

Wakulla County School District English Language Learners (ELL) Plan 2022

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

Date Received by FDOE

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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(4) MAILING ADDRESS: PO Box 100 Crawfordville, FL 32326		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:

(6) CERTIFICATION BY SCHOOL DISTRICT

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

I, Robert Pearce, 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.

	<u>2/15/22</u>	<u>7/18/2022</u>
Signature of Superintendent or Authorized Agency Head	Date Signed	Date of Governing Board Approval

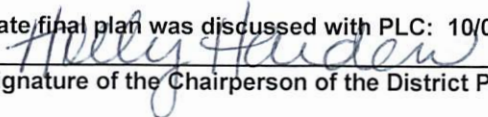
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)

Name of Chairperson representing the District ELL PLC: Holly Harden

Contact Information for District PLC Chairperson:
Mailing address: PO Box 100 Crawfordville, FL 32326

E-mail Address: Holly.Harden@wcsb.us Phone Number (850) 926-0065 ext. 9510

Date final plan was discussed with PLC: 10/01/2021


Signature of the Chairperson of the District PLC

2/16/22
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, Robert Pearce, 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).

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

Responses should include the following:

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

If a parent/guardian answers "yes" to questions 1, 2 or 3, on the Home Language Survey, the student is scheduled for classes taught by an ESOL endorsed/certified teacher or one who is working toward endorsement. The school ELL Coordinator (Assistant Principal or guidance counselor) is notified and a request is made for the Instructional Coach to administer the W-APT (kindergarten) or the WIDA Screener for Kindergarten or the WIDA Screener for grades 1-12. If a student is identified as an ELL, proficiency level scores from WIDA Screener can be used by educators to compare across ELLs and to plan differentiated levels of support for each child.

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 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.

How do you identify immigrant students?

Before entering the Wakulla County School System, the parent/legal guardian is required to complete an initial student enrollment form which asks the birth country (if outside the U.S.), the date the student entered the U.S. and the date first entered into a U.S. school.

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

Before entering the Wakulla County School System, the parent/legal guardian is required to complete an initial student enrollment form which asks the birth country (if outside the U.S.), the date the student entered the U.S. and the date first entered into a U.S. school.

Please include a link to your HLS. [WCSB Home Language Survey](#)

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) Instructional Coaches

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.

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

When a parent/legal guardian answers yes to any of the questions 1-3 on the Home Language Survey, the registrar notifies the designated school ELL coordinator (Guidance Counselor or Assistant Principal). The ELL coordinator notifies the school Instructional Coach of the need to administer the W-APT or WIDA Screener with the deadline of 20 days from initial enrollment. The Instructional Coach notifies the school ELL Coordinator when the assessment is administered and the results. The data is entered in the ELL section of the student data system. If the 20-day deadline is missed, the student's parent is notified by letter of the reason for the delay and timeline for completion of the assessment. The assessment is completed as soon as possible.

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.

WIDA Screener

3. ELL Committee

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

Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision. The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

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

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

Academic/Programmatic Assessment

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

If an ELL is unable to provide documentation of prior school experience/records, the student is placed at the grade level deemed most appropriate from the interview questions relating to prior school experience and commensurate with his/her age. A Consent for Release of Information is obtained from the parent/guardian and mailed electronically, by USPS, or both to the address of the prior school. Ells are placed in ESOL core courses with ESOL certified/endorsed teachers.

Grade Level and Course Placement Procedures – Grades 9-12

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

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

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

The age of the student will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also 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, ELL Resource Teacher and/or district administrator may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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

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

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

Students transferring from other countries have their transcripts evaluated by the Chief Academic Officer who compares course descriptions with the Florida Course Code

Directory and awards credits as appropriate. Training is provided in accordance with legislation and policy adopted by the State of Florida Department of Education and the WCSD. The documentation is maintained in the students' cumulative records file.

Re-evaluation of ELLs that Previously Withdrew from the LEA

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

If an ELL withdraws, then re-enrolls during the same school year, the ELL Plan is activated and the student resumes his/her schedule. If the re-entry occurs during another school year, the student is re-evaluated on the W-APT or WIDA Screener and if determined to be NEP or LEP, goes through the placement process following the 20-day timeline. The student takes ACCESS for Ells 2.0 and FSA in the spring to determine whether exit criteria is met based on state guidelines.

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.

When a student is identified as an ELL, the school ELL coordinator (guidance counselor or assistant principal) at the school site schedules a meeting to develop an ELL Plan. The ELL Committee charged with the development of the plan consists of the student's teacher(s) in the four core areas (language, math, science and social studies), the parent/guardian, the school ELL coordinator and the student, if appropriate. The Plan specifies the courses in which the student is enrolled as well as academic/social accommodations that the student receives. The individual membership of each ELL committee is unique to the child. The ELL coordinator is responsible for coordinating the development of the ELL Plan and monitoring its implementation. The teacher(s) of the student are responsible for the daily implementation of accommodations/supports and documenting the ELL instructional strategies in lesson plans. The ELL coordinator at each school is responsible for facilitating the annual development of a new ELL Plan at the beginning of each school year and the required or needed Plan reviews.

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 parent/guardian is notified of the meeting to develop the ELL Plan through a translator or through a Parent Notification Letter translated in the native language. At the meeting, the ELL Committee reviews progress monitoring and assessment data to determine the most appropriate schedule and interventions based on the needs of the individual student. The ELL Plan is reviewed each semester (or more frequently if necessary) to ensure proper placement and supports are in place.

Please include a link to the ELL Student Plan. [WCSD ELL Student Plan](#)

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

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

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

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

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

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. 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.

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

The LEA determines if the instructional model is positively affecting student performance by analyzing ELP assessments (ACCESS for ELLs) and by analyzing data from content area driven assessments, such as:

- EOC exams
- Student Portfolios
- FSA
- Other: District Progress Monitoring Tools

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

ELLs are served in their home zoned schools and the ELL Committee for each student decides which programs, courses and activities are most beneficial based on the strengths/needs of the individual student. District data is reviewed annually by the district Equity Office for disproportionality by race, gender or nationality. All students are progress monitored and referred for review by a school level Instructional Support Team if achievement is not commensurate with peers.

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

Principals and assistant principals monitor instruction through Classroom Walk Throughs and formal observations. Lesson plans are reviewed during these visits to ensure that ESOL strategies are documented in lesson plans and are being utilized during instruction. Plan books are collected at the end of each school year and maintained at the school site in accordance with records management procedures.

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

Principals and assistant principals monitor instruction through Classroom Walk Throughs and formal observations. Lesson plans are reviewed during these visits to ensure that ESOL strategies are documented in lesson plans and are being utilized during instruction. Plan books are collected at the end of each school year and maintained at the school site in accordance with records management procedures. In addition, students' progress is continuously monitored through portfolios and other progress monitoring tools to ensure student are making progress. Administrators and teachers meet quarterly to examine the progress monitoring and use this information to guide instruction.

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.

All students are given equitable opportunities in school. Regardless of program

placement, all ELLs will be given equitable instruction compared to non-ELL students. Student enrollment in advanced or gifted classes, in academies, and in other programs will be monitored annually for equitable representation of ELLs. The WCSD Student Progression Plan specifically addresses equitable instruction for all students.

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) Florida Kindergarten readiness Screener (FLKRS), I Ready, Florida Standards End of Course Assessments (EOC), Florida Standards Access End of Course Assessments (Access EOC), STAR, District Standards Based Assessments

☒ Native Language Assessment (Specify) ACCESS for ELLs 2.0

☒ LEA/school-wide assessments (Specify) Florida Standards Assessment (FSA), Florida Standards Alternative Assessment (FSAA)

☒ Other (Specify) Advanced placement (AP), Postsecondary Readiness Competency test (PERT), National Assessment of Educational Progress (NAEP), Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT). ACT/SAT

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.

☐ No (Specify) _____

[Wakulla County Schools Student Progression Plan](#)

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.

ELL students in the third grade who have been in the ESOL program for less than two years (based on the student's DEUSS date), may be exempt from the mandatory retention as provided in section 1008.25(6)(b), Florida Statute. Promotion of an ELL student in the third grade with less than two years in an ESOL program is to be based on Good Cause #1. The two-year calculation is based solely on the DEUSS date. The

district school board must annually report, to the parent of each student, the progress of the student towards achieving state and district expectations for proficiency in English Language Arts, science, social studies and mathematics, including the student's results on each statewide, standardized assessment.

The evaluation of each student's progress must be based on the student's classroom work, observations, test, district and state assessments, and other relevant information. Progress reporting must be provided to the parent in writing in the format adopted by the district school board (§1008.25(8)(a), Florida Statutes).

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.

Promotion requirements for ELL students shall be the same as for general education students, with the exception of third grade students who have been enrolled in an ESOL program for less than two years based on their DEUSS date. Promotion/Retention decisions may not be made for an individual ELL based solely on a score on any single assessment instrument, whether such assessment instrument is part of the statewide assessment program or the district's formal or informal assessment process. The evaluation of each student's progress will be based upon the student's classroom work, observations, tests, districts and state assessments, and other relevant information. No ELL student can be denied promotion based solely on limited English proficiency. Retention of ELL students must be determined by a school's ELL Committee except in the case of a mandatory retention for reading deficiencies in grade 3. Level of English proficiency may not be a primary consideration for retention.

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:

An ELL Student Data Form is completed by the ELL coordinator at each school and submitted to the ESE/Student Services Director at the district office in September and January. Prior to testing, the ESE/Student Services Director compares the ELL Student Data Forms against the FOCUS MIS system to ensure that all ELLs have the appropriate information completed. A list of ELLs is provided to the District Test Coordinator, who reviews accommodations with each guidance counselor/assistant principal who coordinates assessment at individual school sites. The assistant principal/guidance counselor trains the teachers who administer the assessments (FSA, EOCs, ACCESS for ELLs), to ensure that allowable accommodations are provided ELLs.

Statewide content area assessments:

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

The ESOL teacher assures that the accommodations for statewide assessment which are indicated in the test administrator's manual and include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries. Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessment.

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 counselors

School based testing administrators

ESOL school contacts

Teachers administering assessments

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.

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in the parent's home language. Annual parent meetings include a discussion of the assessments that the student will take and the accommodations that will be provided. In addition, information regarding standardized testing is sent home to all parents prior to test administration each year in the parent's home language.

[2021-22 Uniform Statewide Assessment Calendar \(Spanish\)](#)

[Spring 2022 Statewide Assessment Schedules \(Spanish\)](#)

[ACCESS for ELLs Parent Letter](#)

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

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

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

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

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

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

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.

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?

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

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

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

Wakulla County School District usually exits students from the ESOL program when exit criteria is met through assessment. However, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and FSA ELA data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL committee decision based on a current data analysis and student evaluations. A current listening, speaking reading and writing English proficiency assessment will be given, as well as review of report card grades, benchmark test scores and portfolio data. Stakeholder 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?

Updating the student ELL plan?

Reclassification of ELL status in data reporting systems?

The school ELL coordinator (guidance counselor or assistant principal) is responsible for conducting the required two-year monitoring of former ELLs. The progress is documented through grade transcripts and other appropriate progress monitoring tools in the Multi-Tiered System of Supports. These may include, but are not limited to Star Reading, STAR, I Ready and Standards Based District Assessments. The school ELL coordinator is responsible for maintaining the ELL folder and providing data to the data entry clerk for entry into FOCUS, the district data base. This is documented on the ELL Committee Conference Report and stored in the student ELL folder. Per Consent Decree guidelines, reviews will occur as specified below:

1st report card after exiting the ESOL program; at the end of the 1st semester;
at the end of the first year; and at the end to the second year.

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify) Tiered Intervention Plan

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

If a former ELL is not performing on grade level, an ELL Committee is convened for that student consisting of the parent/guardian; school ELL coordinator; teacher(s) in subjects in which the student is not on grade level and the student, in grades 6-12. The ELL Committee may elect to re-classify the student as an ELL if he/she meets at least two of the five categories for entry. The Committee may also elect to refer the student for additional evaluation for other programs and/or services.

Compliance of ELL Plan and Student Performance

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

The district provides staff development annually to school ELL coordinators on the implementation of the ELL Plan. At staff meetings in October and February, the

ESE/Student Services Director reviews procedures and collects ELL Student Data Sheets and monitors the accuracy of data in FOCUS, the district database. The ESE/Student Services Director also reviews ELL folders during site visits and monitors them for compliance against Title III work papers. Hard copies of the District ELL Plan and forms are provided to the ELL coordinators at each school site and is also available on the district website.

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

The approved district ELL plan is located on the district website.

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

The Student Services office monitors for compliance through direct observation and periodic data checks.

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

[Notification of Placement and Services in the ESOL Program and Invitation to ELL Plan Development Meeting](#)

[Notification of Placement and Services in the ESOL Program and Invitation to ELL Plan Development Meeting \(Spanish\)](#)

[Explaining ELL Status](#)

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

If an assistant principal or guidance counselor has difficulty communicating with a family during a student's initial enrollment, an interpreter contracted by the district is called to intervene and provide support at that time, either in person or via phone. If the contracted interpreter is not available the school would reach out to a foreign language teacher, a university faculty member or friend of the family. If this is not possible, a meeting is set up as soon as possible with the contracted interpreter. Efforts are made at each school to introduce families with a common language at PTO meetings, parent nights and other school events to help form a support system. Registration forms are translated into Spanish and located on the district website. The interpreter is also invited to ELL Committee meetings to translate any additional documents and assist with discussion. An internet-based translation program such as Google Translate is used to translate school forms into the parent/guardian/caregiver's language.

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

Parents are invited to parent/teacher conferences with an interpreter to discuss the student's level of performance and supports that may be provided to assist in social as well as academic progress.

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 [Notification of ELL Committee Meeting \(Spanish\)](#)
- ☒ Program placement [Notification of Placement \(Spanish\)](#)
- ☐ 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 [2022 Statewide Assessment Schedules \(Spanish\)](#)
- ☐ 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](#)
- ☐ 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 [School Registration Packet](#)
- ☐ 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.

Due to our limited number of ELLs, our report cards are only available in English, but bilingual staff will assist teachers in interpreting grades and student expectations.

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 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.

There are insufficient numbers of ELLs in Wakulla County to compose a PLC with a majority of parents having students with limited English proficiency. Each ELL family will continue to be invited to participate on the District Advisory Council annually.

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

The district involves the District Advisory Council in the development of the Strategic Plan, and uses the Council to vet proposed programs and plans. The council also receives annual updates on federal programs, approves district plans (Reading, Professional Development, Parent Involvement, Homeless, ELL) and grants (Title I, II, IDEA)

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

A draft of the ELL Plan is presented to the District Advisory Council/PLC prior to presentation to the School Board. Feedback from the District Advisory Council/PLC is considered and incorporated prior to sending the Plan to the Department of Education and Wakulla County School Board for its approval.

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

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

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

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

The Curriculum Coordinator provides a list of ESOL certified/endorsed teachers to principals annually and reviews requirements for instructing ELLs. A data base of teachers who have the certification/endorsement is maintained by that office, as well as teachers who are working toward the endorsement/certification. Principals are responsible for notifying teachers of their responsibility to complete the 18,60 or 300 hour requirements and provide letters from the Office of Instruction outlining requirements to the teachers.

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 Curriculum Coordinator is responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The curriculum Coordinator is also responsible for providing personnel with information concerning in-service training, advertising and scheduling of classes.

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 Curriculum Coordinator notifies all other instructional staff is of training requirements and opportunities by posting the ESOL training schedule on the District's Professional Learning Performance website and by sending the ESOL training schedule, Plan of Study, and the Timeline for Required ESOL Training to administrators by email who, in turn notify teachers. The Curriculum Coordinator is responsible for coordinating, issuing, and monitoring the notifications of all training presented on the district and school levels. The process is documented through FOCUS electronic files and maintained in the teacher's personnel file.

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

The Curriculum Coordinator reports Category I teachers who are out of field to the Certification Office of the Human Resources Department who are then reported to the School Board for approval. A letter notifying parents of out of field status is sent to ELL parents in native language, unless clearly not feasible. 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. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies and Computer Literacy, teachers are not considered out of field and no notification letter or school board approval is necessary. 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.

The district contracts with an ESOL trainer to provide face to face training or provides web-based training opportunities. Both models are tracked through the online district professional development system to provide training to meet the 60-hour requirement for school-based administrators. Their training is tracked on a spreadsheet by the Executive Director of Instruction and in the district staff development database.

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

The district provides the 60-hour ESOL training for guidance counselors and administrators is provided through contracting with a face-to-face trainer or an online training and is tracked by the Executive -Director of Instruction on a spreadsheet, as well as in the district staff development 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.

ELL and content area teachers, as well as school administrators and bilingual paras are informed of supplemental ESOL training through the Office of Professional Development. Staff can sign up for courses or activities that are provided by the school district, DOE or WIDA facilitators. 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.

Wakulla County does not provide instruction in a language other than English, however, should the population grow to fifteen students or more who speak the same language an attempt would be made to hire a teacher who would provide instruction in that language.

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.

Wakulla County does not meet this requirement.

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

Not Applicable

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

Not Applicable

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

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

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

Any student being considered for extension of services shall be assessed no earlier than thirty school days prior to the anniversary of the student's initial enrollment in a United States school using Access for ELLs. If the student's anniversary date falls between the spring administration of Access for ELLs for the preceding year and October 1 of the following year, the Access for ELLs and FSA scores will be used for consideration of extension of services.

The student's ELL Committee will convene and review the student's academic record holistically and consider the assessment results and the following criteria to determine whether the student is English language proficient:

- (1) Extent and nature of prior educational or academic experience, social experience and a student interview;
- (2) Written recommendation and observation by current and previous instructional and supportive services staff;
- (3) Level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion referenced standards, if any;
- (4) Grades from the current or previous years and
- (5) Test results from tests other than the Access for ELLs.

If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services shall be extended. If a majority of the ELL Committee determines that the student is English language proficient, the student shall be exited from the ESOL program. Parental input will be considered in the decision of the team. If

an ELL Committee extends services, the Committee shall refer the student for evaluation under other programs as deemed appropriate.

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 ELLs

Reading and Writing Proficiency Assessment

ACCESS for ELLs

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

ACCESS for ELLs

FSA ELA