

# District Advisory Council Meeting

Wakulla County Schools  
 April 19, 2022 @ 8:30am via TEAMS

## AGENDA

Items	Notes
Attendees	Holly Harden, Amy Geiger, Belinda McElroy, Jessica Brattain, June Davis, Krista Sharin, LouAnn Kiessig, Erica Hicks, Robert Pearce, Megan Smith, Lisa McCloudy, Priscilla Tucker, Daniel Lilly
Welcome by Mr. Pearce	<ul style="list-style-type: none"> <li>• Reviewed update on Math textbook adoption</li> <li>• Reviewed updates on testing schedules</li> <li>• Discussed Parent Involvement (Empowerment) Act</li> <li>• Triumph Gulf Coast Board Meeting; 1:30 p.m., April 26<sup>th</sup> at WCSB Board Room. Ms. Chancy has secured grant thru Triumph which will fund a new facility to house CTE programs at WHS. Approx 22 classrooms, will increase capacity and support growth for next 5-6 years.</li> <li>• Reviewed new .5 cent sales tax that is slated to fund replacement of HVAC systems throughout the district.</li> </ul>
Attendance, Review Agenda Approve / Disapprove Minutes	<ul style="list-style-type: none"> <li>• Motion to approve/disapprove minutes of October 1<sup>st</sup>, 2021: Jessica Brattain</li> <li>• Second: Amy Geiger</li> <li>• Motion carried: All</li> </ul>
Update from Student Services/Exceptional Student Education (Belinda McElroy)	<ul style="list-style-type: none"> <li>• Ms. McElroy gave update on totals for District and updated changes in operations for 21/22 year.</li> <li>• All students on McKay Scholarship are grandfathered to the new program.</li> <li>• Reviewed amendments to Rule 6A.1.0943FSAA</li> <li>• HB173 Transition planning – review changes/updates in bill. Created brochure that reviews changes/amendments, so parents are aware.</li> <li>• Updated homeless/unaccompanied youth numbers in the district.</li> <li>• ELL student number updates.</li> <li>• Updated ELL Plan details and asked for motion to approve updates. Motion to approve: Krista Sharin; Second: Megan Smith</li> <li>• See attached power point for specifics.</li> </ul>
Update from Special Programs and Assessment (Krista Sharin)	<ul style="list-style-type: none"> <li>• Discussion and review of Title I, II and III Grants. See attached notes/power point.</li> <li>• All participants were provided an opportunity to provide feedback and input into the Title I, Title II, and Title IV grants applications.</li> <li>• DAC voted to allocate 1.5% of Title I funds to schools for Parent and Family Engagement based on a per pupil allocation. Motion to Approve: Jessica Brattain Second: Amy Geiger</li> </ul>
Other	<p>Informational Discussion / Feedback:</p> <ul style="list-style-type: none"> <li>• Jessica Brattain asked if Electrical would be included in new CTE Programs. It is not slated to be included at this time.</li> </ul>

	<ul style="list-style-type: none"><li>• Jessica Brattain stated she was excited about schools being opened for volunteering and parent involvement.</li></ul>
Next Meeting Date	<ul style="list-style-type: none"><li>• Fall: October 2022 School Board Room @ 8:30</li></ul>
Adjourn	The meeting was adjourned at 9:30 a.m. Motion to Adjourn: Amy Geiger Second: Megan Smith Motion Carried: All

# UPDATES FOR ESE/STUDENT SERVICES/ELL/HOMELESS

District Advisory Council 4/19/22

# WCSD PREK-12 TOTAL NUMBER OF SWD: 1056

<b>Primary Exceptionality</b>	<b>Number</b>
Specific Learning Disability	274
Speech/Language Impairments	236*
Developmentally Delayed	218
Autism Spectrum Disorder	119*
Other Health Impaired	82
Intellectual Disability	60
Emotional/Behavioral Disability	46
Other (DHH, VI, DSI, OI, HHB)	21

## CHANGES IN 2021-22

- Added Speech Language Pathologist at SES and CES.
- The Family Empowerment Scholarship was created in 2019 to provide scholarships to students from families with limited financial means.
- In 2021, House Bill 7045 expanded the program to include two branches of eligibility, the income-based Family Empowerment Scholarship for Educational Options (FES EO) and the Family Empowerment Scholarship for Students with Unique Abilities (FES UA).

FES EO-Replaced the Gardiner Scholarship

FES UA-Replaced the McKay Scholarship

# CHANGES IN 2021-22

## Amendments to Rule 6A-1.0943 FSAA

A “most significant cognitive disability” is defined as a global cognitive impairment that adversely impacts multiple areas of functioning across many settings and is a result of a congenital, acquired or traumatic brain injury or syndrome and is verified by either: 1. A statistically significant below average global cognitive score that falls within the first percentile rank (i.e., a standard, full-scale score of 67 or under); or 2. In the extraordinary circumstance when a global, full-scale intelligent quotient score is unattainable, a school district-determined procedure that has been approved by the Florida Department of Education under paragraph (5)(e) of this rule.

# CHANGES IN 2021-22

## Amendments to Rule 6A-1.0943 FSAA

1. ESE Student enrolled in Access Points Courses for two FTE Periods
2. Receiving Specially Designed Instruction
3. Receiving Small Group Instruction
4. Even after all appropriate and allowable instructional accommodations, student requires modifications
5. Documented evidence of accessing a variety of supplementary instructional materials
6. Documented evidence of the provision and use of assistive technology
7. Direct instruction in all core academic areas
8. Unless the student is a transfer student, the student must have been available and present for grade-level general education curriculum standards instruction for at least 70 percent of the school year prior to the assessment;
9. Unless the student is a transfer student, the student must have been instructed by a certified teacher for at least 80 percent of the school year prior to the assessment;
10. The assessment instrument used to measure the student's global level of cognitive functioning was selected to limit the adverse impact of already-identified limitations and impairments (e.g., language acquisition, mode of communication, culture, hearing, vision, orthopedic functioning, hypersensitivities and distractibility);

# CHANGES IN 2021-22

## HB 173: Transition Planning

- **Start the transition process** during the student's seventh grade year or when the student attains **the age of 12**, whichever occurs first.
- Have **an operational plan in place** that is implemented on the first day of the student's first year in high school or when he or she attains the **age of 14**, whichever occurs first.

### **School districts to provide to a student with a disability and his or her parent the following information on:**

The school district's high school-level transition services, career and technical education, and collegiate programs available to such students, and how to access such programs.

School-based transition programs and programs and services available through Florida's Center for Student's with Unique Abilities, the Florida Centers for Independent Living, the Division of Vocational Rehabilitation, the Agency for Persons with Disabilities, and the Division of Blind Services.

A statement of the student's intent to pursue a standard high school diploma must document discussion of the process of deferment of a standard high school diploma and a signed statement of the student's intention to defer the high school diploma, if applicable.



# HOMELESS AND UNACCOMPANIED YOUTH

District Number	District Name	Homeless Student					Unaccompanied Youth			
		A	B	D	E	Total	N	N	Y	Z
65	WAKULLA	0	56	1	0	57	5,380	55	2	5,380

B. Sharing the housing of other persons due to loss of housing, economic hardship or a similar reason; doubled-up.

D. Living in cars, parks, temporary trailer parks or campgrounds due to lack of alternative adequate accommodations, public spaces, abandoned buildings, substandard housing, bus or train stations, public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings or similar settings.

Y. Yes, this student is a homeless child or youth (or student eligible for homeless services) who is not in the physical custody of a parent or guardian.

# ENGLISH LANGUAGE LEARNERS

ELL Classification	Number of Students (PreK-12)
Limited English Proficient	10
Two Year Follow-up	2
Year 3 and 4 Follow-up	2
Exited More than 4 Years	1

# ENGLISH LANGUAGE LEARNERS PLAN

WCSD English Language Learner (ELL) Plan 2022-2024 Edits

Page 1:

Changed date

Page 3:

Changed name of District PLC from Lori Sandgren to Holly Harden



Page 5:

Added: The online school registration packet has been translated to Spanish as is located on the district website.

Added: For families that do not speak English or Spanish

Page 6:

Updated HLS Link



Added information about the WIDA Screener for K

Page 10:

Updated link for ELL Student Plan

Page 12:

Updated Link to Student Progression Plan

Page 15:

Updated Links for Parent Notification of Assessments and Accommodations



Added: When the student has completed the two-year follow-up period after exiting the ESOL program the code is changed to LA for years 3 and 4 for federal reporting purposes. A student who has been exited the ESOL program for more than four years is coded LZ.

Page 19: Updated Links to Meeting Notices

Page 19 and 20: Updated Links to School to Home Communications in Home Language of Parents

Page 24: Removed the Link for Assurance Letter since it is attached at the top of the form.

# ELL PLAN FOR 2022-2024

Page 5:

Added: The online school registration packet has been translated to Spanish as is located on the district website.

Added: For families that do not speak English or Spanish

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

The online school registration packet has been translated to Spanish as is located on the district website. The district uses contracted services, relatives, and foreign language teachers from the high school to interpret and translate for families who do not speak English. For families that do not speak English or Spanish, every effort is made to use applications, such as Google translate, to provide forms in the language best understood by the parent/legal guardian and student.

# ELL PLAN FOR 2022-2024

Page 6:

Added information about the WIDA Screener for K

## 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.**

Kindergarten students and 1st grade 1st semester students are administered the W-APT or the WIDA Screener for K. to determine aural/oral language proficiency. The score of 27 on the W-APT or a score of 4 on the WIDA Screener for K indicates proficiency.

Students in first grade, second semester through 12th grade are administered the WIDA Screener. A score of 4 or high is considered proficient.

## ELL PLAN FOR 2022-2024

Page 15:

Added: When the student has completed the two-year follow-up period after exiting the ESOL program the code is changed to LA for years 3 and 4 for federal reporting purposes. A student who has been exited the ESOL program for more than four years is coded LZ.

Once the student meets exit criteria, the ESOL specialist notifies the data specialist 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 the student has completed the two-year follow-up period after exiting the ESOL program the code is changed to LA for years 3 and 4 for federal reporting purposes. A student who has been exited the ESOL program for more than four years is coded LZ.

# Questions or Comments?



MOTION TO APPROVE THE 2022-  
2024 ELL PLAN?

---

# FEDERAL PROGRAMS

2022-2023 APPLICATION CYCLE

STAKEHOLDER FEEDBACK





# TITLE I, PART A

Title I Schools: CES, MES, RES, SES, COAST

All schools implement a school-wide program.

The goal of Title I is to increase student achievement through:

- Effective instruction,
- Professional development, and
- Parent and Family Engagement

Title I funding for each school is based on a per pupil allocation. Schools receive funds based on how many students are eligible for free/reduced lunch.

Title I initiatives must be closely aligned with School Improvement Plans.

# AREAS OF FOCUS

## AOF 1: Student Achievement

- Salaries for two highly effective supplemental teachers per school
- Two Instructional Coaches to provide professional development for all teachers
- Computer-assisted programs: Lalilo, ESGI online, Study Island
- Supplemental materials/supplies: Scholastic News/Time for Kids subscriptions, General consumable supplies, such as paper, pencils, markers, etc.
- LCD projectors
- COAST Charter's Allocation

## AOF 2: Parent & Family Engagement

- Printing costs for Parent-Teacher-Student Compacts.
- Student planners for Title I schools who choose to use their Parent and Family Engagement funds on this expenditure.
- Consumable supplies and materials to support parent and family events – food, drinks, tableware, paper, folders, ink cartridges, pens, markers, STEM supplies, books, etc.
- Reimbursement to COAST Charter School

## AREA OF FOCUS (CONT.)

### AOF 3: Homeless Education

- School supplies (binders, paper, pens, pencils, calculators, folders, backpacks, gym clothes, locks, hygiene products, etc.), as needed and communicated by the Homeless Liaison.

### AOF 10: Administrative Costs

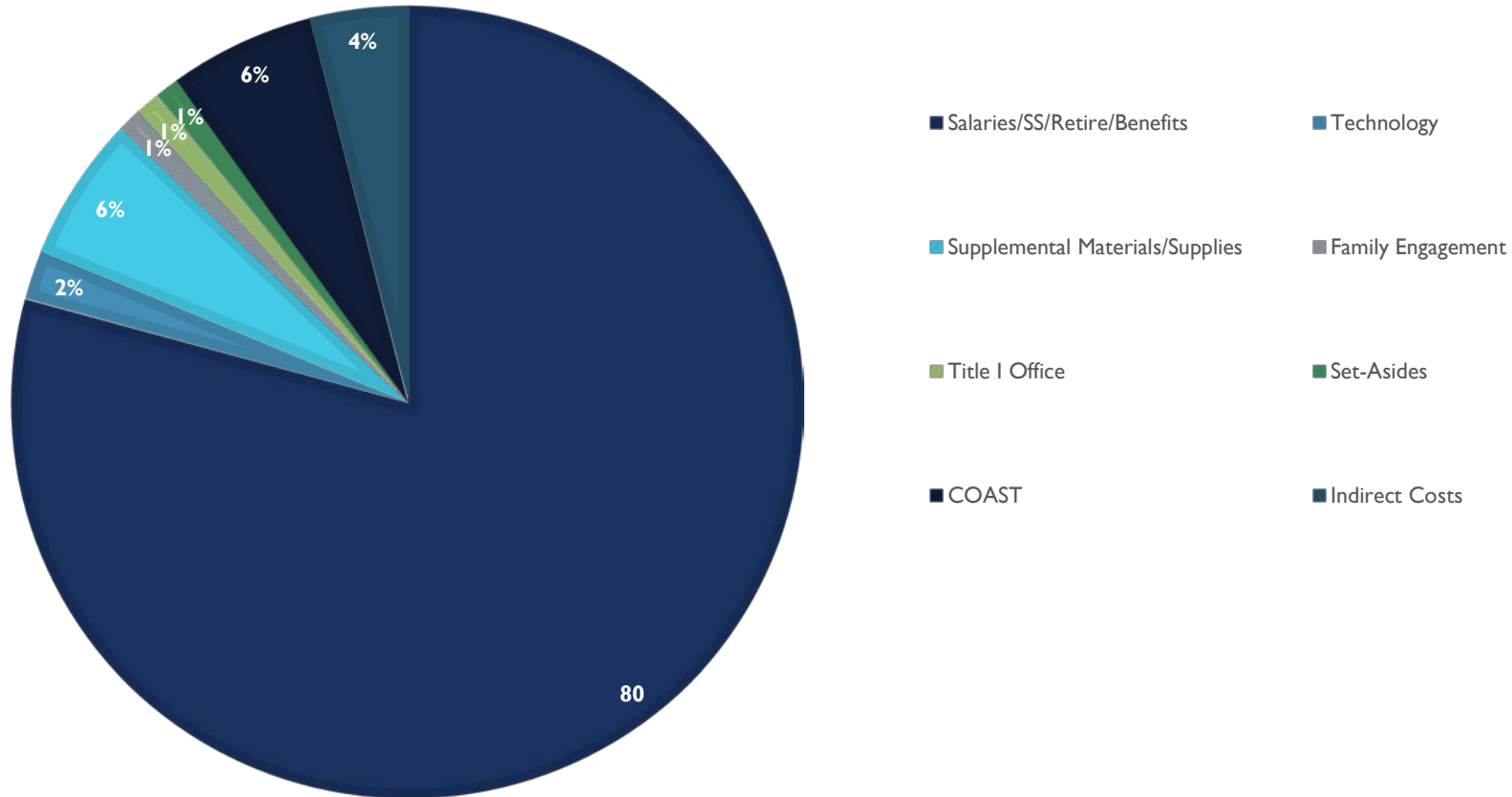
- Administrative costs cannot exceed more than 10% of the total allocation. All activities revolve around managing and supporting the Title I grant.

There are no activities planned for the following Areas of Focus:

- AOF 4: Neglected & Delinquent
- AOF 5: Early Childhood
- AOF 6: Private School
- AOF 7: Transportation & Foster Care
- AOF 8: College & Career Readiness
- AOF 9: Educational Services Funded at the LEA Level

# 2022-2023 PROPOSED BUDGET PRELIMINARY ALLOCATION = \$814,144

## 2022-2023 TITLE I FUNDING



# PARENT AND FAMILY ENGAGEMENT FUNDS

- Goals of Parent and Family Engagement Plans:
  - To host activities for parents to learn how to improve their child's academic achievement.
  - To provide training to staff on effective communication strategies.
  - To address and provide solutions to barriers between home and school.
- Funding
  - Districts can allocate anywhere from 1%-2% of the allocation to Parent and Family Engagement.
  - Last year, we decreased the Parent and Family Engagement allocation from 1.5% to 1% in response to providing virtual rather than in-person events due to COVID. I propose to increase the allocation back to 1.5% to provide schools with the funds to host in-person events this upcoming year.

## Motion to Approve

# TITLE II, PART A

## Goals of Title II, Part A:

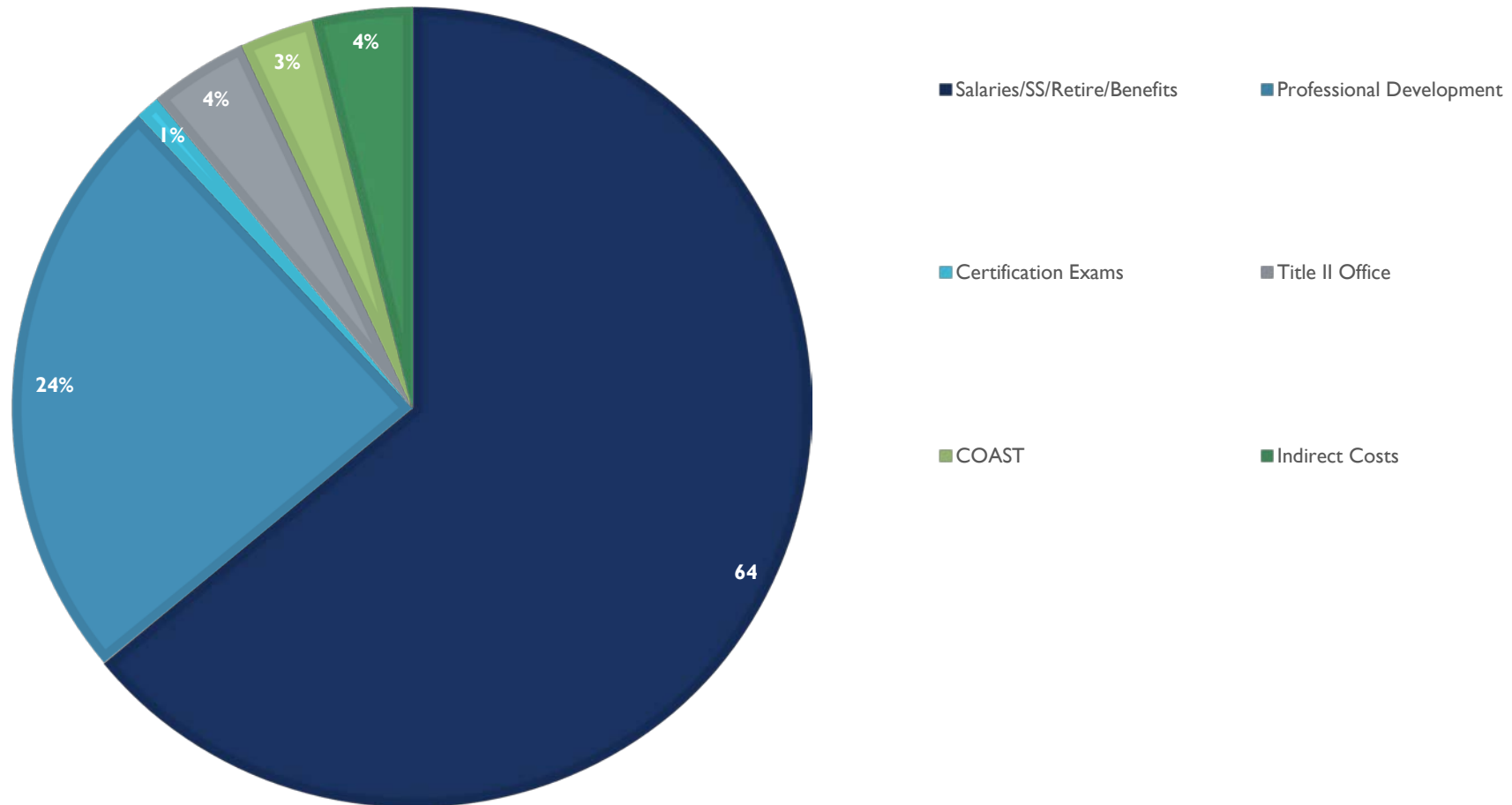
- Increase student achievement consistent with the challenging State academic standards;
- Improve the quality and effectiveness of teachers, principals and other school leaders;
- Increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and
- Provide low-income and minority students greater access to effective teachers, principals and other school leaders

## 2022-2023 GRANT ACTIVITIES

- Two secondary Instructional Coaches to provide ongoing professional development within the schools to support, model and continuously improve instructional programs.
- Local professional development for teachers over the summer to increase teacher efficacy in standards-based instruction.
- AVID Summer Institute for administrators and teachers for continued implementation of the program in all secondary schools.
- Certification exam registration costs for Career and Technical Education teachers.
- Reimbursement to COAST for professional development related activities.
- Supplies to support professional development.
- Funds to support technical assistance for federal programs.
- Indirect Costs

# 2022-2023 PROPOSED BUDGET PRELIMINARY ALLOCATION - \$193,103.25

2022-2023 TITLE II FUNDING





# TITLE IV, PART A

The purpose of Title IV, Part A is to improve student academic achievement by:

- providing all students with access to a well-rounded education,
- improving school conditions for student learnings to support safe and healthy students, and
- improving the use of technology in order to advance digital literacy of all students.

## 2022-2023 GRANT ACTIVITIES

- Support the implementation of Kagan structures in all elementary schools by providing funding for teacher training.
- Discovery Education streaming service to support standards-based instruction science, STEM, social studies and math.
- Teacher Coaches at all schools to provide additional support to teachers in content, instruction, behavior management, and data/technology.
- Purchase industry certification exams to prepare students for occupations important to Florida's economic development.
- Reimbursement to COAST
- Indirect Costs

# 2022-2023 PROPOSED BUDGET PRELIMINARY ALLOCATION = \$62,952

2022-2023 TITLE II FUNDING

