediate) are eligible for services and placed in the ESOL Program.

The total number correct for both reading and writing will be converted to a scale score based on the Proficiency Table provided by the publisher of Las Links. This scale score will then be converted to a Percentile Rank using the grade appropriate conversion table in the Technical Manual of LAS Links. Students scoring 32% or below in reading and/or writing are eligible for ESOL services.

Written notification of eligibility/placement in ESOL Program will be sent to parents/guardians in the home language if feasible.

Assessment data (Student Profile Sheet) will be maintained in the student's ESOL folder.

If a person other than the guidance counselor enters assessment and eligibility/ineligibility data, the guidance counselor will ensure that all required data is entered into the appropriate data screens on the AS400 (MIS) by the data entry clerk.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-referenced test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
LAS LINKS READING Form A
LAS LINKS WRITING Form A

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test?

The LAS Links reading and writing assessment is administered to all students in grades 3-12 immediately following the administration of the listening and speaking assessment.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines.

Schools are strongly encouraged to administer the LAS Links as soon as possible upon enrollment but no later than 20 school days of the completion of the HLS with affirmative responses. District monitoring will occur on a regular basis to ensure compliance.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan.

The ELL Committee at each school may consist of an administrator or designee, guidance counselor, ESOL teacher, classroom teachers, parent/guardians, and/or any other person deemed relevant. A heritage language translator will be provided for parents if feasible.

The ELL Committee is not required to be involved in the initial placement, routine assessment, classification, or exit process of ELL students unless requested by a parent, teacher, administrator, or interested personnel.

Upon the request of a parent or teacher, a student not determined to be ELL or a student determined to be ELL based solely on a percentile score at or below 32% in reading or writing may be referred to an ELL committee. The parent's preference will be considered in the final decision. The ELL committee will determine a student to be ELL or not to be according to consideration of at least two of the following criteria in addition to the oral/aural and/or reading and writing percentile score:

1. Extent and nature of prior educational and social experiences, and student interview.
2. Written recommendation and observation by current and previous instructional and support service 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 current or previous years.
5. Other test results.

If an ELL committee meeting is convened:

1. Parents must be invited, Parent Invitation to ELL Committee form, MIS 4270 is sent and a copy kept in student ESOL folder.
2. Committee meeting notes must be kept in the student ESOL folder, ELL Committee/Conference Report, MIS 4298.
3. Student ELL plan must be updated to reflect review and recommendations for necessary changes in the student's program.

***MIS 4270** English Language Learner (ELL) Committee Meeting Parent Invitation (Attached)

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes X No

If yes, describe the procedures implemented and list the instrument(s) used.

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate.

Age appropriateness, parent input, review of records, and other pertinent data available are all considerations used when determining the proper academic placement of students.

Initial determination of student's academic skills or performance is done based on a parent/guardian/student comprehensive interview and on

whatever academic records are available. ELL students may need more review than English Proficient students in order to develop an appropriate instructional plan.

- Each school must document the prior schooling experiences of new students by means of school records and transcripts. Such experiences must be taken into account in planning and providing appropriate instruction.
- In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels may differ from systems in the United States.
- Comprehensive parent/guardian/student interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used in determining the appropriate grade level and class placements.

A Programmatic Assessment, MIS 4308, is completed and filed in the student ESOL folder for all students whose HLS reflects an affirmative response.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s).

Initial determination of student's academic skills or performance is done based on a parent/guardian/student comprehensive interview and on whatever academic records are available. ELL students may need more review than English Proficient students in order to develop an appropriate instructional plan.

- Each school must document the prior schooling experiences of new students by means of school records and transcripts if available. Such experiences must be taken into account in planning and providing appropriate instruction.
- In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels may differ from systems in the United States.
- Comprehensive parent/guardian/student interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used in determining the appropriate grade level and class placements.

A Programmatic Assessment, MIS 4308, is completed and filed in the student ESOL folder for all students whose HLS reflects an affirmative response.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records.

In some cases, ELL students enter secondary schools with no transcripts or with little prior schooling. These students can benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude and abilities of ELL students include, but are not limited to: writing samples in the heritage or home language as feasible, an interpreter may be used to determine proficiency in home language; teacher made tests and other formal or informal assessment, including a comprehensive parent/guardian and student interview. A Programmatic Assessment, MIS 4308, is completed and filed in the student ESOL folder for all students whose HLS reflects an affirmative response.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement.

The evaluation which occurs to determine the academic level of the student registering may be conducted by the school office personnel, ELL Committee Chairperson, counselor, ESOL teacher, bilingual education paraprofessional and/or classroom teacher. A programmatic assessment is conducted and documentation kept in student ELL folder.

10d) Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include 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). Please provide a link if this information is explained in the Student Progression Plan.

<http://www.okaloosaschools.com/OkaloosaSchools/LinkClick.aspx?fileticket=yUr4sAof5rw%3d&tabid=59&mid=452>

Students transferring from a private school, a non-district operated school or a home education (school) program may be evaluated, using assessment criteria listed in the PPP, to determine appropriate grade placement. The decision for placement will be made by the principal with input from the guidance committee. For this purpose, assessment for **elementary** students must be administered in an expedient manner (i.e., 3-5 days). **Secondary** students must be assessed within the first two weeks of attendance with adjustment of placement based on assessment results.

Grades transferred from another state may not be adjusted in any way and must be entered in the AS400 system as listed on the transcript or report card. The only exception would be a

grade which is not compatible with our grading system (e.g., B+). In that case, and **if** the school provides a grading scale using percentile ranges, the grade entered may reflect the OCSD equivalent grade based on the percentile designation.

Home Education (School) Entry

Although home education (school) students may be placed where indicated by parents, the procedures listed above for grades K-12 are also applicable. Any **secondary** home schooled student who has earned a non-weighted 2.0 GPA at by the end of the first nine week grading period shall be issued credits for the preceding courses, in accordance with Home Education Guidelines. If the student does not have a 2.0 at the end of the first complete nine week grading period, then the school may validate the student's credit using the Alternative Validation Procedure. Home school students may participate in Dual Enrollment, Career and Technical Dual Enrollment, early admission and credit by examination. **State Board Rule 6A-1.09941**

English Language Learners (ELL)

- a. Elementary: Grade placement for students in grades K-5 who are considered English Language Learners will be allowed as provided by **State Board Rule 6A-1.0985**.
- b. Secondary: Although ELL students in grades 6-12 may be placed by age or transcripts, the procedures listed above for grades K-12 are also applicable. Any ELL student, without a transcript, who has earned a 2.0 GPA at the end of the first nine week grading period shall be issued credits for the preceding courses as appropriate. If the student does not have a 2.0 at the end of the first complete nine week grading period, then the school may validate the student's credit using the Alternative Validation Procedure which includes:
 - Demonstrated proficiencies on nationally-normed standardized subject area assessments
 - Demonstrated proficiencies on the FCAT

TRANSFER OF CREDIT **State Board Rule 6-1.099**

1. All evidence of work or credits earned and offered for acceptance shall be based on an official high school transcript authenticated by the proper school authority.
2. Work or credits from state or regionally accredited schools or institutions shall be accepted. When a yearly grade is transferred by a student to Okaloosa County, that grade shall be posted to each semester.
3. Work or credits from non-accredited schools shall be validated on the basis of criteria established in School Board policies.
4. Transfer students not meeting district levels of proficiency in math and reading as evidenced by current standardized testing may be required to take remedial courses as electives.
5. The requirements of the School Board shall not be retroactive for transfer students provided the student has met all requirements of the school district or state from which he or she is transferring, demonstrates mastery of basic skills through evaluation procedures determined by the district and meets all graduation requirements.

Students who transfer to Florida public schools during their senior or final year of high school are eligible to use concordant scores on the SAT and ACT to meet the high school

graduation tests and are not required to have failed to earn passing scores on the FCAT three times. This includes children of military personnel. **F.S. 1003.43, F.S. 1008.22**

(10) Students who enter a Florida public school in 11th and 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in high school in order to meet Florida high school course requirements if the student has met all requirements of the school district, state or country from which s/he is transferring. **F.S. 1003.433**

(11) To graduate from any Okaloosa County high school with that school's diploma, a student must (a) attend and receive graduation credit in both semesters of their twelfth-grade year at that campus, (b) acquire a total of 4 credits on-site with a minimum of one credit earned in the senior year, and (c) meet all high school graduation requirements. Students entering a high school for the second semester of their twelfth-grade year, and meeting all graduation requirements, will receive an Okaloosa County School District diploma and not a diploma for a specific school of enrollment. The exceptions to parts 11.a and 11.b of this policy would be:

- A student who completed both semesters of his/her eleventh-grade year at the school, transferred from the school, and returned to complete the final semester at the same school.
- A student who enrolled for the second semester of school due to a bona fide move and received graduation credit for that semester.

12. If annual approval is provided through DOE, a concordant score on ACT/SAT may be used for the graduation requirement in lieu of a passing score on FCAT. This alternative assessment applies to students who have yet to pass the FCAT in reading and/or math and have taken the test a minimum of 3 times.

13. Foreign students who attend the Okaloosa County School System may receive a high school diploma if they meet all criteria in the Okaloosa County Board Approved High School Admission and Progression Guidelines for International Travel and Exchange Program Guidelines. However, if a foreign exchange student is not eligible for a high school diploma, s/he may not participate in the graduation ceremony. No diploma will be issued from the Okaloosa County high school to a foreign exchange student/visitor unless the foreign exchange student/visitor presents both a translated transcript in the State of Florida transcript format certified by the student's home school and meets all Okaloosa County requirements for graduation. The translated transcript must be presented at the initial enrollment of the student. No foreign exchange student/visitor shall participate in the graduation ceremony without receiving a diploma.

A Programmatic Assessment as described in 10a will be conducted.

11) Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered.

Any ELL student who withdraws from our school district and re-enters within a year, will continue to receive ESOL services. In this case, a new HLS is not necessary. The student ELL plan will be updated to reflect continuation in the program and services. However, re-evaluation of ELL students that previously withdrew from our district and moved out-of-state will occur after a year has passed since the actual withdrawal. Every effort will be made to retain records through the Florida database, F.A.S.T.E.R., for students who re-enter our district after withdrawal. In this case, the initial process used with an affirmative HLS will occur. If a student returning has been exited and is still within a two-year monitoring window, report cards will be reviewed at the appropriate intervals. An ELL Committee meeting will convene during this student's monitoring period to reclassify the student as an English Language Learner if progress is not noted and re-entry is in the best interest of the student.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated.

An ELL plan is written for every English Language Learner. ELL plans may be written by the guidance counselor, ESOL teacher, classroom teacher, or other personnel as designated by the principal. ELL Plans will be updated to reflect current services at the beginning of each school year, whenever classes or courses change and/or whenever services change.

It will include program participation, initial date of eligibility, assessment information to determine eligibility/exit/reclassification, assessment accommodations, exemption from FCAT, modifications to the plan by the ELL committee, ESOL instructional strategies, exit date, and reclassification date.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate.

The student ELL Plan will be written using the PMP Star Program. A user name and password is needed for access to these plans, but a copy can be supplied upon request.

ELL plans may be written by the guidance counselor, ESOL teacher, classroom teacher, or other personnel as designated by the principal. ELL Plans will be updated to reflect current services at the beginning of each school year, whenever classes or courses change and/or whenever services change.

A copy is filed in the student ESOL folder.

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

- X Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- X Individual communication in a language the parents/guardians understand, unless clearly not feasible.

Other (Specify)

13a) List the languages used in the Parent Notification Letters (check all that apply):

X English

X Spanish

French

Haitian Creole

Portuguese

Vietnamese

Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach (es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

X Sheltered English Language Arts

X Sheltered Core/Basic Subject Areas

X Mainstream-Inclusion English Language Arts

X Mainstream-Inclusion Core/Basic Subject Areas

One-Way Development Bilingual Education

Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school.

The instructional models implemented in our district are Mainstream/Inclusion English, Mainstream/Inclusion-core/basic subject areas, Sheltered English, and/or Sheltered-Core/Basic subject area. Students may receive services in more than one instructional model. The instructional model is dependent upon the needs of the students, the number of ELL students being served, availability of certified staff and/or bilingual staff, and the make-up of the classes the ELL student is enrolled in.

All teachers of ELL students are required to document the use of ESOL instructional strategies to ensure the delivery of comprehensible instruction to ELL students. The use of these strategies is monitored by the school level administrator or his designee. Each principal will adopt a method at his/her school site to document these strategies. It may include but not limited to:

- a. Lesson plans reflect the use of ESOL strategies in all subject areas, or
- b. for reading and math, use documented strategies in student ELL plan, or
- c. request that the student ELL plan reflect the use of ESOL strategies in all subject areas.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

Instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. Our district's Pupil Progression Plan, and Comprehensive Reading Plan address this process. Each school level administrator monitors implementation of appropriate instruction at the school level. This monitoring may occur during walk through, lesson-plan reviews, and other appropriate observation methods used at each school site.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

All teachers of ELL students are required to document the use of ESOL instructional strategies to ensure the delivery of comprehensible instruction to ELL students. The use of these strategies is monitored by the school level administrator or his designee. Each principal will adopt a method at his/her school site to document these strategies. It may include but not limited to:

- a. Lesson plans reflect the use of ESOL strategies in all subject areas, or
- b. for reading and math, use documented strategies in student ELL plan, or
- c. request that the student ELL plan reflect the use of ESOL strategies in all subject areas.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

Region Administrator(s)

District Administrator(s)

School Level Administrator(s)

Other (Specify) collaborated efforts of guidance counselor/ESOL contact, and classroom teacher

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

Student Portfolios

X FCAT Practice Tests

Other Criterion Reference Test (Specify) _____

Native Language Assessment (Specify) _____

X FCAT

X Other (Specify) CELLA

15) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

X Yes No

If yes, indicate where in the Student Progression Plan these are described.

Okaloosa County's Pupil Progression Plan incorporates standards and procedures for the promotion, placement, and retention of all students including English Language Learners (pages 9-50)

15a) Describe the district's Good Cause Policy (ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention.

GOOD CAUSE AND ADMINISTRATIVE PROMOTION EXEMPTIONS

Performance of students on Grade 3 FCAT is the sole consideration for a Good Cause Exemption; Good Cause may only be used to exempt students from mandatory retention. Administrative Promotion, using the same criteria for Good Cause exemptions, will be applied to **all** other retentions at all other grade levels. The PMP team, ESOL team, or IEP team will make the final placement determination after carefully examining all criteria for retention as listed in the grade level specific pages and *Good Cause Exemptions* as defined by state law. **F.S. 1008.25(6) (b)** Provided below is a description of each *Good Cause/Administrative Promotion Exemption criteria*:

1. ESOL English Language Learners who have had less than two years in English for Speakers of Other Languages (ESOL) program.

a. Student moves to Okaloosa County during this school year and qualifies for ESOL program; or

b. Student moves into Okaloosa County after the FCAT administration and qualifies for ESOL program.

c. Documentation must include current PMP.

d. The student PMP must show evidence of interventions; ELL students must not be retained if instructional strategies, materials and assessment have not been provided to meet their language needs.

2. ESE Placement/Special Standards

A student with disabilities whose Individual Education Plan (IEP) indicates that participation in FCAT is inappropriate.

a. Student has an IEP that specifies participation in the Access Points for

Elementary Students (Gr. K-5); or

- b. Student has IEP that specifically states exemption from state or district-wide assessment and indicates participation in the Florida Alternative Assessment.
- c. Documentation must include the student's IEP signature page (MIS 1099).

3. Additional Standardized Assessment

A student who is retained in elementary school and demonstrates an acceptable level of performance on an alternate standardized assessment approved by the State Board of Education may be considered for promotion.

OR

A student who is retained in middle school, due solely to performance on FCAT and SAT 10, and demonstrates an acceptable level of performance on an alternate standardized assessment approved by the State Board of Education may be considered for promotion.

If a Summer Intensive Studies program is provided:

- a. The student must attend the school's Summer Intensive Studies program.
- b. The student must achieve an NPR score of 51% or above on the SAT 10 in reading and/or math, administered at the conclusion of Summer Intensive Studies.

If a Summer Intensive Studies program is not provided:

Students will be afforded the opportunity, upon request, to be administered an alternate assessment on a common date determined by the district.

4. Portfolio

The responsible teacher ascertains from working with the student that the results of the required assessment (K=Slosson and DIBELS, grades 1&2=Gates48 MacGinitie and SAT 10, grades 3-8=FCAT) and other PPP standardized assessments do not accurately reflect the student's proficiency in meeting the Sunshine State Standards/GLEs at that grade level or that the student missed taking the required final assessment (e.g., FCAT) and the teacher believes the student's work is proficient and that the student should be promoted. Any teacher who consistently grades a student as proficient throughout the school year (i.e., a grade of C or higher) is expected to produce a portfolio for the student. A teacher may not decline to produce a portfolio because of the time involved in the task.

All of the criteria listed below must be met:

- a. The student must take the Woodcock Johnson III as the alternative assessment and perform **at or above the 36th percentile**; and
- b. Evidence of passing grades; and
- c. The portfolio must be:
 - selected by the student's teacher
 - An accurate picture of the student's ability and only include work that has been independently produced in the classroom.
 - An organized collection of evidence of the student's mastery of the Sunshine State Standards Benchmarks/GLEs that are assessed; for each Benchmark/GLE there must be at least five examples, each demonstrating at least 70% accuracy and signed by the teacher and

- principal as an accurate assessment of the required reading/math skills.
- d. Once the portfolio is compiled, the following process must occur:
- Portfolio is submitted by the student's teacher(s) to the principal.
 - Principal will review the portfolio and discuss the recommendation for promotion with the teacher(s).
 - If all required documents are presented and acceptable in quality, the principal recommends in writing to the Deputy Superintendent the student's promotion.
 - The Deputy Superintendent will review the Good Cause or Administrative Promotion Exemption documents and notifies the principal in writing of his/her decision to approve or deny the exemption request.

5. Students with Disabilities/Regular Standards

Students with disabilities who are participating in the general education curriculum (SSSs), who take the FCAT, and who have an IEP or Section 504 plan that reflects that the student has received intensive remediation in reading and/or math for more than two years but still demonstrates a deficiency, and was previously retained. For elementary students, a previous retention must have occurred in grades K-5. For middle school students, a previous retention must have occurred in grades 6-8.

- a. Section 504 plan must be included as documentation; or
- b. IEP must be included as documentation; or
- c. Both PMP and IEP are included as documentation
- d. The #319 and #702 screens on the AS400 system must show evidence of retention and interventions.

6. Previous Retentions (Non-ESE)

Students who were previously retained, received intensive remediation in reading and/or math for two or more years, but still demonstrate a deficiency qualify for this consideration. For elementary students, at least one and up to two previous retentions must have occurred in grades K-5. If not proficient in reading, a student will be retained up to two times in grades K-3; if only one retention has occurred prior to Grade 4, a second retention is permissible, but not mandatory, in grades 4-5. For middle school students, one previous retention must have occurred in grades 6-8.

- a. Documentation must include a well-written PMP and
- b. The PMP must include the student's area of deficiency, the desired levels of performance, the instructional and support services, and the frequent monitoring of student progress; and
- c. Documentation for two or more years must be included.
- d. The #319 and #702 screens on the AS400 system must show evidence of retention and interventions.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL.

The ELL Committee will make the final placement determination after carefully examining all criteria for retention as listed in the grade level specific pages and *Good Cause Exemptions* as defined by state law. **F.S. 1008.25(6) (b)** Provided below is a description of each *Good Cause/Administrative Promotion Exemption criteria*:

ESOL English Language Learners who have had less than two years in English for Speakers of Other Languages (ESOL) program.

- a. Student moves to Okaloosa County during this school year and qualifies for ESOL program; or
- b. Initial enrollment of student in ESOL program in the State of Florida was 2007-2008 school year; or
- c. Student has been enrolled in the ESOL program since the beginning of 2008-2009 school year; or
- d. Student moves into Okaloosa County after the FCAT administration and qualifies for ESOL program.
- e. Documentation must include current PMP.
- f. The student PMP must show evidence of interventions; ELL students must not be retained if instructional strategies, materials and assessment have not been provided to meet their language needs.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions.

By the end of the first semester, the teacher must recommend possible retention of the student to the principal. Written notification should be provided in person at a parent/teacher conference, by mail with a return acknowledgement receipt or by certified mail. If a determination is made that retention is a possibility after that time, a letter must be provided to the parents or legal guardian, in the same manner as above, as soon as the possibility of retention is identified. It is also recommended that parents be made aware, via a conference or phone call, that the letter is being mailed.

The principal, with input from the guidance/placement committee, will make the recommendation for retention or promotion by May, for grades K-2, and as soon as FCAT data is received for grades 3-8 students. The final decision regarding retention is based on comparing student performance on a variety of assessments to district expectations for proficiency.

Parents or legal guardian must be formally notified of retention or eligibility/non eligibility for a Good Cause or Administrative Promotion Exemption from retention.

Written notification should be provided in person at a parent/teacher conference, by mail with a return acknowledgement receipt or by certified mail.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed.

The school level administrator is responsible for ensuring that all students participate in statewide assessment. All ELL students are expected to participate. Principals, guidance

counselors, and other test administrators ensure proper implementation of assessment and accommodations are provided and are informed annually through test manuals and training. Exemption in Reading FCAT may occur for ELL students served in an ESOL program for less than a year. Students exempted must be assessed through CELLA.

Accommodations/exemptions are documented on the student ELL plan and parents are notified.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

All eligible ELLs are provided with test accommodations based on their specific needs. Each school site test administrator is trained, and refers to the testing manual received annually for appropriate accommodations available to ELL students.

Parents are notified of these accommodations in a language they understand when feasible through the student ELL plan and/or continued placement letter.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

X Yes No

If yes, describe the process for alternatively assessing ELL students.

All ELL students are expected to participate in district and state assessments, to include FCAT. However, if an ELL student has been receiving services in a program operated in accordance with an approved district PMP for one year or less AND a majority of the student's ESOL committee determines that it is appropriate, a student may be given exemption status for Reading FCAT. The PMP must document why the assessment is not appropriate. This can be documented on the Parent Notification section of the PMP. All other ELL students are to be tested.

DOE's determination is not a license to exempt all ELL students from Reading FCAT. Instead, the principal and the ELL committee in each school must make individual decisions about what is best for the child, what realistically can be learned from the assessments when administered to a new ELL student, and the impact of any ESOL exemptions on the school's compliance with school grading criteria as well as adequate yearly progress requirements for NCLB.

Each student's needs and circumstances should be considered individually. In each case in which an exemption is considered:

- a. The ELL committee must meet and determine why the assessment will not serve a legitimate educational purpose in evaluating proficiency or learning gains or assisting teachers in customizing instruction;
- b. The ELL committee must identify CELLA as the alternative assessment.

- c. The ELL committee must consult with the parent, discuss with the parent the student's needs and circumstances related to the assessment, and obtain the parent's written consent for any exemption (the consent must be retained as part of the ELL folder);
- d. The ELL committee must write the exemption, the rationale, and list CELLA as the alternate assessment into the PMP for that student;
- e. ELL students exempt from Reading FCAT must be reported to the District ESOL Coordinator in the Office of Student Intervention Services; a copy of the PMP documenting exemption must be submitted to the district ESOL Specialist prior to FCAT administration.

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: CELLA

Math: N/A

Writing: N/A

Science: N/A

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores.

Students in the ESOL program may be exited upon formal reevaluation to determine proficiency in all language domains, listening, speaking, reading, and writing based on required cut scores in each grade span.

This determination will be made based on results of:

- ✓ CELLA, grades K-12,
- ✓ FCAT Reading, grades 3-10,
- ✓ LAS Links, Listening and Speaking, grades K-2
- ✓ LAS Links, Listening, Speaking, Reading, and Writing if CELLA and/or Reading FCAT was not administered in the previous year.

The ELL committee may convene upon the request of a parent, teacher, counselor, or administrator to discuss/utilize additional information/assessment to determine that the student should be exited from the ESOL program if they deem another instructional program or combination of instructional programs is more appropriate and better addresses the student's need.

CELLA data is used to determine exit.

CELLA Composite Score and CELLA Reading Score – Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency

for students tested in listening, speaking, reading and writing on grade level (see table below). **The CELLA Reading score must be on grade level.** The second measure must be:

5) **For K-2: Code 'C' LAS Links Form B Listening/Speaking SS (Levels 4 or 5)**

For 3-12: Code 'E' FCAT Reading Level 3 or greater

Grade Cluster	CELLA English Proficient	Reading Proficient Level
K-2	2050 and greater	690-800
3-5	2150 and greater	734-810
6-8	2200 and greater	759-815
9-12	2250 and greater	778-820

The LAS Links Form B is used to determine exit eligibility in Listening and Speaking for grades K-2 and in all four domains when CELLA and/or FCAT were not administered in the previous year.

Once the test is administered, the guidance counselor/ESOL contact will grade/score the assessment, record data on the Student Profile Sheet, and interpret listening/speaking (Oral Scale Score) scores using the grade appropriate Proficiency Table provided by publisher of LAS Links. This table is used to convert Number Correct to Proficiency Levels. Students in K-2 who score a Level 4 (Proficient) or Level 5 (Above Proficient) are eligible for exit from the ESOL Program.

The LAS Links Form B reading and writing assessment is administered to all students in grades 3-12 immediately following the administration of the listening and speaking assessment.

Once the test is administered, the guidance counselor will grade/score the assessment, record data on the Student Profile Sheet, and interpret scores using the grade appropriate Proficiency Table provided by the publisher of LAS Links. This table is used to convert Number Correct to Proficiency Levels for the listening and speaking portion of the test. Students in grades 3-12 who score a Level 4 (Proficient) or Level 5 (Above Proficiency) may be eligible for exit from the ESOL Program with a Level 4 or 5 listening/speaking score.

The total number correct for both reading and writing will be converted to a scale score based on the Proficiency Table provided by the publisher of Las Links. This scale score will then be converted to a Percentile Rank using the grade appropriate conversion table in the Technical Manual of LAS Links. Students scoring a 33% or higher in reading and writing may be eligible for exit from the ESOL Program. If a score below 33% is achieved in reading or writing along with a Level 4 or 5 in listening and speaking, the ELL committee may convene to determine future placement.

FCAT reading score is used to determine academic proficiency for exit in grades 3-5 as the second required measure.

Written notification of exit from the ESOL Program will be sent to parents/guardians in the home language if feasible.

Assessment data (Student Profile Sheet) will be maintained in the student’s ESOL folder.

If a person other than the guidance counselor enters assessment data for exit, the guidance counselor will ensure that all required data is entered into the appropriate data screens on the AS400 (MIS) by the data entry clerk.

17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher’s cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
LAS LINKS FORM B	K		487-620	
LAS LINKS FORM B	1		490-620	
LAS LINKS FORM B	2		495-650	
FCAT Reading Level 3 LAS LINKS FORM B	3		505-650	
FCAT Reading Level 3 LAS LINKS FORM B	4		514-680	
FCAT Reading Level 3 LAS LINKS FORM B	5		516-680	
FCAT Reading Level 3 LAS LINKS FORM B	6		518-700	
FCAT Reading Level 3 LAS LINKS FORM B	7		521-700	
FCAT Reading Level 3 LAS LINKS FORM B	8		525-700	
FCAT Reading Level 3 LAS LINKS FORM B	9		525-710	
FCAT Reading Level 3 LAS LINKS FORM B	10		527-710	
LAS LINKS FORM B	11		530-710	
LAS LINKS FORM B	12		531-710	

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student’s score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link: http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
LAS LINKS FORM B READING
LAS LINKS FORM B WRITING
CELLA
FCAT

17c) Identify the title of the personnel responsible for conducting the exit assessments described above:

Registrar ESOL Teacher/Coordinator Other (Specify) Guidance Counselor/ESOL Contact as designated by the Principal

17d) Describe the process by which the ELL Committee makes exit decisions.

The ELL committee may convene upon the request of a parent, teacher, counselor, or administrator to discuss/utilize additional information/assessment to determine that the student should be exited from the ESOL program if they deem another instructional program or combination of instructional programs is more appropriate and better addresses the student’s need.

17e) Identify who is responsible for updating ELLs’ exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process.

The guidance counselor at each school site ensures that all compliance requirements (proper assessment is used, data entry on AS400 occurs, proper documentation is sent and kept in blue ESOL folder, etc.) are completed for each ESOL student. Once a determination to exit a student from the ESOL program is made as described above, the guidance counselor ensures that the student ELL plan has been updated to reflect exit data (assessment used, and date). The ESOL teacher, classroom teacher, or guidance counselor may complete the student ELL Plan. A copy must be kept in the student ESOL folder. All assessment data will be kept in the ESOL folder.

If a person other than the guidance counselor enters assessment data for exit, the guidance counselor will ensure that all required data is entered into the appropriate data screens on the AS400 (MIS) by the data entry clerk.

Written notification when exiting occurs is sent to parents in home language when feasible.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period.

The above procedures for exit may occur at any time during the school year or upon recommendation from the teacher, guidance counselor, or parent.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program.

Two-year monitoring of students who exit the program must occur during the 1st report card after exit, 2nd report card after exit, First year after exit and Second year after exit. All four monitoring dates must be entered into the AS400. If the performance of a former ELL student is satisfactory at each review, the student is officially exited from the ESOL program. Data entry occurs to reflect an LZ code.

The guidance counselor/ESOL contact at each school site will attach a copy of the student's report card to the Reclassification/Exit/Post Monitoring **Form MIS 4299 and placed in blue folder for each monitoring period. For each student on monitor status,** the guidance counselor will sign, indicate appropriate progress, and date the front of each blue ESOL folder.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan.

Student data is documented on the Reclassification/Exit/Post Monitoring form, MIS 4299 as a continuum of the student ELL plan. A copy is placed in each student's ESOL folder. This form serves as notice and documentation of the required post exit monitoring for each student.

18b) Indicate what documentation is used to monitor the student's progress. Check all that apply.

X Report Cards

X Test Scores

X Classroom Performance

Other (Specify) _____

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level.

At any time during the two-year monitoring period of a former ELL student, an ELL committee can be convened to determine if a student will be reclassified as an English Language Learner if:

- o No progress is noted

- An obvious pattern of declining grades/test scores occurs
- Parent, counselor, administrator, or ESOL teacher requests a referral

A new ELL plan will be developed, and kept in the student's ESOL folder, proper data entry will occur.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes.

The guidance counselor/ESOL contact at each school site will ensure that an ELL plan for each student reclassified as an English Language Learner is written.

ELL plans may be written by the guidance counselor, ESOL teacher, classroom teacher, or other personnel as designated by the principal. ELL Plans will be updated to reflect current services. It will include program participation, date of reclassification, assessment information to determine reclassification, assessment accommodations, exemption from FCAT, modifications to the plan by the ELL committee, and ESOL instructional strategies.

A copy of the student ELL plan will be kept in the blue ESOL folder. Data entry will occur to reflect reclassification.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program.

Former ELLs who re-enter the ESOL program have equal access to any available remediation strategies. This may include Title I supplementary tutoring/remediation, after school tutoring, mentoring, and other intervention strategies.

Instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. Each school level administrator monitors implementation of appropriate instruction at the school level.

The instructional models implemented in our district are mainstream/inclusion English, mainstream/inclusion-core/basic subject areas, sheltered English, and/or Sheltered-Core/Basic subject area. Students may receive services in more than one instructional model. The instructional model is dependent upon the needs of the students, the number of ELL students being served, availability of certified staff and/or bilingual staff, and the make-up of the classes the ELL student is enrolled in.

All teachers of ELL students are required to document the use of ESOL instructional strategies to ensure the delivery of comprehensible instruction to ELL students. The use of these strategies is monitored by the school level administrator or his designee. Each principal will adopt a method at his/her school site to document these strategies. It may include but not limited to:

- a. Lesson plans reflect the use of ESOL strategies in all subject areas, or
- b. for reading and math, use documented strategies in student ELL plan, or
- c. request that the student ELL plan reflect the use of ESOL strategies in all subject areas.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

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

Most home/school communication is in the form of letters, and personal and telephone contact. Communication using the parent/guardian's heritage language is used when feasible. Translators will be made available when feasible.

A list of community members with some knowledge of various languages is maintained by the district and available to school personnel upon request. Contact with local agencies that may be able to help schools with this service is ongoing.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

Temporary placement

X Delay in language proficiency testing

X Results of language proficiency assessment

X Program placement

Program delivery model options

X State and/or district testing

X Accommodations for testing (flexible setting)

X Annual testing for language development

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

X Exemptions from statewide assessment for students classified as ELL for one year or less by date of test

X Retention/Remediation

Transition to regular classes

Extension of ESOL instruction

X Exit from ESOL program

X Post-reclassification (LF) monitoring

X Reclassification of former ELL student

X Invitation to participate in an ELL Committee Meeting

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

X Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, 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 Sunshine State Standards and the ELP Standards

- Information about statewide assessments
- Information about community services available to parents
- X Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities?

The Code of Student Conduct is provided to all students. ELL students whose home language is Spanish receive a Code of Student Conduct in Spanish. Both the English and Spanish version of this document can be accessed through our district website.

Is the Code of Student Conduct Available in a language other than English?

X Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible.

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain.

Parent involvement initiatives occur at each school site and are available to parents of ELLs on an equal basis. Links to resources for parents of ELLs will be included to the ESOL department link on the district website. A newsletter will be sent to parents of ELL students in Spanish with topics including, but not limited to, school issues, program information, community resources, reading tips, etc. Parent Involvement materials will be provided to schools to increase home/school communication with parents of ELL students.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain.

Reports are published as required through local media, parent letters, and on district website, and available in a language parents understand when feasible.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain.

A variety of methods may be used to provide parents/guardians information on the monitoring of program compliance. Parent meetings may occur at each school site, outcomes may be shared via Parent Leadership Council meetings and/or School Advisory Council meetings.

Students	Equity	Policy	(4-34)
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A. It is the policy of the School Board of Okaloosa County to offer students the opportunity to participate in appropriate programs, services and activities without regard to race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, parenthood, pregnancy, disability, sexual orientation, or social and family background.

B. Students, while they are in school or participating in school-related activities, are entitled to an environment free of discrimination and/or harassment by other students or adult employees or volunteers, or persons with whom the district contracts for services.

C. In determining whether alleged conduct constitutes harassment or discrimination, the totality of the circumstances, the nature of the conduct and the context in which the alleged conduct occurred will be investigated.

Complaint

Procedures

1. If an adult needs to report an alleged violation of these policies, an informal Equity Complaint should be made to a principal or department director. If the situation cannot be resolved informally, a Formal Equity Grievance (MIS 5139, Rev 10/00), in compliance with School Board Policy 6-29, should be directed to the superintendent's designees listed above. Employees have the option of filing a grievance through appropriate Master Contract procedures in lieu of the Formal Equity Grievance.

2. If a student needs assistance with a situation involving these policies, a Student Equity Complaint should be filed in writing and submitted to a teacher or an administrator at the school. If the situation cannot be resolved at the school level, a formal complaint may be filed with one of the superintendent's designees.

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

A. No student shall be denied the opportunity to participate in any subject, course, or program on the basis of race, sex, English language proficiency, national origin, marital status, handicap, or religion.

B. In general, the same procedures are used to refer a limited English proficient student for any program or services as are used to refer any other student. The parent, teacher, counselor, or administrator may initiate the referral request.

C. Specific programs:

1. Title I: ELL students determined to be eligible for Title I will receive the comparable supplementary instruction in reading and/or math as that provided to non-ELL students. Instruction is designed to meet the identified needs of students. ESOL program personnel, and the regular school program personnel work together to provide a comprehensive and effective program of instruction to the ELL student. To ensure equal access to ELL students, the district representative, the school principal and the Florida Department of Education monitor the program.

2. Title VI: The Title VI Program, when funding is made available, provides funding that is used to supplement expenditures for ESOL activities in the Okaloosa County Schools. Title VI dollars are used to purchase appropriate ESOL materials, visual aids which improve the quality of instruction for ELL students and to provide opportunities for increased staff awareness of the META Consent Decree requirements above and beyond training institutes provided by the district Office of Staff Development.

3. Compensatory Education: ELL students who meet program eligibility criteria shall have equal access to the Compensatory Education Program. When an ELL student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the individual student. This practice is to ensure the instruction is understandable.

4. Student Services: All students have access to all student services on an equal basis. The schools assist in presenting information on student services to ELL students. Communication will be in the heritage language of the student when necessary and feasible.

5. Adult Education: CHOICE High School and Technical Center and the Workforce Development Board collaborate to offer classes geared toward increasing general English proficiency and developing appropriate English language skills for employment.

6. Drop out Prevention: ELL students who meet program eligibility criteria shall have equal access to the Drop-out Prevention Program. When an ELL is served in the program, the curriculum and related services will be designed to appropriately address the needs of the individual student. This practice is to ensure the instruction is understandable and appropriate.

7. Pre-Kindergarten: The school district offers Pre-Kindergarten services in qualifying elementary schools. Program entry requirements are established, and students are served based on well defined criteria. ELL students are eligible for Pre-Kindergarten services based on this established entry criteria, not solely on limited English proficiency.

8. Alternative Education: ELL students who meet program eligibility criteria shall have equal access to the Alternative Education Program. When an ELL student is served in the program, the curriculum and related services will be designed to appropriately address the needs of the individual student. This practice is to ensure that instruction is understandable.

9. Exceptional Education: The school district offers Exceptional Student Education services in all of its schools. Program entry requirements are established and students are served in all programs based on program entry criteria, not solely on limited English proficiency.

10. Charter Schools: ELL students who meet program eligibility criteria shall have equal access to the Charter School. If a referred student is already classified as ELL, an ELL Committee meeting shall be conducted by the referring school prior to placement. The ELL committee must determine if the Charter School is an appropriate placement for the student. A representative of the Charter School must attend the ELL committee meeting.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district.

The LEP Committee at each school may consist of an administrator or designee, guidance counselor, ESOL teacher, classroom teachers, parent/guardians, and/or any other person deemed relevant. A heritage language translator will be provided for parents if feasible.

29) Check the functions performed by the ELL Committees in your district. (*Check all that apply*)

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) _____

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

- School Level District Level

Describe the functions and composition of PLCs in your district.

Council members are SAC Chairs, PTO Presidents, Booster Club Presidents or another representative of that group if the Chair or President is unable to attend.

A. The Parent Leadership Councils helps implement the district ESOL program.

1. All parents/guardians of ELL students are invited to participate in the school district Parent Leadership Council.
2. Notification of initial organizational meetings and of all future meetings is primarily through personal contacts: however, letters (translated into the home language if possible), notices in the media, and contacts with social

organizations of language groups are also used as avenues of advertising meetings and inviting participation.

B. The majority of the members of the Council are not parents of ELL students; however, all ESOL personnel, regular classroom teachers, school and district administrators, representatives of interested community groups, and individual community members are encouraged to participate.

C. The role of the council will be to:

1. Provide input into the educational process, especially for ELL students.
2. Present the concerns of the parents and students.
3. Act as liaison between the schools and the home/community
4. Assist with the development of the district ELL Plan

D. Training will be provided in

1. The ESOL program
2. The process for developing the ELL Plan
3. Opportunities for involvement in the educational process.

E. School advisory councils are required to be representative of the population of the population of the school. Parents of ELL students are actively sought to serve on these councils.

F. Parents/guardians of ELL students, who are also included in Exceptional Student Education (ESE), have the opportunity to participate in parent trainings four times per year.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. If the PLCs in your district comply with this rule, skip to question # 32.

The majority of the members of the Council are not parents of ELL students. Not enough parents have responded to the invitations and requests to constitute the required majority. The district maintains documentation of the invitations and requests to parents to join the PLC and is actively working to achieve the required majority. All ESOL personnel, regular classroom teachers, school and district administrators, representatives of interested community groups, and individual community members are encouraged to participate.

31) Indicate how your district involves the PLC in district/school committees.

Members are elected at each school site. They are representatives of each school's population. Parent training initiatives are offered and available to parents of ELL students on an equal basis. As parents with leadership positions at their schools, they will have increased knowledge about the school district and they will share this information with others

at their school. After the meetings, the members receive talking points, presentations, hand-outs, etc. so that they can disseminate information at their school.

32) Indicate how your district PLC was involved in the development of the District ELL Plan.

The district's ESOL Specialist presents the ELL Plan to the Parent Leadership Council. This presentation serves as a platform to not only inform, but to elicit a discussion regarding our district's ESOL Program, gather input, and gain approval of the plan for implementation in our district.

32a) Does the district PLC approve of the District ELL Plan? X Yes No

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fldoe.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented.

The ESOL district coordinator works with the school district's Office of Staff Development to provide information concerning ESOL certification and training requirements. This is accomplished through workshops, presentations to the principals, and networking with school in-service contacts.

The ESOL district coordinator works with the district personnel department and the Office of Staff Development to identify category I, II, III, and IV teachers and administrators who need ESOL training and monitors compliance with ESOL training requirements. The guidance department at individual schools receives documentation of ESOL training requirements at the beginning of and as needed throughout each school year.

ESOL training for category I, II, III, and IV teachers and administrators is offered yearly and provided through DOE approved in-service hours.

Notification of all training opportunities occurs through emails, postings at school-sites, and listings of courses on mylearningplan.com for all teachers to view and enroll.

34) Describe the process (es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained.

The School District of Okaloosa County has developed the following tracking system to identify teachers with LEP students and monitor their compliance with ESOL training requirements.

1. Teachers who have an ELL student assigned to one of their classes are identified through the student database.
2. The social security numbers of teachers in whose class an ELL student is enrolled are run against the staff database to determine if the required training has been completed.
3. Teachers of ELL students who have completed the necessary training are informed by the school ESOL contact that ELL students are assigned to their class (s).
4. If a teacher of an ELL student has not received the required training, the school principal is notified by the district ESOL coordinator. The principal will take appropriate action to ensure that the ELL student receives understandable instruction from a teacher with knowledge of ESOL strategies.
 - a. Training activities records are maintained through the in-service system.
 - b. When training is complete, documentation is issued that indicates that the teacher has successfully met the training requirement.
 - c. The Okaloosa County School District cooperates with local colleges and universities to advertise current ESOL course offerings to teachers.
 - d. Staff Development funds have been and will continue to be made available to provide ESOL training through the allocation of moneys for instructors, and materials.
 - e. In the event that there are fifteen (15) or more students with a common language at a school site, identification and recruitment of aides speaking that language will be a priority.
 - f. Psychologists and social workers are encouraged to participate in the eighteen (18) hour workshop for teachers of other subject areas.

The principal at each school site reports teachers of English or Language Arts who are assigned ELL students out of field if the endorsement/certification requirement is not met.

Notification to parents of OOF assignments is sent in the home language if feasible.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented.

In-service opportunities are made available through our district's mylearningplan.com program. Administrators receive regular updates and all new administrators receive information regarding the requirement as well as the courses available on an ongoing basis. Periodic checks occur through the district ESOL office and emails are sent to ensure full compliance.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented.

The ESOL district coordinator works with the school district's Office of Staff Development to provide information concerning ESOL certification and training requirements. This is accomplished through workshops, presentations to the principals, and networking with school in-service contacts.

The ESOL district coordinator works with the district personnel department and the Office of Staff Development to identify category I, II, III, and IV teachers and administrators who need ESOL training and monitors compliance with ESOL training requirements. The guidance department at individual schools receives documentation of ESOL training requirements at the beginning of and as needed throughout each school year.

ESOL training for category I, II, III, and IV teachers and administrators is offered yearly and provided through DOE approved in-service hours.

Tracking will occur as described in question 34.

37) 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.

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description.

Okaloosa County retains highly qualified paraprofessionals based on the NCLB requirement. Following is a scanned copy of the ELL/ESL Interpreter-ELS/Intensive English job description:

Position Title: ELS Interpreter - ELS/Intensive English
Reports To: School administrator, Program Director - ESOL/Bilingual programs (under direct supervision of teacher)
Supervises: N/A

Minimum Eligibility Requirements:

High School diploma or equivalent.
Proficiency in speaking, understanding, reading and writing a language other than English.
Sufficient proficiency in English to aid classroom teacher in instructing students of limited English proficiency.
Such alternatives to the above requirements as the Board may find appropriate and acceptable.

Language Skills:

Proficiency in ability to interpret foreign language for English speakers and vice versa.

Mathematical Skills:

Ability to add, subtract, multiple and divide whole numbers, fractions and decimals.

Reasoning Ability:

Ability to apply common sense understanding to carry out detailed instructions.

Other Skills:

Ability to work as a team member, serve as a role model and keep confidential information about students confidential.

Physical Demands:

While performing the duties of this job, the employee is regularly required to reach with hands and arms, stand, walk, sit, talk and hear.

The employee is frequently required to climb, stoop, kneel, and bend at the neck. The employee frequently assists in lifting or other physical management of students.

Reasonable accommodations may be made to enable individual with disabilities to perform essential functions.

Work Environment:

The noise level is moderate to loud.

Job Goal:

To assist the classroom teacher by translating instructional materials and interpreting instructional concepts for students with Limited English Proficiency.

(over)

Essential Duties and Responsibilities:

1. Works on assigned tasks with individual students and/or small groups.
2. Translates instructional materials into the student's native language when needed.
3. Assists in the development of classroom materials.
4. Assists in the selection and testing of students, diagnosing of student needs, and implementation of teaching techniques and materials.
5. Acts as a translator for school personnel, students, and parents.
6. Assists in the maintenance of student records and required forms.
7. Participates in inservice training as required.
8. Assists with parent conferences and home-school activities.
9. Abides by and facilitates adherence to all applicable laws, rules, regulations, policies, procedures; maintains professional standards; maintains high level of professional development/knowledge.
10. Other such duties as may be: (1) temporarily and/or sporadically performed as assigned by the supervisor and/or the Board, (2) permanently reassigned and specific changes noted and signed by the incumbent.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained.

Bilingual paraprofessionals participate in monthly staff development at the school site. Training on the use of ESOL strategies in all stages of language acquisition is provided to teachers as well as bilingual paraprofessionals.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language.

Currently, the district ESOL Specialist speaks Spanish. Spanish is the most common language spoken in schools with fifteen or more students who speak the same language. Once a principal determines, through an interview process, who they want to hire, they may send him/her to the district ESOL office for a final interview to determine proficiency in Spanish before being officially hired as needed.

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs.

OCSD uses general funds to employ a specialist to monitor the ESOL programs at both elementary and secondary schools. Onsite visits will occur to ensure that goals and objectives are monitored and implemented appropriately. If concerns arise, guidance and/or workshops on the implementation will take place.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs.

OCSD uses general funds to employ a specialist to monitor the ESOL programs at both elementary and secondary schools. Onsite visits will occur to ensure that goals and objectives are monitored and implemented appropriately. If concerns arise, guidance and/or workshops on the implementation will take place.

Following strategies are currently in place:

Strategies:

Teachers will use research-based strategies to improve the performance of current and former ELL students.

Professional development including, but not limited to, the application of the research done by Collier & Thomas (Language Acquisition), Jim Cummins (BICS and CALPS), and Anna Chamot (CALLA) in classrooms to ensure closing of the achievement gap for ELL students.

AmeriCorps Mentors will continue to tutor and support ELL students.

Literacy coaches will continue to mentor and coach teachers and model appropriate instructional strategies as well as provide supplemental training to teachers and paraprofessionals working with ELLs.

Provide training to teachers of ELL students in research-based best practices for reading instruction, the use interactive activities that promote language development embedded with reading strategies, and content area vocabulary acquisition.

Provide training to classroom aides working with ELL students in the area of literacy and vocabulary skills development in language arts and in the content areas.

Parent training will occur in schools with high populations of ELL students to help students with reading/math/science skills at home.

Purchase supplementary dictionaries for ELL students.

43) Describe the steps that will be taken and procedures implemented for schools that fail to meet the Annual Measurable Achievement Objectives (AMAO) for “Making Progress” and “Attaining Proficiency” (AMAO #1 and AMAO#2). N/A as per email dated 8/22/08 from Mary Jane Tappen.

44) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years.

N/A at this time.

**Okaloosa County School District
Student Intervention Services
English Language Learner (ELL) Committee Meeting
Parent Invitation**

An ELL Committee meeting has been scheduled to discuss information regarding your child's English language proficiency, academic progress and the appropriate educational program for your child.

It is important that you attend and participate in making the educational decisions for your child. If you are unable to attend you will be notified of the Committee recommendations.

Do not hesitate to call the school if you have any questions.

Student Name (last, first, middle initial)	Grade	Today's Date / /
School		Phone Number () -

Purpose of the meeting:

The meeting is scheduled on:

Date ____/____/____ Time ____:____ AM PM

Place _____

ESOL Contact Signature

Date

Invitation by phone: Date ____/____/____

School Personnel Making Call _____

Parent will attend: ____Yes ____No

