

District English Language Learners (ELL) Plan

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**Rule 6A-6.0905
Form ESOL 100
(May 2017)**

Original signatures on Signature Pages are to be submitted to:

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

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(6) CERTIFICATION BY SCHOOL DISTRICT

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

I, Debra Pace, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.



Signature of Superintendent or Authorized Agency Head



Date Signed



Date of Governing Board Approval

(7) Chairperson representing the District ELL Parent Leadership Council (PLC)

Name of Chairperson representing the District ELL PLC: Mr. Ahmed Elghonemy

Contact Information for District PLC Chairperson:

Mailing address: 3520 Mt. Vernon Way, Kissimmee, Fl. 34741

E-mail Address: ceo@gtbstore.com Phone Number: 407-624-9932

Date final plan was discussed with PLC: 2/10/2022



Signature of the Chairperson of the District PLC

2/24/2022

Date Signed by PLC Chairperson

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

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

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

By signature below, I, Debra P. Pace, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.



Superintendent's Signature



Date Signed

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

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

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

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

Parents or guardians who wish to enroll any child, including a potential ELL student, must comply with all of the school district's policy requirements by providing proof of residency, physical examination, appropriate immunizations, and date of birth. Information pertaining to which specific documents are acceptable proof is available at the local school, on the Osceola School District website, the School Calendar, Parent Guide and by calling the District Student Services office or the Multicultural Education Department's Bilingual Parent Hotline. Parents must complete the School District of Osceola County, Florida - Student Registration form FC-600-0021E/S, the required Date Entered US School (DEUSS) and the Home Language Survey (HLS) as part of the student registration form.

Parents who have answered "Yes" to any of the HLS questions provide additional information to the registrar in order to complete the Programmatic Assessment Checklist (form FC-730-1735) for appropriate programmatic placement. The school's ESOL Educational Specialist is notified by the registrar and the student is assessed for language proficiency.

At the time of registration all parents/guardians complete a Student Enrollment/Registration form at their child's school which contains the Home Language Survey:

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

Upon completion of the Student Enrollment/Registration form, the school Data Entry Clerk enters in the District's student information system all student demographic information, including native language, country of birth, immigrant student and date of entry into US school, which is provided by the parent/guardian during the registration process.

Online Registration:

Once parents complete the online registration, the selected school receives notification. The Home Language Survey (HLS) is printed at that time and handed to the ESOL Educational Specialist (EES) who assesses for language proficiency. The Data Entry Clerk ensures that all demographic information is entered.

Into what languages are the HLS translated?

Spanish

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

The Student Registration form FC-600-0021E/S and other important district forms/documents are available in Spanish. In addition to providing the registration documents and other important district forms/documents in the parent's native language, the schools also provide assistance from a staff member who speaks the same language as the parent (as feasible). Community language facilitators can also assist with interpreting for ELL families as needed.

How do you identify immigrant students?

Immigrant student information, along with the DEUSS is captured on the Student Enrollment/Registration process as provided by the parent/guardian. The term immigrant children and youth mean individuals who:

(A) are ages 3 through 21; and

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

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

Y (Yes) is marked to confirm the student's immigrant status.

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

At the time of registration, parents answer questions regarding birthdate of student, country of birth, and the Date Entered the US School (DEUSS) date; the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system if information is received.

Pre-K does not count for the DEUSS element.

Please include a link to your HLS.

(Note: HLS is included within the Student Registration)

<https://osceolak12->

[my.sharepoint.com/personal/longj_osceola_k12_fl_us/Documents/Desktop/ELL%20Plan%20Attachments/Registration%20Form.%2002.23.21.pdf](https://osceolak12-my.sharepoint.com/personal/longj_osceola_k12_fl_us/Documents/Desktop/ELL%20Plan%20Attachments/Registration%20Form.%2002.23.21.pdf)

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- Registrar
 ESOL Coordinator/Administrator
 Other (Specify)

2. Listening and Speaking Proficiency Assessment

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

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

IPT oral/aural assessment

Name of Listening and Speaking Assessment	CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	GRADE LEVEL	RAW SCORE ⁽¹⁾	SCALE SCORE ⁽²⁾	NATIONAL PERCENTILE ⁽³⁾
IDEA Proficiency I	K-5		A-F	
IDEA Proficiency II	6-12		A-F	

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

Upon initial student enrollment, the registrar at each district school gives a copy of the registration form or stand-alone Home Language Survey (HLS) and the Programmatic Assessment Checklist (form FC-730-1735) to the ESOL Educational Specialist (EES). The EES is required to collaborate with the registrar and/or Guidance Department to ensure that the Oral/Aural is administered within 20 school days from the date of the student's enrollment. The EES and/or Data Entry person printout/check the FOCUS ELL screen for all ELL students temporarily placed into the program. The LP report is also reviewed as it lists those students that are pending assessment and are not in ESOL classes due to only one (1) "Yes" response to the first question on the Home Language Survey (HLS). When the Oral/Aural test is not administered within the required 20 days, a Letter of Delay (Eng./Span.) is sent to parents notifying them of the reason for the delay and provides a timetable for completion. The original letter is placed in the ELL portfolio and a copy is sent

home. The EES will proceed to test the student as soon as possible. All students who are not proficient on the Listening and Speaking L/S assessment qualify for ESOL services and are coded as LY.

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

Students enrolled in kindergarten through second grade who score within the fluent English speaking range of the IDEA IPT aural/oral (L/S) assesment are determined as non-ELL (ZZ – internal code of TZ) and do not qualify for ESOL placement.

Students in grades 3-12 who score proficient on the the IDEA IPT aural/oral (L/S) are then administrered a reading and writing assessment (IDEA R/W – IRW). The assessment in reading and writing shall be completed as soon as possible after initial enrollment, but not later than thirty (30) days after enrollment. Any student in grade 3 - 12, who scores at or below 32nd percentile on the IRW reading comprehension and writing shall be classified as an English Language Learner (code as LY) and provided appropriate services.

Notice is provided to parents of an ELL identified for participation or participating in a language instruction educational program, within thirty (30) days after the beginning of the school year. If the student enrolls at another time during the school year, parents must be notified within the first two (2) weeks of the student being placed in a language instruction educational program.

Reading and Writing Proficiency Assessment

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

NAME OF READING AND WRITING ASSESSMENT
IDEA PROFICIENY TEST (IPT) READING AND WRITING
ACCESS for ELLs 2.0
FSA ELA

3. ELL Committee

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

An ELL Committee meeting can be requested by a parent or teacher, for any student who does not qualify for ESOL services through ESOL testing. With sufficient evidence, the ELL Committee may classify a student who does not meet the eligibility criteria through testing but demonstrates a need for English Language Acquisition support. The Committee will review the student's academic record and may determine a student to be an English Language Learner based on two (2) or more of the following criteria:

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

All decisions made by the ELL Committee are documented in the ELL Committee minutes and added to the student's ESOL folder. Such evaluation will further set forth a plan that will be implemented to address the student's language needs. The parents' input as to whether a student is determined to be an ELL shall be considered in the final decision.

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

Academic/Programmatic Assessment

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

The school personnel completes a Programmatic Assessment Questionnaire (form FC-730-1735) for all potential ELLs at the time of registration, to ensure proper student academic placement. In Kindergarten and first grade, grade placement is determined by age appropriateness. Placement in all other grades may be determined by a review of the student's cumulative folder (previous school records), transcripts, report cards, and an interview with the parent and/or student.

If there is evidence of prior school records, however limited, personnel registering will request records by mail, fax or telephone. When student previous records are unattainable, parents are asked to provide contact information regarding prior educational experience. When no student records are available (or no previous school experience is reported by the parent) an assessment of the student's academic ability will be conducted prior to placement. Schools may contact Student Services for additional support on placement decisions.

Grade Level and Course Placement Procedures – Grades 9-12

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

Per 6A.6.0902 Section 3 - Part B, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted

policies regarding age-appropriate placement shall be followed as are followed for students born in the United States.” Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible. The school principal or designee (AP, Guidance Counselor, and Guidance Secretary) will determine placement of a student who transfers from other countries, counties, states, private schools or from a home education program using other criteria established in the district's Student Progression Plan.

The procedures for the acceptance of transfer work and credit for students entering Osceola County's public high schools shall be as follows: (1) Credits and grades earned and offered for acceptance shall be based on official transcripts, when available, and shall be accepted at face value subject to validation if required by the receiving school's accreditation. All out of state credits will be accepted as regular level credits unless specifically designated otherwise. If validation of the official transcript is deemed necessary, or if the student is unable to obtain an official transcript or is a home education student, credits shall be validated through performance during the first grading period as outlined in subsection B.1, (2) of the Student Progression Plan (Student Progression Plan C.5). However, schools shall make every appropriate effort to assist the student in obtaining an official transcript. (2) Validation of credits shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should have a minimum grade point average of 2.0 at the end of the first grading period. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure found in the Osceola County Student Progression Plan.

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

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

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

The student's native language is transferred in as fulfilling our Language Arts and/or English Credits as the native language structure is similar to the English structure taught. Foreign languages credits may be transferred as waivers following the guidelines outlined in the Student

Progression Plan approved by the School Board.

If the student studied and successfully completed his/her native language in the equivalent grades of middle or high school, each year of this language study will be entered as M/J Language Arts I, II, or III, and/or English I, II, III, and/or IV. For example, if the student took two years of Italian in high school, English I and English II would be awarded. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for Foreign Language.

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

School Guidance Counselor and/or School Administration.

If schools have questions regarding student placement and/or transfer of credits, they contact the Coordinator of Guidance Services who collaborates with the Executive Director/Coordinator of the Multicultural Department if needed.

School counselors receive training throughout the school year on transcript evaluation resources, such as acceptable websites and guides (Cultural Portraits and International Student Placement Handbook) and is documented through sign-in sheets. School counselors discuss student placement during their monthly meetings as needed. When school staff have questions or need clarification, they will contact the District Guidance Department who collaborates with the Multicultural Education Department, as needed.

Re-evaluation of ELLs that Previously Withdrew from the LEA

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

Moving from one Florida LEA to another: Upon registration in an Osceola County School

When an ELL student comes from another FL district, every effort is made to get ESOL records from the previous school district, and the ELL Student Plan is updated, as appropriate. ELLs who are LY and have withdrawn from an Osceola County School for less than one year, and re-enroll and have ESOL assessment results/data, continue in the ESOL program with no additional testing required. A parental notification for continuation of services is sent to the parent and a copy is placed in the ESOL portfolio. Any previous Osceola County ELL student who withdrew for more than one year and for whom no updated ESOL test data is available, will be administered a current English language proficiency assessment. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remains the same. All original reporting data stays the same. The student may be referred to the ELL Committee to determine eligibility.

If the ELL student is re-enrolling and near the three years (and every year after) of initial program service (based on the Date Entered a United States school-DEUSS), the student will be reevaluated. The IPT aural/oral and IPT R/W (IRW) assessment will be administered, and an ELL Committee meeting will take place, both no earlier than thirty (30) school days prior to the third anniversary of the student's DEUSS and no later than this date in order to determine the

extension of services according to 6A-6.09022. All previous years in a Florida ESOL program will be counted for compliance and FTE purposes.

Moving from another state to Florida LEA: Upon registration in an Osceola County School

ELLs who are LY and have withdrawn from an Osceola County School for less than one year, who re-enroll and have ESOL assessment results/data, continue in the ESOL program with no additional testing required. A parental notification for continuation of services is sent to the parent and a copy is placed in the ESOL portfolio. Any previous Osceola County ELL student who withdrew for more one year and for whom no updated ESOL test data is available, a current English language proficiency assessment will be administered. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remains the same. All original reporting data stays the same. The student may be referred to the ELL Committee to determine eligibility.

For out of state LYs new to Florida, DEUSS date stays the same, but HLS, entry, classification date is changed to reflect Florida services. The student new to Florida will be identified based on the results of our English language proficiency assessment.

If the ELL student is re-enrolling or being identified for the first time and near the three years (and every year after) of initial program service (based on the Date Entered a United States school-DEUSS), the student will be reevaluated. The IPT aural/oral and IPT R/W (IRW) assessment will be administered, and an ELL Committee meeting will take place, both no earlier than thirty (30) school days prior to the third anniversary (and every year after) of the student's DEUSS and no later than this date in order to determine the extension of services according to 6A-6.09022. All previous years in a Florida ESOL program will be counted for compliance and FTE purposes.

Moving from another country to Florida LEA: Upon registration in an Osceola County School

ELLs who are LY and have withdrawn from an Osceola County School for less one year, who re-enroll and have ESOL assessment results/data, continue in the ESOL program with no additional testing required. A parental notification for continuation of services is sent to the parent and a copy is placed in the ESOL portfolio. Any previous Osceola County ELL student who withdrew for more than one year and for whom no updated ESOL test data is available, a current English language proficiency assessment will be administered. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remains the same. All original reporting data stays the same. The student may be referred to the ELL Committee to determine eligibility.

For students new to the country, the DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry date must be reported. DEUSS date can never be after the classification and entry dates. The student new to Florida will be identified based on the results of our English language proficiency assessment.

If the ELL student is re-enrolling and near the three years (and every year after) of initial program service (based on the Date Entered a United States school-DEUSS), the student will be reevaluated. The IPT aural/oral and IPT R/W (IRW) assessment will be administered, and an ELL Committee meeting will take place, both no earlier than thirty (30) school days prior to the third anniversary (and every year after) of the student's DEUSS and no later than this date in order to determine the extension of services according to 6A-6.09022. All previous years in a Florida ESOL program will be counted for compliance and FTE purposes.

ELL Student Plan Development

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

Upon registration and the affirmative responses to the HLS questions the student ELL Plan is initially determined by the registrar (or school staff member assisting with the registering process) based on the student registration form and the Programmatic Assessment Questionnaire. An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), and administrator (or designee). The guidance counselor or ESOL Educational Specialist, along with the classroom teacher(s), are responsible for completing the student ELL plan.

After the appropriate ESOL testing is completed by the ESOL Educational Specialist (EES), and ESOL program eligibility is determined, the student's ELL plan may be updated and/or modified to help meet the student's educational needs. The student may be referred to the ELL Committee, as needed. The EES ensures that an updated copy of the ELL Plan, reflecting current programs and courses, is filed in the student's ELL Portfolio. The plan will reflect the student's instructional program or schedule designated by the Program 130 code. It will also include programs other than ESOL and documentation of the use of appropriate ELL strategies and services.

The Student ELL Plan is updated bi-annually (first and second semester) and when services change. Any time there is a change to the student's ELL Plan, a new schedule is generated and added to the ELL Portfolio.

The ELL Committee, comprised of a teacher(s), administrator or designee, parent, guidance counselor, and ESOL representation may revise and/or update the Student ELL Plan, at any time, in order to document additional support services, or a change of instructional model or program.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments, and other evaluations). What is the teacher's role in development of the plan?

The elements of the student plan will include the student's name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the student's instructional program of 130, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The Student ELL Plan consists of all documents included in the ELL student ESOL portfolio (folder).

All ELL portfolios for ineligible students contain the following elements (documents): ELL Portfolio Cover, Student Registration, Programmatic Assessment Checklist, Identification and Exit Data Elements, and Notification of Eligibility. Some may also include a Letter of Delay or ELL Committee Documentation, as appropriate.

All ELL portfolios for eligible students (student plan) will include: ELL Portfolio Cover, Student Registration, Programmatic Assessment Checklist, Identification and Exit Data Elements, Parental Choice of ESOL Program Model Options, the ELL student

Schedule/Qualifier and Notification of Eligibility. Some may also include a Letter of Delay or ELL Committee Documentation, as appropriate. The ELL plan portfolio may also include: an ESOL Program Instructional Model Withdrawal Request, Report cards and/or Progress Reports, other ELL Committee Documentation as appropriate (i.e. State, district, or classroom assessment data, student work samples, academic or behavior teacher, Guidance Counselor, Psychologist notes, etc.). According to ESOL status, length of time in the ESOL Program, and specific student history, some ELL student plan portfolios may also include other documents. These may include ACCESS for ELLs test information, a Notification of Re-evaluation and/or Program Exit Form, Interpersonal and Academic Language Skills Checklist, Post Classification Monitoring Form, Reclassification Form. The teacher's role in development of the ELL Student Plan is to review students' academic records to assist in scheduling and proper placement. The teacher is notified of the aural/oral and reading/writing competencies assessed on the IPT. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan.

The student ELL Student Plan consists of all documents included in the ELL student ESOL portfolio folder; it is not a single form we can link.

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas
- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- Maintenance and Developmental Bilingual Education
- Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Instructional models implemented are determined by the site administrator, with input from the Multicultural Department, to ensure that instruction is comprehensible and comparable

to that of non-ELLs. These are monitored by the site administrator, Assistant Superintendents, the Multicultural Department Executive Director and Coordinator, through School Visits and Classroom Walk-Throughs.

Elementary Schools: All K-5 schools implement the Mainstream-Inclusion model for ELA and Inclusion Core/Basic Subject Areas are used in the content areas. There are currently six (8) elementary schools in Osceola County implementing a Choice, Voluntary Dual Language Two-Way program. Eleven (3) elementary schools are implementing sheltered instruction classrooms for ELA/Reading and Core/Subject Areas.

Middle Schools: All 6-8 Middle Schools and Multi-level schools (K-8), have implemented the Mainstream-Inclusion English L.A. and the Mainstream Inclusion for Core/Basic Subject Areas. In addition, several Middle Schools have implemented a Sheltered English Language Arts/Reading and Sheltered Core/Basic Subject Areas for content areas for non/limited English-speaking students who have been in the Program 2 years or less. The English Language Development Class is provided as an elective course for non-English Speakers.

High Schools: All have implemented the Mainstream-Inclusion Language Arts and the Mainstream Inclusion for Core/Basic Subject Areas in grades 9-12, using ESOL strategies for English and the content areas. The High Schools offer Intensive Reading and/or English Language Development class as their reading classes/electives for ELLs who obtained an achievement level of 1 or 2 on the ELA FSA. Some High Schools have implemented a Sheltered English and Sheltered Core/Basic subject areas for ELLs who are still at the beginning stages of English language acquisition. These Sheltered classes provide simultaneous development of content area and English proficiency.

Alternative Middle and High School Programs -Offer Mainstream Inclusion English L.A. and Mainstream Core/Basic Subject Areas. Intensive reading classes are offered for ELLs that scored an achievement level of 1 or 2 on the ELA FSA.

ELLs in sheltered classrooms receive comprehensible instruction from teachers in their Language Arts course. Bilingual teachers or paraprofessionals provide appropriate native language support based on the ELL's individual proficiency level. Sheltered courses are designed for non-English speakers or very limited English speakers. As ELLs become more English proficient, they are moved to a mainstream classroom. ELLs in mainstream-inclusion Language Arts and core subject areas receive comprehensible instruction through ESOL strategies, supplemental materials and language support in classes with both ELLs and non-ELLs. Teachers in both instructional models must have the appropriate training requirements, document ESOL strategies and monitor ELLs language acquisition progress. Programming for ELLs may change based on new statutes.

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

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained on the student record system and on teacher schedules. All teachers must offer comprehensible instruction through the use of effective ESOL strategies and scaffolds. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount,

sequence, quality and scope as their non-ELL peers. Equal access evidence will be observed by school site administrators through classroom visits, lesson plans and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy. Professional Development offers teachers the five (5) sixty-hour ESOL in-services needed for the ESOL endorsement or the ESOL Certification required to teach ELLs Language Arts/Reading and the academic core subjects.

ELLs cannot obtain a failing grade if instructional strategies, materials, and assessments have not been provided to meet their needs. Students cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. School based administrators, school leadership, and district staff are responsible for monitoring and ensuring comprehensible instruction.

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

ELLs academic performance is monitored throughout the school year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models success through teacher observations, ELL participation, attendance and grades. The LEA also analyzes state and local test data and compares results to the mainstream population. ACCESS for ELLs test results are used to determine performance in the development of English language acquisition. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model may be considered.

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

The school district goes to great measures to ensure that ELLs have equal access to all school programs, services and facilities, and that ELLs are afforded the same rights as their non-ELL peers. The district ESOL Education Specialists serve as advocates for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paraprofessionals regarding equal access to all programs and services for ELLs.

Administrators, teachers, and school employees are briefed at meetings and in-services about policy (federal, state, district) pertaining to ELL equal access to the full-range of programs including gifted, AP, and Dual Enrollment, regardless of English language proficiency.

Parents are given bilingual presentations on available district programs and resources during meetings (PLC, Transition, ELL Committee, parent conferences, Academic Fair, etc.) and at community activities such as Welcome Back to School and Education in the Park. On these occasions, program/resource brochures, booklets, and flyers are available to parents in English, Spanish, and when feasible, Haitian Creole.

The school district provides language assistance in Spanish and other languages, when

feasible, so that parents fully understand the general eligibility criteria for academic programs and extracurricular activities: such as Choice Fair, Power-up to Success and Welcome Back events. In addition, the school district website constantly offers parents, students, and community members updated information (English and Spanish) about school programs, resources, and events.

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

The Multicultural Education Department and district schools provide teachers with an ESOL Strategies list whereby the strategies are named and a code is assigned to each strategy. The teacher selects specific strategies based on the second language acquisition proficiency level of the students. The strategy is included in the lesson plan and used to make a particular concept comprehensible. Teachers document mastery of core curriculum with student work samples. In addition, scaffolds and supports are embedded in core content Curriculum Unit Plans. The principal or designee reviews teacher lesson plans. During teacher classroom visits, observations, and evaluations the school administrators observe/monitor teacher use of appropriate ESOL strategies to ensure ELLs are receiving comprehensible instruction. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student needs.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs? What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans. The delivery of comprehensible instruction to ELLs is verified by district administrators, school level administrators and school leadership teams through reflective visits and classroom walkthroughs. School administrators also verify comprehensible instruction through formal observations. Teachers are evaluated by school administration using the Marzano Teacher Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of all students which includes English Language Learners.

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

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

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

monitoring visits and provides modeling and curriculum development support.

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

- Student Portfolios
- Other Criterion Referenced Test (Specify) _____
- Native Language Assessment (Specify) _____
- LEA/school-wide assessments (Specify) _____
- Other (Specify) _____

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

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

[https://www.osceolaschools.net/UserFiles/Servers/Server_567106/File/Leadership/School%20Board%20Rules/SDOC%20SPP%202018-19,%20121818%20\(01-10-19\).pdf](https://www.osceolaschools.net/UserFiles/Servers/Server_567106/File/Leadership/School%20Board%20Rules/SDOC%20SPP%202018-19,%20121818%20(01-10-19).pdf)

- No (Specify) _____

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

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

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

The ELL Committee, functioning in accordance with Rules A-6.0900- A6.90, F.A.C., and 1990 League of United Latin American Citizens et al. State Board of Education et al. Consent Decree, will make the appropriate decisions regarding the proper placement of English Language Learners (ELLs) in the school district. An ELL committee reviews documentation and data prior

to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELL's, information and documentation may include, but not be limited to: classroom performance, benchmark testing results, statewide assessment data, English Language progress, and parent/student interview. The committee makes a recommendation to the principal. ELL students may not be retained due to a lack of English language proficiency only. The parents' feedback will be taken into consideration.

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

Statewide Assessment

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

The Principal, Assistant Principal, Testing Coordinator, and ESOL Educational Specialist are responsible for ensuring that all ELLs participate in Florida statewide assessment programs (ACCESS for ELLs, FSA, etc.) at the school level. The school personnel work as a team to determine ELL test accommodations, when appropriate. The Multicultural Education Department and the Department of Research, Evaluation and Accountability advise and assist schools in the process. ELL accommodations, on allowable tests such as FSA, are documented on each ELL student's test booklet in the area indicated by the test publisher, or on the label. The Test Coordinator documents the accommodations given to each ELL student, and sends a copy to the Research, Evaluation and Accountability Department where the information is filed. ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan, and who take the state mandated tests may be offered the accommodations. However, the exact combination of accommodations to be offered to any student shall be individually determined, considering the needs of the student and recommendations of school staff.

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

Train the trainer workshops are provided to testing coordinators who, in turn, train all school-based personnel administering assessments to ELLs with a specific emphasis on testing accommodations.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The Multicultural Department Executive Director and Coordinator work with the Research, Evaluation, and Accountability Department, school-based test coordinators and ESOL Educational Specialists to ensure that all ELLs participate in the Statewide Assessment program and are provided appropriate testing accommodations.

The test coordinator ensures that the accommodations for statewide assessment which are indicated in the Test Administration Manual and include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English language dictionaries and glossaries. Additionally, these accommodations are used within the classroom for regular classroom assessments. The parents are notified of the different testing accommodations in a letter sent by the Test Coordinator. Parents may choose if flexible setting

is the best testing option for their child.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the ACCESS for ELL test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for Grades 1–12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS for ELLs is a paper-based assessment for students in Grades 1–12 who have significant cognitive disabilities where students are administered all sections of the test, one-on-one with a teacher.

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

School Administrator assigned to testing, Testing Coordinator, and ESOL Educational Specialist.

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

Parents of ELLs are notified of assessments and testing accommodations through various methods such as: parent info nights, school-site newsletters, and school-based and district websites (over 90 languages available). The LEA ensures that parents understand Florida's statewide assessments policies and outcomes by sending home interpretive guides of state assessments, providing information regarding state assessments, and also providing information at District/School PLC meetings and ELL committee meetings. Parents are notified of outcomes on assessments through individualized student score reports which indicates the performance level of the student as well as interpretive guides.

[The School District of Osceola County, Florida / District Home \(osceolaschools.net\)](http://www.osceolaschools.net)

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

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

Exit criteria is based on assessment scores per 6A-6.0903.

For students taking any administration of the Kindergarten ACCESS for ELLs, the English

language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 1-2 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

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

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

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

Once the student meets exit criteria, the ESOL Educational Specialist notifies the data entry of exit data and the student code is changed from LY to LF and is monitored for two years. Parents are notified of exit through a letter in the child's native language, when feasible.

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

- School/LEA based testing administrator
- ESOL Teacher/Coordinator
- Other (Specify) _____

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

Upon the request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and enrolled in the ESOL program may be re-evaluated for English language proficiency by convening the ELL Committee at any time. Any student being considered for exit by an ELL Committee will be assessed with Department-approved assessment instrument(s) such as the IPT and/or the IPT Reading/Writing (IRW) assessment, which shall be administered no earlier than thirty (30) days prior to the ELL Committee's determination regarding exit. The assessment(s) will cover all four domains (speaking, listening, reading and writing). The Committee will review the student's academic record and will consider results from ACCESS for ELLs and/or, Florida Standard Assessment in English Language Arts (FSA in ELA), as applicable.

An ELL committee can also meet to exit a student from the ESOL program if there is sufficient

evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan.

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

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

The parents' feedback shall be considered in the final decision. In order for the student to exit the ESOL Program, the majority of the ELL Committee must determine that the student is English language proficient.

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

Any exit decisions made in the middle of a grading period would require an ELL committee decision based on current data analysis and student evaluations. A current listening, speaking reading and writing English proficiency assessment will be given (district assessment IPT oral, aural and IPT R/W – IRW), as well as review of report card grades, benchmark test scores and portfolio data. ELLs in grades K-5, who meet the exit criteria, are exited from the ESOL program. If report card grades are not available, in addition to ESOL program test results, a recent progress report, or teacher evaluation will be considered as part of the exit procedure. Elementary school ELLs remain in the same instructional setting, unless the ELL Committee has determined that the student should be placed in another program for which they meet the eligibility criteria. ELLs in grades 6-12 will be exited from the ESOL program following a similar procedure but will remain in the courses in which they are enrolled, until the end of the grading period.

The decision of the ELL Committee must be based on 2 out the 5 criteria set by the state.

- a) Extent and nature of prior educational and social experiences, and student interview.
- b) Written recommendation and observation by current and previous instructional and supportive services staff.
- c) Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state, and national criterion referenced standards.
- d) Grades from the current or previous years.
- e) Test results other than those identified for placement in an ESOL program

Input from parents, teachers and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF.

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

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

Conducting the follow-up performance of former ELLs?

ESOL Educational Specialist

Updating the student ELL plan?

ESOL Educational Specialist and/or ESOL Paraprofessional

Reclassification of ELL status in data reporting systems?

School Data Entry Clerk

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

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

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

The performance of former ELLs (LF) will be reviewed to ensure academic progress. Reviews shall occur as specified time below:

1st report card after exiting the ESOL program;
2nd 9 weeks after exit;
at the end of the first year;
at the end to the second year.

If the report card grades, teacher evaluations, or state test results indicate that the student is not performing at the grade level expectations, a consistent pattern of underperformance, or failing grades, the LF student will be referred to the ELL Committee. With parent participation the committee will determine the underlying reasons for underperformance and will make a determination with respect to the most appropriate programmatic change or placement.

The Committee may determine that:

1) the student should be reclassified and will re-enter the ESOL program to receive needed services. Student would be reclassified as LY. (The Committee will recommend an appropriate ELL Student Plan)

- 2) The student should continue in the regular program as an LF student and receive additional support or resources in a before or after school program, etc.
- 3) The student should continue in the regular program as an LF student and be referred to MTSS Coach.
- 4) The student should be referred for further evaluation.

Compliance of ELL Plan and Student Performance

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

The Multicultural Education Department conducts a semiannual self-audit for ESOL Program compliance. In addition, internal procedures include periodic documentation checks for each school by district personnel. ESOL Educational Specialists assess and analyze report cards and testing data to monitor the ELLs academic progress. Student progress is documented in the ESOL folder and is based on the targeted skills identified during initial testing, ACCESS for ELL and academic assessment. Assessment results and targeted skills are kept in the ESOL folder and monitored throughout the course of the school year in order to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ESOL Educational Specialist.

An ELL Committee Meeting is convened to review the student's plan for appropriate academic intervention and services when necessary. School's ESOL Educational Specialist or principal's designee are required to attend district wide meetings which are held throughout the year. Teacher training records are monitored for compliance with ESOL requirements by the certification department. Student ELL plans and schedules are updated annually and monitored by the ESOL Educational Specialist to ensure that ELLs are being provided the appropriate program 130 funding code. Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans by site administrators.

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

Parents can access the ELL Plan through the District's website under Multicultural Education Department.

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

The Multicultural Department Executive Director and Coordinator responsible for implementation of the District ELL Plan meets with school-based administrators from each school to make certain that appropriate instructional practices and procedures are in place. ESOL District Program Specialists, ESOL Educational Specialists, the ELL Committee, and ESOL Paraprofessionals will have access to the ELL Plan and will help assure full implementation at the school level. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during PLC meetings with translators available (when needed), and parent input and feedback is encouraged so that there is successful implementation.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

To meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters and filed in the student's ELL Portfolio. All letters, including home-school communication, are provided to parents in a language that they can understand, when feasible. (see attached parent letter – Parental Choice/Letter of Eligibility)

https://osceolak12-my.sharepoint.com/personal/longj_osceola_k12_fl_us/Documents/Desktop/ELL%20Plan%20Attachments/Notification%20of%20Eligibility.pdf

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

All verbal and written communication is provided to parents/guardians in their home language, when feasible. Translation services, specifically in less commonly spoken languages are also provided through bilingual staff and /or community volunteers.

Each ESOL Educational Specialist (EES) has a list of community volunteers fluent in languages other than English who can be used as resources for oral interpretation. In order to assist communication with parents the Talk Systems interpretation equipment is available for use during parent conferences or group meetings.

Talk Systems equipment may be checked out at the Multicultural Education Department when needed. Documents such as: Registration Forms, Student Information Cards, Free / Reduced Lunch Forms, Emergency Procedures Cards, Elementary Grade Level Expectations, Elementary Tips for Parents, Progress Reports, School Report Cards, Exceptional Student Education (ESE) Parental Rights, and Code of Student Conduct have been translated and available to parents in Spanish.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The School District of Osceola County and the Multicultural Education Department websites are also available to parents in over 90 languages. The IRIS (Immediate Response Information System) emergency phone messaging system is activated, as needed, to communicate important information to ELL student parents in both English and Spanish. At ELL Committee and PLC meetings, parents are given information about their rights, responsibilities, and services available through the District ESOL Program. Parents are invited to attend meetings (SAC, PLC, Transition, ELL Committee, teacher/parent conferences, etc.) during which there are bilingual presentations providing information of available district programs and resources. At community activities such as Welcome Back to School and Academic Fairs, ESOL Program, Dual Language Program, resource brochures, booklets, and informational flyers are available to parents in English, Spanish, and other languages when feasible. At the District and school-level PLCs, parents are offered workshops on parent involvement, grade level expectations, and specific strategies that can be used, at home, to assist English language acquisition and academic achievement. Parents are constantly informed of the many opportunities available for parent involvement through bilingual school communication. The Bilingual Community Liaison (English/Spanish), at the district level, manages the parent Telephone Hotline and the Let's Talk platform to address parent concerns and questions. The Liaison facilitates and enhances school and district communication with parents, by sharing information about school matters, services, and events. The District will continue to explore translation and add bilingual resources to improve communication in the primary languages of our ELL parents.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

Results of language proficiency assessment

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

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

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

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

- LEA Level
- School Level

Please address the functions and composition of the PLC:

The District PLC consists of parents of ELLs representing various district schools, Multicultural Department staff, District Level Staff, and ESOL Educational Specialists. School-level PLCs are mostly comprised of ELL student parents from the school. Each school is required to have at least two PLC meetings per school year (one per semester). Parents are encouraged to become involved in the education of their children through membership in the Parent Leadership Council (PLC) at both the school and district level. Parents are notified of regularly scheduled meetings, well in advance, through newsletters, e-mails, and flyers. District and school-based PLC meetings are designed to provide parents with information of not only the ESOL program policy and procedures, but general school system information, such as testing, tutoring, scholarship opportunities, etc. PLC meetings empower parents to be their child's advocates, and they provide educational involvement opportunities through workshops on topics such as, Parenting Skills, Homework Help, Online Resources, and Literacy. PLC meetings also provide parents an opportunity to share ideas and provide feedback on the District ELL Plan, effectiveness of the programs, and policies that affect ELLs.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

N/A

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

Each school site invites and encourages parents of ELLs to actively participate in all District activities and school committees such as SAC, PTO and School Improvement Plan Committees. Newsletters and flyers are sent out to parents of ELLs in English and Spanish, and Spanish interpretation is available at school meetings and District School Board meetings.

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

The development of the District ELL Plan occurs during the scheduled District PLC meetings. Members have the opportunity to review and provide feedback/input regarding the revision of the ELL Plan.

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

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

N/A

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

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

The Director of the Certification Department will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes.

In addition, the SDOC Resources (icon on computer desktop) contains an ESOL Teacher Compliance folder that is available to all district employees. The information/forms in this folder lets teachers know of the different options for obtaining the ESOL Endorsement or ESOL Certification, and the ESOL Training Plan of Study form which helps teachers plan and track their ESOL training progress. The Certification Department sends an email twice a year to teachers with upcoming ESOL compliance deadlines, as a reminder. When a Category I teacher completes his/her required ESOL training, the ESOL Specialist at the Multicultural Department uses the teacher's PD in-service record, training logs, or proof of approved ESOL college coursework to verify completion on the ESOL Training Plan of Study checklist. All required documents are sent to HR/Certification, as a packet, for their final approval. Once approved, teachers may apply for the ESOL Endorsement/ESOL Certification.

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

The Director of the Certification Department will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes.

All content area teachers in the School District of Osceola County, sign a contract where they commit to complete all requirements for ESOL, including the 60 hours ESOL training in two years or less. The LEA keeps track of the completion of these requirements through the MyPGS data base.

The Office of Professional Development with support from the Multicultural Department and site administrators, will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes. Courses are available each semester and during summer (three times a year) through the website and the courses posted on MyPGS. The process is documented in the same database.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

The Director of the Certification Department will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Development will be responsible for providing personnel with information concerning inservice training, advertising and scheduling of classes.

All other instructional staff in the School District of Osceola County, sign a contract where they commit to complete all requirements for ESOL, in this case they are also required to take the 60 hours ESOL training in two years or less. The LEA keeps track of the completion of these requirements through the MyPGS data base. The School Administrators, the Professional Development Department and the Multicultural Education Department are responsible for issuing the notifications of the available courses each semester and during summer (three times a year) through the website and the courses posted on MyPGS. The process is documented in the same data base.

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

All Category I teachers in the School District of Osceola County sign a contract where they commit to complete all requirements for ESOL certification or Endorsement within the established timeline.

Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

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

All administrators in the School District of Osceola County sign a contract where they commit to complete all requirements for the 60-hours ESOL training in two years or less. The LEA keeps track of the completion of these requirements through the MyPGS data base. School Administrators, the Professional Development Department, and the Multicultural Education Department are responsible for issuing the notifications of the available courses each semester and during summer (three times a year) through the website and the courses posted on MyPGS. The process is documented in the same data base.

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

All School Guidance Counselors in the School District of Osceola County sign a contract where they commit to complete all requirements for the 60-hours ESOL training in two years or less. The LEA keeps track of the completion of these requirements through the MyPGS data base. School Administrators, the Professional Development Department, and the Multicultural Education Department are responsible for issuing the notifications of the available courses each semester and during summer (three times a year) through the website and the courses posted on MyPGS. The process is documented in the same data base.

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

The LEA offers supplemental professional development through the office of Multicultural Education Department, such as, on-going in-service training, Summer Institutes and online courses, to ensure that instructional staff is well informed of ELD standards and best practices. In such workshops and/or courses, valuable information is disseminated to participants to acquire the necessary tools to meet the linguistic and academic needs of ELLs. Although these courses cannot be used towards the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

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

Teachers who teach in a language other than English are required to be certified in the target language. Successful completion of Florida certification requirements are recognized as proof of proficiency.

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

Bilingual paraprofessionals are required to fulfill eligibility qualification through one of these options:

- a. Hold an associate degree or higher, or
- b. Complete two years of college (60 semester hours), or
- c. Passing score of 464 or higher on the ParaPro Assessment

The role of the ESOL paraprofessional is to ensure that the school is in compliance with Federal law and the Florida Consent Decree, by following ESOL program policies and procedures. The ESOL paraprofessional assists ELLs in the classroom. The following are some of the ways that the ESOL paraprofessional may assist ELLs in the classroom:

- a) Support during extended learning opportunities
- b) Vocabulary building- Preview vocabulary one week ahead of time (Pre-teaching).
- c) Assist in the school intervention programs (i.e. MTSS, Triple I, etc.) (Programs available vary at the different levels, and from school to school.)

The paraprofessional will support the language acquisition process of ELLs through small group instruction and one-on-one tutoring. Paraprofessionals will use evidence-based strategies known to improve instruction for ELLs.

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

ESOL Paraprofessionals are offered professional development opportunities by the Multicultural Education Department's ESOL Program Specialists and School-Based ESOL Educational Specialists at meetings throughout the school year. In-services provided will develop paraprofessionals' knowledge and skills in using proven best practices to provide comprehensible instruction and effective assistance to ELLs. The Multicultural Education Department collaborates with schools, the Elementary and Secondary Education Department, as well as the office of Professional Development in assessing paraprofessionals' training needs and in providing inservice to raise ELL student achievement, for example an annual full day Paraprofessional Institute.

Documentation of inservices offered, participation, and points awarded are documented on official training attendance logs, databases, and reports that are kept at the Multicultural Education Department. Workshop records and individual paraprofessional inservice records are maintained in the Professional Development Department. Inservice information may be accessed through MyPGS.

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

Candidates aspiring to fill a paraprofessional position must meet the job description requirements, and they must also demonstrate an adequate level of language proficiency in English and the other language. Potential hires are asked interview questions in both languages, as feasible, and, may be asked to translate a school-related article from English to another language such as Spanish.

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

(Please see Superintendent's signature included in 2nd Page. The Osceola County School District is in compliance with all ESOL training requirements).

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

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

After an ELL student has received 3 years of ESOL services (from the DEUSS date), the ELL Committee will convene annually to re-evaluate the ELL student's progress towards English language proficiency. The ELL Committee will convene no earlier than thirty (30) days prior to the third anniversary of the student's DEUSS and no later than the actual anniversary date. The ELL student will be assessed on at least one Department-approved assessment instrument no earlier than thirty (30) school days prior to the student's anniversary date.

If the student's anniversary date falls between the release of the English Language Proficiency (ELP) Test (ACCESS for ELLs) and the Florida Standardized Assessment (FSA) in a given school year and October 1st of the following school year, the student's ELP and FSA scores may be used, and a more recent assessment is not required. After October 1st, ELL students will be assessed with the IPT aural/oral test and/or the IPT R/W (IRW) tests to cover all four (4) domains of language proficiency (listening, speaking, reading, and writing). If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services will be extended. If a majority of the ELL Committee determines that the student is English language proficient, the student will be exited from the ESOL program. The Committee decision shall be supported by at least two of the five criteria established by the state. The ELL Committee's decision for placement is documented and filed in the student's ELL Plan within the student's ELL Portfolio.

Listening and Speaking Proficiency Assessment

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

ACCESS for ELL and/or IPT aural/oral

Name of Listening and Speaking Assessment	CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	GRADE LEVEL	RAW SCORE ⁽¹⁾	SCALE SCORE ⁽²⁾	NATIONAL PERCENTILE ⁽³⁾
IDEA Proficiency I	K-5		A-F	
IDEA Proficiency II	6-12		A-F	

Reading and Writing Proficiency Assessment

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

NAME OF READING AND WRITING ASSESSMENT
IDEA PROFICIENCY TEST (IPT) READING AND WRITING
ACCESS for ELLs
FSA ELA