



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.

August 20, 2022

Pamela Price
Director of Curriculum and Instruction
Holmes County Public Schools
Bonifay, FL

Dear Ms. Price,

The 2022-2025 District English Language Learner (ELL) Plan for Holmes County Public Schools has been approved for implementation. This approval applies from July 1, 2022, through June 30, 2025. The approved plan must be implemented as approved. The plan may be revised through an amendment; however, such a revision may not be implemented until the amendment has been approved by the Florida Department of Education. Amendment requests may be emailed to SALA@fldoe.org.

Please share this approval letter with your district's leadership team and other interested personnel. Thank you for your continued commitment to student achievement through language acquisition. If you have any questions, please feel free to contact me.

Sincerely,

Dr. Arlene Costello

Arlene Costello, Ed.D.
Bureau Chief, Student Achievement – Language Acquisition
Florida Department of Education
325 West Gaines Street Suite 1324
Tallahassee, FL 32399
850-245-0628 Office

2022-2025

**District
English Language Learners (ELL) Plan**

Contact Person: Pamela Price
LEA: Holmes County School Board
Email: pamela.price@hdsb.org
Phone: 850-547-6674 ext. 1238

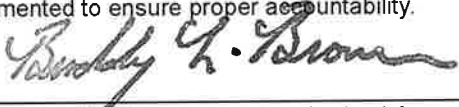
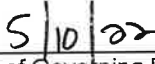

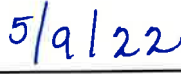
Rule 6A-6.0905
Form ESOL 100
(May 2017)

 Board
APPROVED
5/10/22

Original signatures on Signature Pages are to be submitted to:

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

FDOE INTERNAL USE ONLY

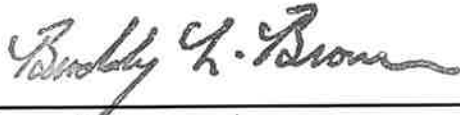
(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Holmes District School Board	Pamela Price, Director of Curriculum, and Instruction	850-547-6674 ext. 1238 pamela.price@hdsb.org
(4) MAILING ADDRESS: 701 East Pennsylvania Avenue Bonifay, Florida 32425	(5) PREPARED 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, Buddy Brown, 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.		
	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: Teresa Mitchell		
Contact Information for District PLC Chairperson: Mailing address: 701 East Pennsylvania Avenue, Bonifay, Florida 32425		
E-mail Address: teresa.mitchell@hdsb.org Phone Number: 850-547-6674 ext. 1239		
Date final plan was discussed with PLC: 05/09/2022		
 Signature of the Chairperson of the District PLC	 Date Signed by PLC Chairperson	

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

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

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

5/10/22

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?

All students who wish to enroll in a Holmes County school follow the same procedures to register which includes the Home Language Survey. The guidance counselor at each school site provides assistance if a family needs language or translation support.

The Home Language Survey (HLS) is included on the Holmes County Registration Form. The form is completed upon the initial enrollment of a student. Registration procedures are common for all students. Guidance counselors are responsible for coordinating student registration. When necessary, provisions to communicate in the home language of parents and students will be implemented through the use of school personnel in the district and support personnel from P.A.E.C. The HLS is filed in the student's cumulative record and is monitored by the guidance counselor and school principal. The results of the HLS are maintained on the district's Management Information System. Information regarding the language and national origin of each student is part of the HLS form. The data collected shall be reported and maintained in accordance with the Florida Department of Education's data collection procedures

Into what languages are the HLS translated?

Spanish at this time; however, arrangements are made to accommodate any language necessary.

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

Individuals who do not speak English at the time of registration are accommodated through faculty and staff members who have the ability to speak other languages. The ESOL Coordinator facilitates the process by maintaining a list of appropriate resources to provide assistance at the school site. The Panhandle Educational Area Consortium (P.A.E.C.) also offers assistance to schools with personnel who speak more than one language. Every effort is made to provide information to parents about the Holmes District school system. All parents receive Registration Packets as well as Student Code of Conduct Books. A Home Language Survey (HLS) is completed for all Pre-K through 12th grade students as a first step in identifying a potential English Language Learner (ELL)

How do you identify immigrant students?

The registration form collects the Date Entered US School (DEUSS), Country of Birth, and information regarding primary language or other language spoken at home at the time of registration. The school's registrar enters all information in the district database (FOCUS) and checks the ELL Indicators box.

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

The information is requested on the registration form. It may be obtained from records received from a sending school. If there is no information available from any other school in the United States, the first day of school in a Holmes County Public School is used as the DEUSS date.

Please include a link to your HLS. <http://www.hdsb.org/cache/files/c/d/cda9c044-b348-4db8-9748-7d3350eec800f/8EEC7B8F23D07D552C974A80AAC6C5A7.student-registration-form.pdf>
(HLS survey questions are embedded within the School Registration Forms)

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.

WIDA MODEL -W-APT (Kindergarten) (Available on WIDA Website)
WIDA MODEL – W-APT (Grades 1-12) (Available on WIDA Website)
WIDA Online Screener (Grades 1-12) (Available on WIDA Website)
WIDA Screener-Paper (Grades 1-12) (Available on WIDA Website)

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

If a parent answers "yes" to one or more of the three HLS questions, the student is assessed for English aural/oral language proficiency using one of the approved listening and speaking proficiency assessments listed above.

The school's guidance counselor keeps a record of all students whose parents answer "yes" to one or more of the three HLS questions to ensure aural/oral testing is completed within 20 days of registration. District-trained, school based, language proficiency assessors (guidance counselors) are available to test at the school site.

If a parent answers "yes" to ANY of the three questions on the HLS, then the student is assessed for aural/oral language proficiency, in English, within 20 days of registration. If the student is NOT assessed within the 20 days, this period is extended an additional 20 days as long as parents are notified in writing in their native language (when necessary). *The Parent Notification of a 20-day Oral Language Assessment Expiration can be found on the district website.*

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 MODEL – W-APT (Grades 1-12) (Available on WIDA Website)

WIDA Online Screener (Grades 1-12) (Available on WIDA Website)

WIDA Screener-Paper (Grades 1-12) (Available on WIDA Website)

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?

If a parent answers "yes" to ANY of the three questions on the HLS, the guidance counselor will administer one of the tests from the approved list to students in grades 3-12 who have scored limited English proficient on the Listening and Speaking. This administration will immediately follow the Listening and Speaking test or within twenty days of the administration of the Listening and Speaking test. If testing is delayed for any reason, the guidance counselor notifies parents in writing why the test has been delayed and the expected time of administration. (WIDA) ACCESS 2.0 and FSA administration should take place within the same year period.

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.

Programmatic assessment of all incoming ELLs is conducted prior to placement in the ESOL Program. Steps are taken to determine the academic level(s) of the student, independent of the student's English language proficiency. Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English, and review of all available previous school records are used in determining the prior academic experience of ELL students. All decisions regarding ELL programmatic assessment and academic placement are documented and placed in the student's ELL folder.

In the absence of transcripts or prior school experience, the following guidelines are considered and employed as necessary:

*Interview the parents/guardians regarding the student's previous schooling and collect as much of the following information as possible:

- Age of the student?
- What grade was the student in the previous school year?
- What courses did the student take?
- How did the student perform in the prior school setting?
- At what age did the student start school?
- What is the total number of years the student has been in school?
- Was the student ever retained?
- Were there excessive absences or special circumstances affecting achievement?

ELL Committee meetings will also be conducted to help determine placement based on each student's prior educational experiences and level of academic skills.

Placement decisions for each student will consider the following:

- Age Appropriateness
- Level of Academic Skills
- Social Experiences
- Documented Prior Educational Services
- Assessment – Diagnostic/Placement Test
- Parent/Guardian and Student Interview
- ELL Committee Recommendation

Each student will receive differentiated instruction and appropriate accommodations at the agreed upon grade level placement to facilitate rapid language acquisition and academic achievement at the appropriate grade placement.

All information is documented and placed in the student's ELL folder.

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.

Schools have access to the *Foreign Educational Systems: A guide for the placement of Foreign-Born Students* for grade placement, transcript evaluations and grade level equivalency for high school students with or without educational records.

For Students with Educational Records

School Guidance Counselors:

- Conduct a comprehensive interview with the parent/guardian and student.
- Check the academic year of the report card and academic calendar of the student's prior school.
- Check that the name of the student corresponds with educational records.
- Verify whether the student was promoted or retained.
- Check subjects the student passed or failed.
- Determine courses to be transferred and match them to those offered in the district to ensure that the student receives the credits earned.
- Review student records when scheduling courses.
- Assist the student's teachers in developing an appropriate instructional program.

For Students Without Educational Records:

School Guidance Counselors:

- Interview parents regarding the student's previous schooling.
- Generate a general profile of the student using target questions.
- Check the age of the student to determine approximate grade
- Administer assessments to assist in appropriate placement

Comprehensive parent/guardian/student interviews, teacher-made tests, tests of academic skills administered in English and/or the student's native language, or other forms of formal or informal assessment are used in determining the appropriate placement of ELL students. All decisions regarding ELL programmatic assessment and academic placement are documented and placed in the ELL file.

Placement decisions are primarily based on:

- Age Appropriateness
- Documented Prior Educational Services
- Assessment – Diagnostic/Placement Test
- Parent/Guardian and Student Interview
- ELL Committee Recommendation

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).

A student will be eligible to take an exit exam for a course in which he/she says they have taken previously. If the student passes the exam, then credit will be given. Student will also earn credit for courses completed in another country where the course is similar in scope and sequence, but may have a different course name. For example, Spanish I in Mexico will count toward an English I high school credit, not as the Foreign Language Credit in the U.S... A student completing English in Mexico will receive Foreign Language credit when enrolling in high school in the U.S. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may be used as a guideline. Appropriate assessments are utilized for any student of Hispanic origins to determine proficiency in his/her native language. The age of the student will be taken into consideration along with parent/guardian and student interviews. ELL Committee meetings will also be conducted to help determine placement. When necessary, translators/interpreters will be provided to attend these

meetings. The school principal or designee, guidance counselor, teacher, parents, and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills. 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.

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

Pamela Price, Director of Curriculum, and Instruction, will evaluate transcripts from foreign countries. Training opportunities are provided through the Panhandle Area Educational Consortium. Trainings are provided upon request, or as needed. Sign-in sheets and agendas are used to document all trainings. If additional assistance is needed, a request shall be made to the Florida Department of Education. All training is documented on the employee's transcript for professional development. This database is designed and maintained by the Panhandle Area Educational Consortium. Professional development is entered by PAEC staff and Holmes District School Board staff.

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.

ELL students who leave the district for another state or country for a period longer than 90 school days and then return and re-enroll, should be reassessed for English language proficiency, due to an interruption of ESOL services. As a result of this reassessment, a new test date and plan date will be updated on the ELL Plan and in FOCUS. An ELL Committee may be convened to develop an updated ELL Plan if necessary. All prior documentation shall be maintained in the ELL Folder with an explanation of new data. If the student has been withdrawn, but attended another Florida school district, no interruption of ESOL services should occur.

ELL Student Plan Development

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

The District ESOL contact/designee is required to maintain training in order to successfully be responsible for overseeing the development and updating of the ELL Plan.

The ELL Plan shall be developed by a team to consist of:

District LEA
Guidance
Teachers

Parents/Guardian
Student (As Appropriate)

The ELL Plan is updated as follows:

- Annually at the beginning of each school year to reflect current services
- On the anniversary date of student's entry into the ESOL Program
- Any time there is a change in the student's educational plan

All ELL Plans are reviewed annually, at the beginning of each school year, to reflect current services. Assessment data (e.g. test results, class performance, grades, language proficiency) are considered when conducting the review. The documentation of the recommendations is part of the student's ELL Plan.

The plan is also updated on the student's anniversary date of entry into the ESOL program for a recommendation for continued placement in the ESOL program. The 2nd and 3rd year recommendations are documented by the ESOL contact/designee in the appropriate section of the ELL Plan.

The principal/designee or the ESOL contact person informs the teachers of students who have completed a 3-year base period in the ESOL program. If the student does not meet the re-evaluation criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th, or 6th year of continued ESOL Program placement. Recommendations for an extension of the ESOL program are documented on the ELL Plan by the school ESOL contact person or designee. The hardcopy of the ELL Plan is placed in the ELL folder.

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?

- Demographics
- Initial Placement Information
- Language Classification
- Instructional Program Recommendations/Continuation of Program Service Letter
- Programmatic Assessment and Academic Placement Review
- Annual Reviews
- Categorical Programs
- Recommended ESOL Strategies
- Reevaluations
- ELL Committee Meetings
- Test Protocols/Results
- Program Exit Information
- Post Exit Information
- Post Reclassification Information
- Student Schedules
- Accommodations
- Home School Communication
- Extension Letter (If not assessed within 20 days)

Please include a link to the ELL Student Plan. <http://www.hdsb.org/cache/files/3/0/303ff3ea-ceda-4101-af22-967d820ba5e0/211B6F30E57649C72DEE72A337C209EF.ell-student-plan.pdf>

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.

Mainstream/Inclusion Models:

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELLs receive comprehensive instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, and social studies).

The instructional model implemented in the district is mainstream/inclusion for all classes with language acquisition support and/or academic support provided by support staff. The guidance counselor provides support, materials, and intervention for ELLs and teachers in the home schools.

The guidance counselor at the home school schedules the student as follows: (1) counselor schedules ELL into English/Language Arts and other classes taught by certified and/or trained personnel whenever possible; (2) uncertified and/or untrained teachers with whom the ESOL student is placed will begin the formal ESOL training required by the Consent Decree; (3) Guidance counselors will provide these uncertified and/or untrained teachers with an orientation in the use and documentation of ESOL strategies; All instructional personnel are required to document the use of ESOL strategies to deliver comprehensible instruction. (4) Support staff may serve ELLs to enhance rapid language acquisition and/or provide academic support.

School personnel who are not appropriately trained are notified by the Principal and are expected to

complete required training in a timely manner. It is the duty of the principal of each school to maintain a staff which is adequately prepared to provide ESOL services for eligible students.

Once an ELL has been scheduled into classes, the principal assures that appropriate ESOL strategies are being used and documented by classroom teachers. All schools must be prepared to meet the needs of ELL students and maintain compliance with the Consent Decree.

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

Regardless of the approach implemented, ELLs receive instruction that is comprehensive, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate standards, benchmarks, and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials, audiovisuals, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

The classroom teacher in all subject areas will document that appropriate ESOL instructional strategies and accommodations are regularly used in lessons that address the appropriate benchmarks of applicable Sunshine State Standards. An ELL Plan describing services, goals and objectives, evaluation and accommodation procedures, and ESOL strategies used in the classroom is created for every ELL. The guidance counselor will monitor and facilitate accommodations and standards mastery for all ESOL students to ensure that instruction provided to ELL students in mainstream/inclusion classrooms is equal in amount, sequence, and scope to that provided to Non-ELLs.

Because ELLs are an integral part of the school and district accountability plans, disaggregated data from state and alternative assessments will be used to document the annual progress of ELLs. The principal and guidance counselor will monitor school procedures to assure appropriate assessment, placement, instruction, and compliance with the Consent Decree for all ELLs. The school principal or designee will also monitor classrooms to assure understandable instruction and meeting the Sunshine State Standards; and will check student records at least annually to determine progress.

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

The District ESOL Coordinator works collaboratively with Principals and School Performance & Accountability Personnel to monitor data, scheduling, and the identification of the appropriate instructional model. If the instructional model/plan implemented does not show positive student performance, a different model/plan is considered.

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

District ELL staff reviews ELL class schedules as part of school monitoring visits. The district office works closely with School Performance and Accountability Personnel responsible for overseeing schools and

Principals to ensure that ELLs are provided equal access to all programs and facilities. District ESOL staff and ESOL Instructional Facilitators are available to assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in Gifted, Honors, College Preparatory, and Advanced Placement courses. Information addressing instruction of ELLs is also provided through face to face and web based ESOL Contact meetings and trainings.

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

The guidance counselor contacts mainstream/inclusion teachers of ELLs to provide assistance in planning comprehensive instruction and assessment modifications. As part of this process, mainstream/inclusion teachers receive information about ESOL instructional strategies or curricular modifications along with means to document use of ESOL instructional strategies. Documentation of teachers' use of ESOL instructional strategies is documented on the teacher's lesson plans.

School-based administrators monitor implementation of ESOL strategies as part of their administrative oversight of the overall school curriculum. Such oversight may be achieved through classroom walk through, review of lesson plans and assessments, conferencing with teachers and/or review of documentation of teacher implementation of ESOL strategies.

The following are some of the approaches used by teachers to ensure that comprehensive instruction is provided for the ELLs:

- Teacher/paraprofessional-student interaction in both languages when possible
- Curriculum is structured so that prior knowledge is considered
- Methods and materials used in the program reflect second language acquisition strategies and needs
- All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction.

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.

To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, take appropriate steps in the placement of ELLs. Programmatic assessment and academic placement reviews are documented in the ELL folder at time of entry and prior to placement into the ESOL program. District staff is available to assist schools in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in honors, college preparatory, and advanced placement courses. Information addressing instruction of ELLs is also provided through face to face and web based ESOL contact meetings and trainings. School administrators conduct ongoing classroom visitations and walk-throughs.

Program goals, objectives, and content of the curriculum for ELLs must be the same in scope, sequence and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. This is accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials

- District-recommended supplementary ESOL materials
- Bilingual Dictionaries
- WIDA Framework and Resources available at www.wida.us
- CPALMS

Instructional delivery, not content, is tailored to meet the needs of ELLs. Teachers of social studies, science, mathematics, and computer literacy are certified in their assigned subject areas and receive appropriate ESOL training, as required by the State. Teachers of Language Arts/Reading and elementary grades are also certified in their areas and are required by the state to obtain ESOL Endorsement, which is added to their Florida State Teaching Certificate.

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) I-Ready and Edmentum, Exact Path.
- Other (Specify) F.A.S.T. Progress Monitoring

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.hdsb.org/index.cfm?a=files.serve&File_id=B43640AA-2EC0-4FB3-9161-ADE900F06DF4

- No (Specify) _____

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

The Good Cause Policy is part of our Student Progression Plan and is explained to parents at conferences. Also, letters are sent home to all third-grade students explaining the Good Cause Exemptions. These letters are translated into the parents' native language(s) as needed.

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.

Formal retention recommendations for ELLs requires the review and approval by an ELL committee, in which the parent must be invited (Meta Consent Decree, 1990)

- ELLs cannot be retained solely due to lack of proficiency in English
- Progress monitoring and interventions, as well as ELL committee recommendations, must be documented in the student's ELL Plan

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:

Statewide content area assessments:

Students who are classified as ELL are given individual accommodations on state-mandated and other standardized assessments in accordance with the provisions of the specific assessment instrument and program. Guidance counselors and other test administrators are informed of these provisions through test manuals and training; appropriate accommodations are made available to eligible students as a matter of course.

All ELLs participate in statewide assessments. The District ELL Coordinator provides face to face and web-based training/information to school testing coordinators about the requirements for ELL participation in statewide assessments. In addition, the District Coordinator provides training on FSA accommodations for ELLs. Guidelines are made available to schools regarding ELL participation in statewide assessments.

The District Office provides information on required accommodations for assessment and instruction. Testing accommodations are documented on the *Accommodations* section of the ELL Plan. These same accommodations are provided on a regular basis during classroom instruction and documented as ESOL instructional Strategies in the teacher's plan book. The school-level person responsible for this process is the ESOL contact, Guidance Counselor, and School Testing Coordinator or Designee.

ACCESS for ELLs assessment programs:

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)?

Guidance, School Testing Coordinator and/or ESOL Contact, as well as classroom teachers administering the tests.

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 are notified at conferences and in writing about all assessments and testing accommodations if their student is eligible to receive accommodations. PAEC provides an interpreter at the conferences if they are needed, and written correspondence is translated when needed. PAEC staff and technology tools are utilized to ensure that all parents are informed regardless of the language spoken.

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.

ELL students are not eligible to exit the ESOL program until they score satisfactorily on the aural assessment instrument utilized at initial placement and achieve a passing score on the reading/writing assessment. Once the ELL student's performance meets that level, the full ELL Committee is convened to review the student assessment data and classroom performance. The decision to exit the student is made by the ELL Committee.

Students in K-2 are eligible for exit from the ESOL program upon scoring proficient on the Listen/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment.

Students in grades 3-9 are eligible for exit from the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment and the appropriate passing score on the grade level FSA or FSAA in English Language Arts pursuant to Rule 6A-1.09430, F.A.C.

Students in grades 10-12 are eligible to exit the ESOL program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the state English Language Proficiency Assessment, a score on the 10th grade FSA in ELA, or a score on the FSAA, pursuant to Rule 6A-1.09430, F.A.C., or a score on the 10th grade FSA in Reading, pursuant to Rule 6A-1.09422, F.A.C., sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S.

Upon receipt of the statewide English Language Proficiency Assessment and ELA scores, schools shall exit students no later than the last day of the school year. If the scores are received after the end of the school year, schools shall exit students within (2) weeks after the beginning of the next school year and shall use the last day of the school year in which the ESA examination was administered by the state.

The school ESOL Contact person, in coordination with teachers, follows the procedures below to exit students from the ESOL program:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL Plan for exiting students.
- Convenes an ELL committee meeting, if necessary. Parents must be invited and all members of the committee must sign. The ESOL Contact completes the ELL Meeting section of the ELL Plan with the assessment data used to determine English proficiency, dates and signs document(s).

- Provides the school data processor with required exit data. The required information is entered into FOCUS.
- Notifies the parents that the student is exiting the ESOL program via Parent Notification Letter.
- Monitors the student for two years from the exit date in order to ensure success in the mainstreamed classroom.

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) Guidance Counselor

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

If there are discrepancies in a K-12 student's scores, the ELL Committee can determine if the student should remain in or exit from the ESOL Program. An ELL Committee can also be convened at any time there is a concern about a student's placement. This decision is documented on the ELL Plan.

Any student being considered for exit by an ELL Committee shall be assessed on at least one Department-approved assessment instrument, which shall be administered no earlier than (30) school days prior to the ELL Committee's determination regarding exit. The assessment must cover all four domains, including listening, speaking, reading, and writing.

The ELL could recommend the following:

- Student remains in ESOL (Student may also be recommended for placement in an additional program)
- Student exits ESOL (May also be recommended for placement in a different program). When a student exits the ESOL Program, parents are notified via the Parent Notification of Student Exiting from the ESOL Program Letter.

Two of the state approved criteria must be documented on the ELL Plan as the rationale for the decision of the committee:

- a. Extent and nature of prior educational and social experiences; and student interview.
- b. Written recommendations and observations by current and previous instructional 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 from tests other than the statewide English Language Proficiency Assessment.

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

For students to be exited in the middle of a grading period, an ELL committee must be convened. Parents are notified via Parent Notification of Student Exiting from the ESOL Program Letter. During the meeting, test data is reviewed and input from the teachers is considered.

Two of the state approved criteria must be documented on the ELL Plan as the rationale for the decision of the committee:

- a. Extent and nature of prior educational and social experiences; and student interview.
- b. Written recommendations and observations by current and previous instructional 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 from tests other than the statewide English Language Proficiency Assessment.

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?

The school ESOL contact/designee (Guidance Counselor) with input from classroom teacher(s) and any other applicable staff is responsible for monitoring. District staff may participate as necessary.

The student's academic performance is monitored on an on-going basis and is documented on the ELL Plan at four specific times after exiting. First report card; end of first semester; end of first year; and end of second year.

Updating the student ELL plan?

The school ESOL contact/designee (Guidance Counselor). District staff may participate as necessary.

Reclassification of ELL status in data reporting systems?

The school ESOL contact/designee (Guidance Counselor) provides information to the school data clerk to enter in FOCUS. District staff may participate as necessary.

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

A student who has been exited from the ESOL Program will be referred to the ELL Committee under any of the following circumstances:

- Monitoring shows that the student is not progressing satisfactorily.
- A pattern of declining grades or test scores is demonstrated.
- A teacher, parent, counselor, or administrator requests a referral.

The ELL Committee will consider all available information, including parent preference, and determine the appropriate programmatic placement for the student and complete a new ELL Plan, which is filed in the cumulative folder. All pertinent information is then entered into FOCUS.

Compliance of ELL Plan and Student Performance

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

District staff work closely with Guidance Counselors at each school to ensure programmatic compliance. Communication is conducted via face-to-face, phone, and e-mails.

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

The approved plan is placed on the website and upon request, a copy can be translated as needed. A hard copy is kept on file at the District Office.

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

Each school is notified of the requirements of the District ELL Plan via the website, e-mails, and face to face meetings. Throughout the school year the District Office will conduct an on-site review visit to each school. These visits consist of reviewing compliance and curriculum as it pertains to ELLs. A meeting is conducted with the School Principal and appropriate staff to review any concerns and develop a plan of action.

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:

<http://www.hdsb.org/cache/files/0/f/0fa26673-6b74-420c-9811-7ae51069c0ad/042E03D10EFED128930876DB61FE3246.ell-parent-notification-letter-essa-requirements.pdf>

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.

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

From the time of a student's registration, every effort is made to inform parents about Holmes District Public Schools. If needed, an interpreter will be provided at parent conferences, ESE staffings, ELL Committee meetings, and any other pertinent meeting where an interpreter might be needed. The Panhandle Area Consortium (PAEC) provides assistance with translators when necessary. All printed information is sent home in English and the family's native language as appropriate.

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 district is assisted by P.A.E.C. that maintains a list of community resources for translators, tutors, or volunteers to maintain understandable communication with ELL families. P.A.E.C. will also assist in translating relevant documents in a variety of languages to be used when feasible. School personnel who are bilingual assist in home-to-school communication whenever necessary.

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 <https://wida.wisc.edu/assess/access/scores-reports>
- Program placement
- Program delivery model option(s)
- Extension of ESOL instruction <https://www.hdsb.org/esol-ell>
- 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)
<https://wida.wisc.edu/assess/access/scores-reports>
- 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 <https://www.hdsb.org/esol-ell>
- Invitation to participate in the Parent Leadership Council (PLC)
<https://www.hdsb.org/esol-ell>
- 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 requirement <https://www.hdsb.org/esol-ell>
- Disciplinary forms
- Information about the Florida Standards and the English Language Development (ELD) Standards <https://www.fldoe.org/contact-us/search.stml?q=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.

HDSB bilingual staff assists parents with interpreting grades and student expectations. Bilingual parent liaisons from PAEC also provide support whenever needed or requested.

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 made up of the majority of parents of ELL students in our county. (Due to the small number of ELL students in our county, ALL parents of ELL students are invited to participate.) We also retain parents of former ELL students when possible to help with issues or problems that our parents are experiencing. This helps to ensure that the majority of committee members are comprised of parents of ELL students. The guidance counselors from the schools who have ELL students and the district coordinator are also members of the committee. The committee not only serves as an oversight committee, but operates as a training forum for our families. In addition to PLC meetings, parents of ELL students are encouraged to become involved in other school activities throughout the school year and to become active in other school committees such as the school's School Advisory Council.

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?

District and School level administration encourage all parents to be involved in their child's education and community. The parent leadership council meet throughout the year to give feed back to the district and the district in return gives support in areas that need to be addressed.

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

The Parent Leadership Council provides input into the development of the Plan. The Council then meets as a group and discusses and approves the Plan.

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.

When an ELL student is placed in a teacher's class for the first time, the principal emails or writes a letter to the teacher outlining the teacher's specific responsibilities regarding training and timelines. The guidance counselor works with the teacher to ensure that ESOL-appropriate strategies and understandable instruction is delivered. A database showing teacher training hours in ESOL is maintained and regularly updated by the ePDC staff. The Human Resources Department is notified by the principal when teachers are to be reported out-of-field or in need of training. Vigorous efforts to make all principals and teachers aware of the requirements of the ESOL Program are made by the District ESOL Coordinator with assistance from Human Resources and Inservice Departments. E-mails provide regular notification of on-line and face-to-face training opportunities to all personnel and provide documentation.

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.

Vigorous efforts to make all principals and teachers aware of the requirements of the ESOL Program are made by the District ESOL Coordinator with assistance from Human Resources and Inservice Departments. E-mails provide regular notification of on-line and face to face training opportunities to all personnel and provide documentation.

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.

District ESOL Coordinator with assistance from Human Resources and Inservice Departments. E-mails provide regular notification of on-line and face to face training opportunities to all personnel and provide documentation.

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

District ESOL Coordinator with assistance from Human Resources and Inservice Departments. E-mails provide regular notification of on-line and face to face training opportunities to all personnel and provide

documentation.

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.

P.A.E.C. provides online training for the 60-hour ESOL requirement for school-based administrators. The training is tracked in our ePDC system.

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

P.A.E.C. provides online training for the 60-hour ESOL requirement for Guidance Counselors. The training is tracked in our ePDC system.

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

Guidance Counselors are trained to use the WIDA website and its resources to help support teachers' needs at their schools.

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.

N/A

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.

N/A

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

N/A

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

N/A

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.

For Students Entering Years 2 and 3

The School Guidance Counselor, with feedback from the teacher, recommends continued placement within 30 days prior to the DEUSS. For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY date is used. The ELL Plan and FOCUS are updated to reflect any changes. An ELL Committee meeting is not mandatory.

An approved English Language Proficiency Assessment is administered to update language classification for students in years 2 and 3. This information is used to inform continued placement. The ELL Plan is updated to reflect changes in language classification codes.

For Students Entering Years 4, 5, 6, and Beyond:

An ELL Committee makes recommendations for extension of services no earlier than thirty (30) school days prior to the DEUSS unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1.

For students who entered prior to the 2012-13 school year and have no DEUSS date, the initial ENTRY date is used to determine continued placement.

Any student considered for extension of services is assessed with an approved English Language Proficiency Assessment (Listening, Speaking, Reading, and Writing) no earlier than 30 days prior to the DEUSS. If the student's date falls between the administration of the ACCSS for ELLs 2.0 and October 1 of the following school year, the ACCESS for ELLs 2.0 and applicable FSA scores will suffice, and a more recent assessment is not required.

The ELL Committee reviews the student's academic record holistically and makes a final recommendation. The committee documents recommendations for extension of services on the ELL Plan and maintains information in the ELL Folder.

Two of the state approved criteria must be used to recommend continued placement:

- a. Extent and nature of prior educational and social experiences; and student interview;
- b. Written recommendations and observations by current and previous instructional and supportive services staff;
- c. Level of mastery of basic competencies or skills in English according to appropriate state, and national criterion-referenced standards'
- d. Grades from the current or previous years;
- e. Test results from tests other than ACCESS for ELLs 2.0 and FSA.

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.

- WIDA On-Line Screener
- ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0

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.

- WIDA On-Line Screener
- ACCESS for ELLs 2.0 or Alternate ACCESS for ELLs 2.0