2016-2019

District
English Language Learners (ELL) Plan

Contact Person: Rose M. Santiago
LEA: Orange County Public Schools
Email: rose.santiago@ocps.net
Phone: 407-317-3200 ext. 2004083

Rule 6A-6.0905
Form ESOL 100
(February 2016)
November 4, 2016

Ms. Barbara Jenkins
Orange County Public Schools
435 West Amelia Street
Orlando, Florida 32801

Dear Superintendent Jenkins:

The Florida Department of Education’s (FDOE) goal of *Highest Student Achievement* is one of the top priorities for K-12 schools. In order to reach this goal, the department’s review of the District English Language Learners (ELL) Plan for Orange County focused on student outcomes and compliance with state and federal laws.

We are pleased to inform you that the District ELL Plan for Orange County Public Schools has been reviewed and approved for implementation. This approval extends through June 30, 2019. It is expected the Orange County ELL Plan will 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 FDOE.

Please accept our congratulations on your efforts. As always, the Bureau of Student Achievement through Language Acquisition is available to assist your district or schools in their services to ELLs. If you have any questions or comments, please contact Ginger Alberto at ginger.alberto@fdoe.org or 850-245-0894.

Sincerely,

Chane Eplin

Chane Eplin
Bureau Chief, Student Achievement through Language Acquisition
ORANGE COUNTY PUBLIC SCHOOLS
445 West Amelia Street, Orlando, FL 32801
407-317-3200
OCPS Means Success!

**Agenda Item Details**

**Meeting**  Aug 09, 2016 - School Board Meeting 5:30 PM

**Category**  9. Consent - Approve ESE and Multilingual Services Issues

**Subject**  9.02 Request Approval of the 2016-2019 District English Language Learners (ELL) Plan

**Type**  Action, Action (Consent)

**Recommended Action**  Approval of the 2016-2019 District English Language Learners (ELL) Plan

**Goals**  Sustained Community Engagement

Intense Focus on Student Achievement

**BACKGROUND:**

The League of United Latin American Citizens (LULAC) et. Al. v State Board of Education et al. Florida Consent 1003.56 of Florida Statutes, and Rule 6A-6.0905, F.A.C requires that school districts submit a District English Language Learners (ELLs) Plan to the Florida Department of Education (FLDOE). This district educational plan is the framework for provision of comprehensible instruction for eligible students during the three year period (2016-2019) of the plan. As required by FLDOE, the educational plan incorporates the Title III mandates for ELLs. Rule 6A – 6.0905, F.A.C., requires that the District Parent Leadership Council be consulted in the development and implementation of the district ELL Plan.

This initiative directly supports the School Board Strategic Goal 1; Intense Focus on Student Achievement and Goal 5: Sustained Community Engagement

**FISCAL IMPACT STATEMENT:**

None

**RECOMMENDED RESOLUTION:**

Approval of the 2016-2019 District English Language Learners (ELL) Plan.

**SUBMITTED AND PREPARED BY:**

Jesus Jara, Deputy Superintendent
Maria Vazquez, Chief Academic Officer, Teaching and Learning
Rose M. Santiago, Director of Multilingual Student Education Services

ELL Plan.pdf (2,675 KB)

*Our adopted rules of Parliamentary Procedure, Robert’s Rules, provide for an agenda listing several items for approval of the Board by a single motion. Items listed on the agenda have gone through Cabinet review and recommendation. Documentation concerning these items has been provided to all Board members and the public in advance to assure an extensive and thorough review. Items may be removed from the agenda at the request of any board member.*

**Motion & Voting**

To Approve the Consent Agenda

Motion by Christine Moore, second by Pamela Gould.
Final Resolution: Motion Carries
OCPS EEO Non-Discrimination Statement
The School Board of Orange County, Florida, does not discriminate in admission or access to, or treatment or employment in its programs and activities, on the basis of race, color, religion, age, sex, national origin, marital status, disability, genetic information, sexual orientation, gender identity or expression, or any other reason prohibited by law. The following individuals at the Ronald Blocker Educational Leadership Center, 445 W. Amelia Street, Orlando, Florida 32801, attend to compliance matters: ADA Coordinator & Equal Employment Opportunity (EEO) Supervisor: Carianne Reggio; Section 504 Coordinator: Latonia Green; Acting Title IX Coordinator: James Larsen (407.317.3200)
By signature below, I certify that the following requirements set forth above, and other applicable state and federal court orders listed below, are being met.

Superintendent's Signature

Date Signed: 15, 2016

The requirements of the Office of Civil Rights Standards for the Title VI of the Civil Rights Act of 1964.

The requirements of the Office of Civil Rights Memorandum of May 25, 1970.

The requirements of Section 504 Rehabilitation Act of 1973.

The requirements of the Equal Educational Opportunities Act of 1974.


The requirements based on the Supreme Court decision in Piyer v. Doe, 1982.

The requirements based on the Fifth Circuit Court decision in Castaneda v. Pickard, 1981.

The requirements of the State Board of Education, 1990.

The requirements of the Elementary and Secondary Education Act of 1965.

Assurances and Certification

District English Language Learners Plan
July 25, 2016

In my absence, individuals authorized to sign official Orange County Public Schools documents on my behalf include:

- Jesus Jara, Deputy Superintendent
- Bridget Williams, Chief of Staff
- Michael Eugene, Chief Operations Officer
- Dale Kelly, Chief Financial Officer
- Scott Howat, Chief Communications Officer

This authorization is in effect for the 2016-2017 school year.

Sincerely,

Barbara M. Jenkins, Ed.D.
Superintendent

"The Orange County School Board is an equal opportunity agency."
Chane Eplin  
Bureau Chief  
Bureau of Student Achievement through Language Acquisition  
Florida Department of Education  
325 West Gaines Street  
444 Turlington Building  
Tallahassee, Florida 32399-0400  

Dear Mr. Eplin,

This letter serves as assurance that Orange County Public Schools is in compliance with all ESOL Training requirements. The district offers all the required trainings for Categories I – IV as outlined in the Meta Consent Decree.

Barbara M. Jenkins  
Superintendent  

"The Orange County School Board is an equal opportunity agency."
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 you identify immigrant students?**
The term immigrant children and youth means individuals who:
(A) are ages 3 through 21; and
(B) were not born in any State, the District of Columbia or Puerto Rico; and
(C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

This information is captured during the registration process. The Date Entered a United States School (DEUSS) is also captured and the student’s immigrant code is Y, per the data elements Immigrant Student (131785) and Date Entered United States School (197237).

**How is Date Entered US School (DEUSS) obtained in the registration process?**
The Home Language Survey (HLS) is provided to parents as part of the registration process for all students. As part of the registration, the district also collects the Date Entered a United States School (DEUSS) for every student. If the parent answers “yes” to any of the HLS questions, the parent is provided with the Parents Rights Letter to inform the parent that their child will be tested for English Language Proficiency. The DEUSS is also used to determine if a student qualifies as an immigrant student. As part of the registration, parents also answer if the student was born outside of the United States.

**How do LEA procedures compare to those followed for non-ELLs?**
The school uses the same procedures as for non-ELL students, but in addition, the parent is immediately informed of the testing and placement procedures for possible ELL students. The Programmatic Assessment Checklist is also completed with the assistance of the parent to ensure appropriate programmatic placement. Registration documents are also provided in the parent’s native language as available.

**Into what languages are the HLS translated?**
Spanish, Haitian Creole, Portuguese, Vietnamese, Chinese, Arabic, and Russian

**How does the LEA assist parents and students who do not speak English in the registration process?**
In addition to providing the registration documents and other important district forms/documents in the parent’s native language, the school also provides assistance from a staff member who speaks the same language as the parent (as feasible).

Please include a link to your HLS.
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): District Program Assistant, ESOL Curriculum and Compliance Teacher (CCT) or principal’s designee, ESOL Paraprofessional (EP)

2. Listening and Speaking Proficiency Assessment

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

<table>
<thead>
<tr>
<th>Name of Listening and Speaking Assessment</th>
<th>CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GRADE LEVEL</td>
</tr>
<tr>
<td>IDEA Proficiency I</td>
<td>K-5</td>
</tr>
<tr>
<td>IDEA Proficiency II</td>
<td>6-12</td>
</tr>
</tbody>
</table>

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

The student’s name is entered on the school Testing Log once a parent checks “Yes” to one or more of the HLS questions within the registration packet. An affirmative response to any of the HLS questions leads to the administration of the English Language Proficiency test (IPT). The school’s ESOL CCT, principal’s designee, EP or a district Program Assistant must administer the appropriate listening and speaking assessment to these students within 20 school days of their entry into the school. School personnel responsible for administering the test are also able to look in our data system (SMS) for the LY Listing Report which provides a reference date so that testing is done on time. District Program Assistants are scheduled to test every 20 days at a school as part of their rotation and support to schools in collaboration with the school’s CCT or principal’s designee. Selected school staff has also been trained to administer the language proficiency test to ensure that all students have been tested within 20 school days of the student’s entry date. If the aural/oral test does not occur within 20 school days from the student’s entry date to the school, parents are informed...
by using the Letter of Delay-Testing Beyond 20 Days form and a copy of the form is placed in the Student ELL Plan within the ELL portfolio and filed as part of the cumulative folder.

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

Students in grades K-2 who score proficient on the Listening and Speaking assessment, are not identified as an ELL.

Students in grades 3-12 who score proficient on the Listening and Speaking assessment are also administered the Reading and Writing Proficiency assessment. The student’s name is placed in a testing log. The school’s CCT, principal’s designee or a district Program Assistant must administer the appropriate reading and writing assessment no later than 20 days after the administration of the listening/speaking assessment.

Reading and Writing Proficiency Assessment

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

<table>
<thead>
<tr>
<th>NAME OF READING AND WRITING ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDEA PROFICIENCY TEST (IPT) READING AND WRITING</td>
</tr>
<tr>
<td>ACCESS for ELLs 2.0</td>
</tr>
<tr>
<td>FSA ELA</td>
</tr>
</tbody>
</table>

Note: A norm-referenced assessment may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-referenced assessment would qualify a student for entry into the ESOL program.

Describe the procedures the LEA follows if assessment(s) are not given within the 20-day timeline.

If the assessment does not occur within 20 school days from the student’s entry date to the school, parents are informed by using the Letter of Delay-Testing Beyond 20 Days form including the reason for the delay and a copy of the form is placed in the Student ELL Plan within the ELL portfolio as part of the cumulative folder.

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 the request of a parent or teacher, a student who is determined not to be an ELL, or any student determined to be an ELL based solely on one reading or writing assessment, such as the IPT, may be referred to the ELL Committee for ESOL Program. Placement consideration can be made by the ELL Committee when test scores conflict with the student's observed level of English proficiency. On a case-by-case basis, the ELL Committee may determine a student to be an English Language Learner
or not be an English Language Learner. Thus, a student who does not meet the eligibility criteria through ESOL program assessment may be classified as an English Language Learner by the ELL Committee. The Committee will review the student's academic record and document the decision based on consideration of at least two of the following criteria:

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

Any determination by the ELL Committee will be contained in a written evaluation in the student's ELL portfolio. Such evaluation will further set forth a plan that will be implemented to address the student's language needs. The basis and nature of the ELL Committee's recommendations are documented and maintained in the student's file. The parents' preference as to whether a student is determined to be an ELL is considered in the final decision.

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

**Academic/Programmatic Assessment**

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

Once a parent indicates “Yes” on the Home Language Survey (HLS), the District uses a Programmatic Assessment Checklist as part of the registration process in order to ensure appropriate student academic placement. Potential ELLs that enter any district school, regardless of their English language proficiency or academic history, must have a programmatic assessment done by the registrar or other school personnel in charge of registering/scheduling students. Initial ESOL placement or non-placement is determined by the HLS included in the registration packet.

To assist in the development of the ELL Plan, school personnel will review:
- Previous school records for grades completed
- Transcripts of courses passed/completed
- Any other evidence of educational experiences

The school will document additional information and details that will help in the process of determining the best placement decision for the student including if the student is transferring from another OCPS school, another Florida county, another state or if the student is entering from another country.

For students with limited or no prior school experiences, the school principal, assistant principal, or designee, with the help of the CCT and/or other school personnel, will conduct an evaluation of any existing information that is available or listed on the programmatic assessment. If there is evidence of prior school record, however limited, personnel registering will request records by mail, fax or telephone from previous school(s). When no student records are available or no previous school experience is reported by the parent an ELL Committee Meeting will take place to address concerns
for the student(s). All students without any records or prior schooling will be placed according to age appropriateness, regardless of the student's English language proficiency.

**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.

The principal's designee and/or CCT and certified guidance counselor provide academic advisement to the student and the parents for the most appropriate placement. All guidance counselors in the school district are provided “A Guide for Placement of Foreign Born Students” to properly place students based on courses completed and grades earned in their countries. If there are no records available at the time of registration, the school makes every effort to contact the previous school via telephone or in writing, regardless of location.

In addition to using “A Guide for Placement of Foreign Born Students” to properly place students, the following criteria to determine placement is used:

- Age Appropriateness
- Documented Prior Educational Services
- ELL Committee
- Parent/Guardian and Student Interview

If the student comes from a country which is in turmoil, and records have been destroyed, the school will make every effort to work with the parents and student to recreate a credit history using the grade of ‘S’. The student must show mastery in the next appropriate level in order to receive credit for the courses in the recreated credit history.

**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 student’s native language is transferred in as fulfilling our English Credits as the native language structure is similar to the English structure taught. The student’s native language is then included as meeting the foreign language requirement and listed in their credit history.

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

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

The certified school counselor is responsible for evaluating the foreign transcript into our system and creating a credit history for the student in our system. They are trained by the District through workshops, open labs, and working in collaboration with their colleagues at the school. The original transcript from the foreign country is kept in the student’s cumulative folder. As necessary, the district lead guidance counselor may call upon members of the multilingual department to translate or collaborate in the translation of foreign transcripts into English.
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 after having been either in another LEA, state, or country. Specify the length of time between the ELLs’ withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Moving from one Florida LEA to another: Upon registration in an OCPS school

ELLs that are LY that have withdrawn from Orange County Public Schools for less than six months, who re-enroll and have ESOL assessment results/data, continue in the ESOL program with no additional testing required. The Notification of Eligibility/Annual Placement form is sent to the parent and a copy is placed as part of the student’s ELL Plan within the ELL portfolio. Any previous OCPS ELL student who withdrew for more than six months and for whom no updated ESOL test data is available, will be re-assessed with grade appropriate ESOL assessment instruments. Test results will be used to measure progress toward English language proficiency and determine program eligibility. The student may be referred to the ELL Committee to determine eligibility. Although another state’s ESOL data is not used, it is important to get as much academic information that will help OCPS make the best placement decision for the student.

If the ELL student is re-enrolling after October 1st, and near the three years of initial program service (based on the Date Entered a United States school-DEUSS), the student will be reevaluated. The IPT A/O test and IPT R/W assessment test(s) will be administered and an ELL Committee meeting will take place, both no earlier than thirty (30) school days prior to the third anniversary of the student’s DEUSS in order to determine the extension of services according to 6A-6.09022. All previous years in a Florida ESOL program will be counted for compliance and FTE purposes.

Moving from another state to Florida LEA: Upon registration in an OCPS school

ELLs that are LY that have withdrawn from Orange County Public Schools for less than six months, who re-enroll and have ESOL assessment results/data, continue in the ESOL program with no additional testing required. The Notification of Eligibility/Annual Placement form is sent to the parent and a copy is placed as part of the student’s ELL Plan within the ELL Portfolio. Any previous Orange County ELL student who withdrew for more than six months and for whom no updated ESOL test data is available, will be re-assessed with grade appropriate ESOL assessment instruments. Test results will be used to measure progress toward English language proficiency and determine program eligibility. The student may be referred to the ELL Committee to determine eligibility. Although another state’s ESOL data is not used, it is important to get as much academic information that will help OCPS make the best placement decision for the student.

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Moving from another country to Florida LEA: Upon registration in an OCPS school

ELLs that are LY that have withdrawn from Orange County Public Schools for less than six months, who re-enroll and have ESOL assessment results/data, continue in the ESOL program with no additional testing required. The Notification of Eligibility/Annual Placement form is sent to the parent and a copy is placed as part of the student’s ELL Plan within the ELL Portfolio. Any previous Orange County ELL student who withdrew for more than six months and for whom no updated ESOL test data is available, will be re-assessed with grade appropriate ESOL assessment instruments. Test results will be used to measure progress toward English language proficiency and determine program eligibility. The student may be referred to the ELL Committee to determine eligibility. It is important to get as much academic information that will help OCPS make the best placement decision for the student.

If the ELL student is re-enrolling after October 1st, and near the three years of initial program service (based on the Date Entered a United States school-DEUSS), the student will be reevaluated. The IPT A/O test and IPT R/W assessment test(s) will be administered and an ELL Committee meeting will take place, both no earlier than thirty (30) school days prior to the third anniversary of the student’s DEUSS in order to determine the extension of services according to 6A-6.09022. All previous years in a Florida ESOL program will be counted for compliance and FTE purposes.

ELL Student Plan Development

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

Upon registration and the affirmative responses to the HLS questions the student ELL Plan is initially determined by the registrar (or school staff member assisting with the registering process) based on the student registration form and the Programmatic Assessment Checklist. The temporary schedule is developed by the CCT or principal's designee and guidance counselor for appropriate placement, as applicable. The student’s name is placed on a testing log by the CCT or principal’s designee. Assessment is administered by the CCT, principal’s designee, EP, or district Program Assistant within twenty (20) school days. Final placement decision is based on test results and/or the student may be referred to the ELL Committee, as needed.

After the appropriate ESOL testing is completed, CCT or principal's designee continues the process of developing the student's ELL Plan. Once ESOL program eligibility is determined, the student's ELL plan is updated and/or modified as needed. All documentation is kept in the ELL Student Plan within the ELL portfolio and placed in the student's cumulative folder. Parents are provided with a copy of placement forms parent's native language, as available.

The CCT, principal's designee and/or EP at the school ensures that an updated copy of the ELL Schedule, reflecting current programs and courses, is filed in the student’s ELL Plan within the ELL portfolio. Any time that a change is made to the Student ELL Plan, a new ELL Schedule is generated and placed in the student ELL portfolio. The Student ELL Plan is also updated biannually (beginning of the school year and beginning of second semester). The ELL Committee, comprised of a teacher(s), administrator or principal’s designee, parent, guidance counselor, and ESOL representation may revise and/or update the Student ELL Plan, at any time, in order to document additional support services, a change of instructional model or program.
Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher’s role in development of the plan?

The Student ELL Plan consists of all documents included in the ELL student’s ELL portfolio. All students ineligible for the ESOL program, have a portfolio which contains the following documents: ELL Portfolio Cover, Student Registration form, Programmatic Assessment Checklist form, Identification and/or Exit Data Elements, and Notification of Eligibility form. Some may also include a Letter of Delay form or ELL committee documentation, as appropriate.

All students eligible for the ESOL program have an ELL portfolio which includes: Parental Choice of ESOL Program Model Options form and the ELL student schedule. The ELL plan portfolio may also include: Refusal of Title III Service form, Report cards and/or Progress Reports, Teacher Input Forms, Informal Assessment (ESE/ELL students), other ELL Committee Documentation as appropriate (i.e. State, district, or classroom assessment data, student work samples, academic or behavior information, Guidance Counselor, Psychologist notes, etc.). Depending on the ESOL status of the student, length of time in the ESOL Program, and specific student history, some ELL student plan portfolios may also include other documents these may include English Language Proficiency (ELP) assessment scores, Notification of Extension of Instruction form and/or Program Exit form, and Post Reclassification Monitoring form.

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

Please include a link to the ELL Student Plan.
(The ELL Student Plan consists of all documents included in the student’s ELL portfolio, not a single form.)
All data is housed on the district data platform: www.sms.ocps.net

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 appear in the current Florida Department of Education (FDOE) Database Manuals. (Check all that apply)

- ☑ Sheltered English Language Arts
- ☑ Sheltered Core/Basic Subject Areas
- ☑ Mainstream-Inclusion English Language Arts
- ☑ Mainstream-Inclusion Core/Basic Subject Areas
- ☑ Maintenance and Developmental Bilingual Education
- ☑ Dual Language (two-way) Developmental Bilingual Education
Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Instructional models implemented are determined by the site administrator with the approval of the Area Superintendent. Assistance from the Multilingual Department is provided to ensure that instruction is comprehensible and comparable to that of non-ELLs. These are monitored by the site administrator, Area Superintendents, and Multilingual Department Director through school visits and classroom walk-throughs.

Elementary Schools: Most implement the Mainstream-Inclusion model for ELA and Inclusion Core/Basic Subject Areas are used in the content areas. There are currently 13 elementary schools in OCPS implementing an English/Spanish Developmental Bilingual Education One-Way Program. There are also 3 schools implementing a Dual Language Two-Way program.

Middle Schools: Most middle schools including multi-level (K-8) schools have implemented the Mainstream-Inclusion ELA and the Mainstream–Inclusion Core/Basic Subject Areas for content areas. Developmental Language Arts is offered as an elective. ELLs that scored a Level 1 or 2 on the FSA ELA are enrolled in Developmental Language Arts Reading or Intensive Reading. Some middle schools have also implemented a Sheltered ELA and Sheltered Core/Basic Subject Areas for ELLs who have been in the program two years or less. There are also 3 schools implementing a Dual Language Two-Way program.

High Schools: Most high schools have implemented the Mainstream-Inclusion ELA and the Mainstream–Inclusion Core/Basic Subject Areas in grades 9-12, using ESOL strategies for the English and content areas. High schools offer Intensive Reading and/or Developmental Language Arts Reading classes as an electives for ELLs scoring a Level 1 or 2 on the FSA ELA. Some high schools have implemented a Sheltered English and Sheltered Core/Basic Subject Areas for the non-English to limited English speakers. These Sheltered classes provide simultaneous development of content area and English proficiency.

Alternative Middle and High School Programs: Offer the Mainstream-Inclusion ELA and Mainstream Basic/Core Subject Areas for English and academic subjects.

The Multilingual Student Education Services Department provides training and support for schools in the implementation of all instructional models.

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

Each school is responsible for keeping an inventory of all the materials used to facilitate instruction, such as text books, computer programs, and any additional program or instructional materials. Each school must document the specific schedule for each ELL student, including the following:

- Student’s Name
- Student’s Number
- Student’s ELL Code
- Student’s Plan Date
- FEFP Funding Code
- Schedule codes to indicate the instructional model per course
- Each course title and number in which student is enrolled
How does the LEA determine if the instructional models are positively affecting student performance?

A variety of measures are used to determine whether the instructional models are positively affecting student performance. Teachers keep records of the strategies and accommodations implemented with ELLs in daily lesson plans and/or anecdotal records. Common formative assessments and student portfolios are reviewed on a consistent basis to determine ELLs’ performance as a result of instructional models. ELLs’ interim reports and report card grades also help to determine whether instructional models are positively affecting ELLs.

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

ELLs have equal access to all programs implemented in the school district whether provided or funded under federal or state law or through local initiatives as required by state law. These programs include, but are not limited to: Title I, Exceptional Education, Early Childhood, VPK, Gifted, AP courses, IB programs, extracurricular activities, Career and Technical Education, as well as drop-out prevention and Magnet programs. Orange County's magnet programs are "open admissions" which means that all students may apply and have a chance to be selected through the magnet lottery. Student schedules document that students receive equal access to all core subjects.

Exceptional education students who meet program eligibility are placed in the ESOL program. However, because of the exceptionality, an IEP/ELL Committee can be convened at any time to determine ELL entry/exit status and a decision by a majority of stakeholders can override assessment results.

ELLs are not restricted to equal access due to criteria or methods of program administration (such as preset time limits regarding program eligibility or reasons related to limited English proficiency, or minimum prerequisite levels of English proficiency prior to being served) which inappropriately delay or deny services. The Multilingual Director monitors district enrollment data reports to determine the percentage of ELL participation in rigorous programs offered in OCPS and then offers solutions to increasing ELL participation as necessary.

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

Teachers select and document ESOL strategies in their daily lesson plans based on the second language acquisition proficiency level of the students. Teachers document mastery of core curriculum with student work samples. The principal or assistant principal verifies the documentation of the use of ESOL strategies to make instruction comprehensible. For students who are not progressing linguistically and academically, the ELL Committee immediately meets to:

- Identify and discuss the student's academic and linguistic needs
- An ANI plan is developed to address interventions (action plan)
- The student's progress is monitored to evaluate the effectiveness of the interventions and changes are made as needed
This monitoring process is ongoing throughout the school year and is also verified by the District Compliance Specialists. An MTSS process is also initiated to complement the ANI as needed.

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.

Schools are required to provide instruction that is equal in scope, sequence and quality as that of non-ELLs. ELLs are required to meet the Florida State standards as non-ELLs. In order for this to occur, schools utilized the following resources:

- State and district grade level adapted curriculum materials
- Content area textbooks (textbook in native language may be used if available)
- WIDA framework and resources provided at www.wida.us
- CPALMS
- OCPS ELL Procedural Handbook
- Supplementary ESOL materials reviewed by the OCPS Multilingual Department

The delivery of the content is designed to meet the needs of ELLs based on their level of language proficiency. Teachers receive appropriate ESOL training based on their content area certification as required by the state of Florida.

Teachers select and document ESOL strategies in their daily lesson plans based on the second language acquisition proficiency level of the students. Teachers document mastery of core curriculum with student work samples. The Principal and assistant principal are responsible for ensuring that teachers are providing comprehensible instruction for all ELL students and they use a classroom observation system to verify and document the observations results. In addition, district ELL coaches provide coaching support to teachers needing assistance with the delivery of comprehensible instruction for ELLs. They also provide teachers and administrators with professional development in evidence-based best practices for ELLs as needed.

The LEA personnel responsible for ensuring comprehensible instruction to ELLs are:

School Level Administrators
Regional and District Level Administrators
District Instructional Coaches from the Multilingual Department
District Compliance Specialists from the Multilingual Department
School-based Curriculum and Compliance Teachers (CCT)
School-based Instructional Coaches

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) Tejas Lee
- [x] LEA/school-wide assessments (Specify) MAP (K-2)
Other (Specify) Common Formative Assessments, Imagine Learning, DynEd, IReady, IStation, but not limited to these

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.ocps.net/cs/services/student/progression/Pages/default.aspx

☐ 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.

ELL students with fewer than 2 years of ESOL services from the DEUSS and with an ELL committee recommendation may receive exemption from retention. Parents/guardians must be invited to participate in all ELL Committee Meetings and notified in writing of the decision agreed upon by the ELL Committee. As defined in Section 1008.25(6), F.S., Good Cause Exemptions for ELL students may be assigned if the student has received less than 2 years of instruction in a program of English for Speakers of Other Languages from the Date Entered United States School (DEUSS).

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

The ELL Committee, functioning in accordance with Rules A-6.0900- A6.90, F.A.C., and 1990 League of United Latin American Citizens et al. State Board of Education et al. Consent Decree, will make the appropriate decisions regarding the proper placement of English Language Learners (ELLs) in the school district. The ELL Committee may use supporting documentation such as state, district, or classroom assessment data, student work samples, academic information, guidance counselor notes, etc. ELL students may not be retained due to a lack of English language proficiency only. The parents’ preference will be taken into consideration.

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

Statewide Assessment

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

Statewide content area assessments:

All English Language Learners (ELLs) in Orange County Public Schools (OCPS) participate in the statewide FSA. This includes students who have been enrolled in an ESOL program for 12 months or
less. Each school’s administrator assigns a testing coordinator who is responsible for training test administrators, documenting that all ELLs who should be tested are tested, and for securing tests.

**ACCESS for ELLs assessment programs:**

All English Language Learners (ELLs) in Orange County Public Schools (OCPS) participate in the statewide English Language Proficiency Assessment. Each school’s administrator assigns a testing coordinator who is responsible for training test administrators, documenting that all ELLs who should be tested are tested, and for securing tests. The Multilingual Student Education Services Department provides training sessions to school-based test coordinators and curriculum and compliance teachers on how to administer the ACCESS for ELLs 2.0 assessment, in addition to test administrators’ completion of the WIDA Assessment modules. Also, all Multilingual instructional coaches and district compliance specialists must complete the WIDA assessment modules, take the assessment for the speaking portion of the assessment, and pass with a score of 80% or higher prior to assisting with the test administration at schools. Certificates of completion are printed and filed by the Multilingual Department’s administrator and designated clerical staff member.

**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)?**

The principal or principal's designee is responsible for ensuring that all ELLs participate in the state assessment program for FSA and ACCESS for ELLs 2.0 and receive applicable accommodations. Principals may choose to designate the CCT, the school’s staffing specialist, testing coordinator, guidance counselor or a combination of these individuals to be responsible for ensuring that ELLs receive the appropriate testing accommodations per test administration requirements.

**FSA**

The school principal or principal's designee reviews the FSA Administration Manual every year to ensure that any additional accommodations allowed by FDOE are implemented accordingly. Permissible accommodations for ELLs are:

1. Flexible Setting
2. Flexible Scheduling
3. Flexible Timing
4. Assistance in the Native Language-For the mathematics and science tests
5. Approved Bilingual Dictionary (word to word)
6. ELLs, who otherwise are classified as exceptional education or student with disabilities, shall be afforded the additional test accommodations specified in Rule 6A-1.0943, FAC.

**ACCESS for ELLs 2.0**

The school principal or principal's designee reviews the ACCESS for ELLs 2.0 Administration Manual to ensure that any additional accommodations allowed by FDOE are implemented accordingly. Permissible accommodations for ELLs are:

1. Flexible Setting
2. Flexible Scheduling
3. Flexible Timing
4. Provide sufficient time to complete the test.
5. ELLs, who otherwise are classified as exceptional education or student with disabilities, shall be afforded the additional test accommodations specified in Rule 6A-1.0943, FAC
6. MAY use the home language of the ELL to translate the directions if translating is an effective means of helping the ELL understand what is expected.
7. Verbal encouragement (e.g., "keep working; make sure to answer every question") may be provided.

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.

The Accountability Research and Assessment department is responsible for disseminating the information on Florida statewide assessments to all schools. Each school is responsible for communicating the information to parents of ELLs in a language that parents can understand, as feasible. Schools may use the Flexible Setting Accommodations letter found on the Multilingual department website. https://www.ocps.net/cs/multilingual/Pages/default.aspx

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.

ELLs in OCPS are considered for possible exit from ESOL based on grade level performance as indicated by the FSA and ACCESS for ELLs 2.0 or the school year, as applicable.

Exit criteria based on ACCESS for ELLs 2.0 and FSA ELA (used until October 1st):
- For students in grades K-2, the statewide English Language Proficiency Assessment is the only assessment required
  - Proficient in all language domains (listening, speaking, reading and writing) of ACCESS for ELLs 2.0.
- Students in grades 3-9 must earn a passing score on the grade level FSA in ELA or FSAA, pursuant to Rule 6A-1.09430, F.A.C. and be proficient in all language domains (listening, speaking, reading and writing) of ACCESS for ELLs 2.0 and a score of “satisfactory” on the grade level FSA ELA assessment.
- For students in grades 10-12, 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 FCAT 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. and be proficient in all language domains (listening, speaking, reading and writing) of ACCESS for ELLs 2.0.

Note: A score of a 4.0 in each language domain and an overall composite score of 5.0 is considered proficient on the ACCESS for ELLs 2.0 assessment according to Rule 6A-6.09021, F.A.C. For students with significant cognitive disabilities taking the Alternate ACCESS for ELLs 2.0 assessment, the proficiency level shall be a P1 composite score or greater.

When using ACCESS for ELLs 2.0 and FSA ELA score, schools must exit students within two (2) weeks after the beginning of the next school year and must use the last day of the school year in which the FSA in ELA examination was administered as the exit date.

The ESOL CCT or principal’s designee identifies students that are eligible to exit the ESOL program.
- An ELL committee meeting is convened, if necessary.
- Notification of program exit is sent to the parents
- Data is entered in the district student management system (SMS)
Upon exit of the ESOL program, students will be monitored for a period of two years and will be coded as former ELL (LF) students.

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

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

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

Upon the request of a student's teacher, counselor, administrator or parent, a student who has been classified as an ELL and enrolled in the ESOL program may be reevaluated for English language proficiency by convening the ELL Committee, at any time. Any student being considered for exit by an ELL Committee will be assessed with Department of Education approved assessment instrument(s) such as the IPT A/O and R/W assessment as applicable. The assessment shall be administered no earlier than thirty (30) days prior to the ELL Committee meeting to determine exit. The Committee will review the student's academic record and will consider results from ACCESS for ELLs 2.0 and FSA (as applicable) and the following state approved criteria will be used to determine eligibility to exit:

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

The Committee’s decision shall be supported by at least two of the five established criteria. The parents’ preference shall be considered in the final decision. In order for the student to exit the ESOL Program, the majority of the ELL Committee must determine that the student is English language proficient.

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

The ELL student is assessed with the IPT aural/oral (K-2) and R/W (3-12) in order to have an updated ELP test. The CCT or the principal’s designee convenes the ELL Committee and the majority of the members determine whether it is most appropriate to exit the student immediately or at the end of the current grading period. The following are areas reviewed during the ELL Committee meeting for exit:

- IPT scores (K-12)
- Academic achievement on grade level in content area courses
- Written teacher recommendations by ELL’s current teachers

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

a) Extent and nature of prior educational and social experiences, and student interview;
b) Written recommendation and observation by current and previous instructional and supportive services staff;
c) Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion referenced standards;

d) Grades from the current or previous years;

e) Test results other than those identified for placement in an ESOL program

Parents must be provided a copy of exit forms and ELL Committee meeting notes informing the parents of the decisions made by the majority of the ELL Committee members in their native language, as feasible.

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 CCT or the principal's designee with input from classroom teacher(s), is responsible for ensuring that the monitoring process has been completed as required, updating the student's ELL plan and data reporting.

Updating the student ELL plan?

The CCT or the principal's designee with input from classroom teacher(s), is responsible for ensuring that the monitoring process has been completed as required, updating the student's ELL plan and data reporting.

Reclassification of ELL status in data reporting systems?

The CCT or the principal's designee, with input from classroom teacher(s), is responsible for ensuring that the monitoring process has been completed as required, updating the student's ELL plan and data reporting.

Academic progress is reviewed and documented on the monitoring form used in the district during the two year monitoring process. An "S" (satisfactory) or "U" (unsatisfactory) plus the appropriate date according to the monitoring period is entered on the monitoring form and in the electronic file for the student. The date when the report card grades are reviewed is recorded on the district's monitoring form and entered in the data system. Documentation may include student's current report card, a progress report, or teacher's evaluation of the student's classroom performance supporting the monitoring period. Test scores may also be requested when more information is needed to document the student's progress, or lack of.

The performance of former ELLs (LF) shall be reviewed periodically to ensure parity of participation once they have been reclassified. These reviews shall take place automatically after the student's first report card, semi-annually during the first year after exiting, and at second year after exiting. All post-reclassification information is updated in the student's ELL Plan and data is entered in SMS. If the progress in the mainstream classroom is satisfactory after the two year monitoring process, the "LF" student becomes an "LZ" student.

What documentation is used to monitor the student’s progress? (Check all that apply)
What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

Any consistent pattern of continuing below grade level performance based on student grades and test results shall result in the convening of the ELL Committee. During the ELL Committee meeting, the members are required to identify and record needed interventions to assist the student in improving their academic achievement. The ELL Committee develops an Academic Needs Improvement (ANI) plan specifying the interventions to be implemented in meeting the students’ needs. The ANI is developed solely on the student’s academic content needs and not based on language acquisition needs.

A monitoring schedule is delineated to review the effectiveness of the ANI plan developed for the student by the ELL Committee. Parents are provided copies of all decisions made to improve the academic performance of the student in their native language, as feasible. The principal or principal’s designee is responsible for updating the electronic student files to reflect the linguistic and academic placement.

ELLs who are re-classified as "LY" students are eligible for all program models available in the school district, just as students who are initially classified. Additionally, strategies documented on the ANI will be implemented by the classroom teacher and monitored by the CCT or principal's designee.

Compliance of ELL Plan and Student Performance

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

The Multilingual Department’s District Compliance Specialists (DCS) complete daily logs of support which includes a detailed summary of their support at each school. They also complete a monitoring tool for each school detailing student ELL Plan compliance concerns. The DCS is also responsible for reviewing data in the district data system to ensure accuracy during FTE Survey periods. DCS logs are reviewed by the Senior Administrator for Compliance. Any concerns regarding ESOL compliance are shared with the director and addressed with the school administrators as needed. Schools ESOL CCTs or principal’s designee are required to attend district wide meetings which are held throughout the year. The multilingual department also has district instructional coaches. They complete a daily log of support which includes their daily work and any concerns they observe at their assigned schools. The logs are reviewed by the department’s Senior Administrator for Curriculum and Instruction and any concerns regarding instruction and student academic performance are shared with the department’s director. As necessary, the department’s director contacts the school’s principal or other district administrator to address concerns.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?
Once approved, the District ELL Plan will be presented at a Principal's and Assistant Principal's meeting where main points will be discussed and questions answered. An electronic copy of the District ELL Plan will be available on the Multilingual Department website. A memo in the Deputy Superintendent’s newsletter to all principals will also be sent annually with information on how to access the ELL Plan.

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

District ESOL Compliance Specialists, District ESOL Instructional Coaches, ESOL Resource Teachers, District Parent Liaisons, the school ELL Committee, and ESOL Paraprofessionals will have access to the ELL Plan and will help assure full implementation at the school level.

It is the responsibility of members of the Multilingual Department to:

- offer ongoing training to staff at each school
- conduct compliance visits to verify that procedures have been implemented correctly
- generate reports to principals and multilingual department that include recommendations on how to correct findings
- review of SMS data for ELL students
- assist schools with electronic data

**Section 8: Parent, Guardian, Student Notification and Rights**

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

Parents of ELLs receive notification of their student’s ELL status and rights in English and in their native language, as feasible. Schools may also provide translation services as available. Upon request, the multilingual department provides translation services to meet the needs of parents.

Every school makes an effort to have personnel available who can communicate with parents in the language most commonly used by the parents at that school, unless not feasible. Spanish is the most prominent language of the majority of the District's ELLs.

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.

Every school is required to have a Multilingual Parent Leadership Council (MPLC). The chairperson and co-chairperson must be parents of ELLs who attend that school. The purpose of the MPLC is to encourage parental involvement and participation in the implementation of ELL programming and academic achievement initiatives. Each school is required to have at least two MPLC meetings per school year (one per semester). The district provides resources to the District MPLC members such as leadership training, orientation to the district's ELL program services, parental involvement opportunities, and district curriculum programs. Parents of ELLs are informed of the opportunities to be represented on existing school and district committees. The Multilingual department partners with the district's Title I Parent Academy to provide additional informational meetings and trainings.
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.):

*Forms may be found on the Multilingual Department website or accessible through the OCPS main website unless a specific link is listed. https://www.ocps.net/cs/multilingual/Pages/default.aspx; https://ocps.net

☐ Delay in language proficiency testing
☐ Results of language proficiency assessment
☐ Program placement
☐ Program delivery model option(s)
☐ Extension of ESOL instruction
☐ Exit from ESOL program
☐ Post-reclassification of former ELLs monitoring
☐ Reclassification of former ELLs
☐ State and/or LEA testing
☐ Accommodations for testing (flexible setting)
☐ Annual testing for language development
☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)
☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
☐ Retention/Remediation/Good Cause
☐ Transition to regular classes or course change
☐ Invitation to participate in an ELL Committee Meeting
☐ Invitation to participate in the Parent Leadership Council (PLC)
☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
☐ Free/reduced price lunch https://www.ocps.net/op/food/pages/freeandreduced.aspx
☐ Parental choice options, school improvement status, and teacher out-of-field notices
☐ Registration forms and requirements https://www.ocps.net/es/legislative/pupil/Pages/Register%20for%20School.aspx
☐ 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* https://www.ocps.net/intranet/op/icts/cc/ssts/pb/Pages/Elementary-Report-Cards.aspx

*Parents of ELLs, at the secondary level, may set up a conference with the student’s guidance counselor to gather additional information on the progress of their ELLs. If feasible, the school will provide translation of the student’s report card in the student’s native language.

☐ Other (Specify) Student Code of Conduct, Parent Guide

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

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)
What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

☑ LEA Level
☑ School Level

Please address the functions and composition of the PLC:

Orange County Public Schools has Parent Leadership Council bylaws, which are signed each year by the district chair, chair-elect, and the director of the multilingual department.

The functions of the district Parent Leadership Council (known in OCPS as the Multilingual Parent Leadership Council) are to:

- promote the welfare of English Language Learners (ELLs) in the school, home and community
- ensure that ELLs are achieving their full potential
- provide any input or objections to the Multilingual Department prior to submitting their ELL plans to the Department of Education
- develop relationships between parents, Multilingual Department, school personnel and district personnel to promote collaboration
- provide training opportunities and information for parents, parent groups, teachers, school staff or community groups that will empower parents to become active participants in their child’s education
- provide outreach and ensure that the parents of ELLs are informed and involved in their child’s education

The function of the District MPLC is to collaborate with the multilingual department in problem solving, program enhancements, communication to parents, and recognition of student achievements. The District MPLC consists of a chairperson, chair-elect, secretary, representative from each of the five OCPS learning communities, immediate past chair of the district MPLC, and the director of the Multilingual Services Department.

Schools in the district have an MPLC comprised of a majority (51%) of ELL parents. According to Rule 6A-6.0904 FAC., the MPLC is "composed in the majority of parents of limited English proficient students." The chairperson and co-chairperson must be parents of ELLs at the school which they serve.

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.

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

The District MPLC is actively involved in district initiatives for parents and ELLs. The District MPLC collaborates with the district’s learning communities, and schools to promote the Multilingual Parent Leadership Council meetings. ELL parents/guardians are encouraged to participate in the school’s Multilingual Parent Leadership Council, School Advisory Committee (SAC), the District Parent Leadership Council, and other school/district committees. Parents/guardians are notified of upcoming events in their native language, as feasible.
How is the LEA PLC involved in the development of the District ELL Plan?

The district provides opportunities to the District MPLC for input on the district ELL plan in various meetings/conversations throughout the year. The MPLC reviews the ELL plan and provides feedback and recommendations.

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.

Once teachers have been identified as being out-of-field, the OCPS Certification Department sends a letter to the schools along with a letter of intent requiring teachers to comply with the out-of-field requirements. Teachers and administrators sign the letters. Letters are sent to Area Superintendents for final signatures. Out-of-field letters are then returned to the district office and marked in the system before FTE week. Teachers that have been identified as out-of-field are monitored throughout the school year. Experienced teachers have one year to complete the requirements. It is the teacher’s responsibility to complete each course within the timeline established by the Florida Consent Decree.

Category I teachers are notified of training opportunities in a variety of ways. The MSES Department provides access to the ESOL Endorsement and/or Certification Guide for OCPS Educators to all educators within the district. In addition, scheduled ESOL courses are published in the Deputy Superintendent’s weekly newsletter that is sent to all principals--specifying the target audience as teachers. The Senior Administrator for Compliance in the Multilingual Student Services Department, issues the notifications and documents the process by keeping a record of announcements. As an additional measure to ensure that teachers are notified of upcoming ESOL courses, each school’s CCT is sent a copy of the announcement sent via the Deputy Superintendent’s newsletter. They then disseminate this information to teachers at their school. ESOL courses are also placed on the district’s professional development Signmeup website, in order for teachers to enroll as necessary. Information on upcoming ESOL courses is also posted on the Information Management System (IMS) landing page.

Category I teachers are tracked by the OCPS Certification Department through a report that identifies the non-highly qualified teachers based on course code numbers.

It is the teacher’s responsibility to complete each course within the timeline established by the Florida Consent Decree.

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.

Once the teachers have been identified as being out-of-field, a letter is sent to the schools along with a letter of intent requiring teachers to comply with the out-of-field requirements. Teachers and administrators sign the letters. Letters are sent to Area Superintendents for final signatures. Out-of-field letters are then returned to the district office and marked in the system before FTE week. Teachers that have been identified as out-of-field are being monitored throughout the school year. Experienced teachers have one year to complete the requirements.

Category I teachers are notified of training opportunities in a variety of ways. The MSES Department provides access to the ESOL Endorsement and/or Certification Guide for OCPS Educators to all educators within the district. In addition, scheduled ESOL courses are published in the Deputy Superintendent’s weekly newsletter that is sent to all principals—specifying the target audience as teachers. The Senior Administrator for Compliance in the Multilingual Student Services Department issues the notifications and documents the process by keeping a record of announcements. As an additional measure to ensure that teachers are notified of upcoming ESOL courses, each school’s CCT is sent a copy of the announcement sent via the Deputy Superintendent’s newsletter. They then disseminate this information to teachers at their school. ESOL courses are also placed on the district’s professional development Signmeup website, in order for teachers to enroll as necessary. Information on upcoming ESOL courses is also posted on the Information Management System (IMS) landing page.

Similar to Category I teachers, content area teachers are tracked by the Certification Department through a report that identifies the non-highly qualified teachers based on course code number. It is the teacher’s responsibility to complete each course within the timeline established by the Florida Consent Decree.

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.

Orange County Public School does not offer an 18 hour ESOL training for classroom teachers. The 18 hour ESOL training is only available by outside vendors that provide services to the ELL population. OCPS requires teachers in Category III to take a 60 hour course according to OCPS Management Directive A-7. It is the employee’s responsibility to complete each course within the timeline established by the Florida Consent Decree.

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

Newly hired teachers to OCPS must attend a Pre-orientation (PreO) which includes a presentation on ESOL Requirements. At the end of PreO, teachers must sign a form to certify that they have read and understood the ESOL Endorsement or Certification requirements and agree to take the necessary courses to become ESOL endorsed or certified. A teacher is identified Out-of-Field (OOF) based upon their teaching assignment and student enrollment. The primary English/L.A. or Reading teacher of one or more ELLs who does not have the ESOL endorsement or ESOL Certification on the teaching certificate, is considered OOF, and must sign the agreement form. The District must submit a letter to the School Board requesting approval of OOF teachers. HR/Certification requires teachers to sign a condition of employment letter. The principal is responsible for obtaining signatures on the agreement and a copy is placed in the teacher's personnel file. Parents are informed of teachers OOF status through a school letter/newsletter. A teacher who is OOF in ESOL must complete 3 semester hours of
college credit or 60 ESOL inservice hours within the first 2 calendar years from date of initial assignment and 3 semester hours or the equivalent during each calendar year thereafter until requirement is met. Teachers identified as OOF for ESOL will be kept on track by the HR/Certification department and school administration. ESOL weighted 130 funding may be claimed for students with an ELL code of “LY” if the OOF teacher is in compliance with their specific category training requirements.

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 Certification Department runs a report to identify school administrators that need to comply with the 60 in-service ESOL hours. An email is sent to administrators by the Certification Department to inform them about the out-of-field requirements. Administrators are given one year to complete the requirements. The Certification Department monitors for completion and once the requirements are met, their names are removed from the district’s tracking report.

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

The Certification Department runs a report to identify guidance counselors that need to comply with the 60 in-service ESOL hours. An email is sent to counselors by the Certification Department to inform them about the out-of-field requirements. Counselors are given one year to complete the requirements. The Certification Department monitors for completion and once the requirements are met, their names are removed from the district’s tracking report.

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

The multilingual department’s professional development resource teachers and instructional coaches provide Professional Development on evidenced-based best practices for ELLs for schools throughout the district. This includes a Train-the-Trainer multi-day professional development on the WIDA ELD standards, understanding the performance indicators, understanding the proficiency levels, and how to differentiate standards-based lessons using the Can-Do-Descriptors to meet the needs of ELLs.

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.

Proficiency in the native language for teachers who instruct ELLs in a language other than English is assessed by district staff that are proficient in the native language. The assessment consists of an oral interview in the native language and a writing sample that is collected from the teacher at the time of the interview. The assessment documents are sent to the certification department and they are placed in the teacher’s personnel record.

Teachers, who teach in a native language other than English, in both One-Way and Two-Way Bilingual Education programs, must meet Florida teaching certification requirements in English. Successful completion of Florida certification requirements are recognized as proof of proficiency in English.
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.

Instructional bilingual paraprofessionals are hired at the school site by the principal. They must meet the same employment qualifications set by the district for school paraprofessionals in addition to being proficient in English and the native language of the students with whom they work.

A detailed class schedule for the instructional bilingual paraprofessional is developed by the school principal or principal's designee. A copy is kept in the main office and with the ELL administrator for compliance purposes. In Title I schools the instructional bilingual paraprofessionals must meet all ESSA training requirements to meet the highly qualified staff mandates.

The role of the ESOL paraprofessional is to ensure that the school is in compliance with Federal law and the Florida Consent Decree, by following ESOL program policies and procedures. The ESOL paraprofessional assists ELLs in the classroom. The paraprofessional will support the language acquisition process of ELLs through small group instruction and one-on-one tutoring. Paraprofessionals will use evidence based strategies known to improve instruction for ELLs. Programs available vary at the different levels and from school to school.

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

ESOL paraprofessionals will be offered professional development opportunities by the Multilingual Student Education Services (MSES) department through monthly meetings. In-services provided will expand paraprofessionals' knowledge and skills in using evidence based best practices to provide comprehensible instruction and effective assistance to ELLs. The MSES Department will continue to collaborate with schools, the Teaching and Learning Department, as well as the office of Professional Development in assessing training needs and in providing inservice to increase ELL student achievement.

Documentation of in-servies offered and paraprofessionals participating are documented on training attendance logs, databases, and reports that are kept at the MSES department. Workshop records and individual paraprofessional inservice records are maintained by the Professional Development Department.

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

Bilingual paraprofessionals are hired at the school site. The school principal ensures that the bilingual paraprofessional is proficient in the native language by including a staff member or interpreter that speaks the student's native language in the interviewing process.

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.

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

If the student's anniversary date falls between the release of the English Language Proficiency (ELP) Test (ACCESS for ELLs 2.0) and applicable Florida Standardized Assessment (FSA) in a given school year and October 1st of the following school year, the student's ELP and applicable FSA scores may be used, and a more recent assessment is not required. After October 1st, ELL students will be assessed with the IPT aural/oral test and/or the IPT Reading and Writing tests to cover all four (4) domains of language proficiency (listening, speaking, reading, and writing). If a majority of the ELL Committee determines that the student is not English language proficient, ESOL services will be extended. If a majority of the ELL Committee determines that the student is English language proficient, the student will be exited from the ESOL program. The Committee decision shall be supported by at least two of the five criteria established by the state. The basis and nature of the ELL Committee's decision on whether to extend or not to extend ESOL services will be documented and maintained in the student's ELL Plan within the student's ELL portfolio.

Listening and Speaking Proficiency Assessment

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

ACCESS for ELL 2.0 and/or

<table>
<thead>
<tr>
<th>Name of Listening and Speaking Assessment</th>
<th>CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE</th>
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<td>GRADE LEVEL</td>
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<tr>
<td>IDEA Proficiency I</td>
<td>K-5</td>
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<tr>
<td>IDEA Proficiency II</td>
<td>6-12</td>
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</tbody>
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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

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<th>NAME OF READING AND WRITING ASSESSMENT</th>
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<tr>
<td>ACCESS for ELLs 2.0</td>
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<td>FSA ELA</td>
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**Note:** A norm-referenced assessment may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-referenced assessment would qualify a student for entry into the ESOL program.