

Okaloosa County School District  
English for Speakers of Other Languages  
Program Manual



2021-2022



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# Section 1 – Introduction

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## **Program Summary**

The English for Speakers of Other Languages (ESOL) program is designed to meet the needs of English Language Learners (ELLs) who come from home environments in which the spoken language is other than English. The traditions and experiences of ELL families bring a rich cultural diversity to our schools and community. Through the ESOL program, the Okaloosa County School District strives to create a supportive learning environment that values and builds on the academic and cultural backgrounds of English Language Learners. To achieve this, the district seeks to implement the best instructional practices to encourage a community of collaborative learning among teachers, staff, parents, and other key stakeholders. The ESOL program goals are:

- To promote an appreciation of different cultures and their contributions to our society
- To ensure the ELLs receive comprehensible instruction by supporting schools and adhering to state and federal rules
- To provide evidence-based supplemental resources to support the academic achievement and English language acquisition of ELLs

## **Okaloosa County School District's Vision Statement**

We inspire a lifelong passion for learning.

## **Okaloosa County School District's Mission Statement**

We prepare all students to achieve excellence by providing the highest quality education while empowering each individual to positively impact their families, communities, and the world.

## **Okaloosa County School District's Core Values**

- **Accountability:** We, working in conjunction with students' families, accept responsibility to ensure student learning, to pursue excellence, and to hold high standards for all.
- **Citizenship:** We prepare all students to exercise the duties, rights, and privileges of being a citizen in a local community and global society.
- **Excellence:** We pursue the highest academic, extracurricular, and personal/professional standards through continuous reflection and improvement.
- **Integrity:** We embrace a culture in which individuals adhere to exemplary standards and act honorably.
- **Personal Growth:** We promote the acquisition of knowledge, skills, and experience to develop individuals with the aspiration, perseverance, and resilience to be lifelong learners.
- **Respect:** We show regard and consideration for all through a culture of dignity, diversity, and empathy.
- **Leadership:** We provide guidance and direction to accomplish tasks while being a moral compass to others.

## Section 2 - Personnel Responsibilities

### **PERSONNEL RESPONSIBLE FOR IMPLEMENTATION OF THE ESOL PROGRAM**

In the Okaloosa County School District, ESOL services are provided by the zoned school of the English Language Learner. Instructional personnel trained in ESOL strategies are available for the programs and courses the student needs. Parental involvement in educational programming and academic achievement is vital. The district and school-based Parent Leadership Council (PLC) along with district, school, and community stakeholders provide input during the development of the District ELL Plan which is updated every three years in accordance with state statutory requirements. Phone-based language translation services are available to schools when school-based interpreters are not available or for less commonly spoken languages. Each school is also responsible for compiling its own list of parents and community members who would be willing to volunteer as language facilitators.

All school administration, faculty, secretarial and support staff are integral to creating a welcoming environment for English Language Learners and their families. Annually, the district will provide staff members with cultural competency guidelines including the following adapted from *Strategies for Building Cultural Competency*, Hanover Research, Washington, D.C.:

- Culturally competent staff members are self-aware, refrain from stereotyping, and model respect to all stakeholders.
- Culturally competent schools incorporate considerations of diversity into practice and policy at the institutional and individual levels.
- Culturally competent schools strive to actively promote a culture of inclusiveness and acceptance.
- Culturally responsive districts reach out to diverse parents and community members and ensure that the school environment is welcoming and accessible.

Personnel and tasks related to the implementation of the ESOL program include the following:

#### **School Principal**

As the school's instructional leader, the principal oversees the implementation and evaluation of the school's ESOL program. The principal may designate an assistant principal and/or school counselor as the primary ESOL contact responsible for program management.

- Serves as a leader and positive support for parents, students, and teachers
- Assigns the responsibilities related to the ESOL program to school personnel
- Monitors the completion of responsibilities related to the ESOL program.
- Informs ELL parents when a Language Arts or Reading teacher is Out-of-Field for ESOL instruction
- Provides for preservation of records necessary for audit
- Monitors evaluation of teachers who are using ESOL strategies with ELL students and ensures the implementation of English Language Development Standards
- Makes budget decisions regarding the use of monies earned through weighted FTE funding for ELL students
- Ensures compliance of mandated ESOL hours for instructional personnel
- Compiles and maintains a list of Out-of-Field teachers from the time a teacher has received an English Language Learner

### **School ESOL Contact – Assistant Principal or School Counselor**

The principal may designate an assistant principal and/or school counselor as the primary school ESOL contact. The School ESOL Contact plays a key role the facilitator of the ELL Committee. As the ELL Committee representative, the ESOL Contact oversees the ESOL services for all ELL students, referring those with special concerns or with possible eligibility for other programs to the ELL Committee.

- Oversees the scheduling of students in the ESOL Program and regularly monitors the PAWS Special Programs Query – E130 for a current list of the schools ELL students (LY).
- Enrolls students in the regular school program or in the ESOL Program based on the responses on the Home Language Survey.
- Ensures ESOL Program Entry Testing is administered within 20 days of enrollment.
- Notifies the ELL student's teachers of the student's ESOL status.
- Provides information regarding the results of the ESOL Program Entry Test and provides any other information regarding the student's educational background which may be helpful to the teachers upon class enrollment.
- Ensures the notification and invitation to parents of ELL students to participate at the times specified in the program procedures.
- Ensures ELL students are enrolled with eligible teachers and parents are informed of this placement.
- Collects required information for each ELL student's plan and ensures proper computer data entry.
- Accesses and assesses prior school records to assist in developing the English Language Learner Student Plan.
- Assures that an ELL Student Plan is developed and annually updated for each student who is eligible for ESOL services.
- Monitors any ELL schedule changes and updates the ELL Student Plan as required.
- Reviews each ELL student's progress and identifies students who may be ready to exit the ESOL program.
- Assesses and properly documents student's Limited English Proficiency if not exited within three years so that the student is eligible for funding for a fourth, fifth, and/or sixth year.
- Reviews the progress of former ELL students and refers those who are consistently under-performing or who may have possible eligibility for other programs to the ELL Committee.

### **Teachers**

Any teacher who has ESOL Endorsement or Certification or is in the process of receiving training in ESOL strategies and is assigned an ELL student:

- Helps in the development of ELL student plans
- Uses research-based ESOL strategies with ELL students
- Implements the English Language Development Standards (ELD) found on CPALMS
- Provides English acquisition instruction through the use of ESOL strategies
- Provides the Bilingual ESOL Interpreter / Instructional Assistant with instructions for assisting ELLs with adapted assignments in the classroom and/or small groups
- Assesses progress of ELL students and reports to the ESOL Contact
- All teachers, including instructional personnel who teach elective classes such as music, art, or PE, and those who serve the total school population such as the media specialists should implement and document the use of ESOL strategies to enhance achievement.

### **Bilingual ESOL Interpreter / Instructional Assistant**

The Bilingual ESOL Interpreter / Instructional Assistant is required in school with fifteen or more ELLs who speak the same home language. The Bilingual ESOL Interpreter / Instructional Assistant **is not** the ELL student's Language Arts or Basic Subject Area teacher and may not pull out students during instruction. Primary duties include:

- Assisting the core subject area teacher(s) of English Language Learners as directed by the school principal to encourage English language acquisition and promote academic achievement
- Assisting the English Language Learner by providing scaffolded home language support through interpretation or translation if necessary in core subject areas.
- Assisting with parent/student communication.
- Assists the school counselor with communicating guidance related resources.

### **Registrar**

The person who registers the student:

- Ensures that all students complete a Home Language Survey upon **initial** registration in Okaloosa or in Florida (not every year).
- Ensures that no copy of information regarding immigration status is made or kept.
- Ensures that the registration process is understandable to parents by accessing forms translated in parent's home language or by using phone-based interpretation services.
- Ensures that parents who have answered "Yes" to any question on the Home Language Survey receive notification about the testing procedures that will follow.
- Refers students to the School ESOL Contact to continue identification procedures.
- Requests student records from previous school.
- Ensures the proper transfer of records. If an ELL student transfers out of district, the school of origin retains the blue ELL folder and sends copies to the receiving schools. For in-district transfers, the blue ELL folder should be sent with all other cumulative records.

### **Data Entry Clerk**

The ESOL Data Entry Clerk facilitated the following:

- Works with school counselor or ESOL contact to enter all data for reporting FTE
- Enters and updates all data to identify an individual student's status
- Verifies all ELL student information for accuracy

### **All Other School Personnel**

- All support personnel such as school secretaries, clerks, media specialists, nurses, health technicians, custodians, and cafeteria workers should strive to meet the needs of non-English speakers.

### **Parents of English Language Learners**

Parents of students participate in the following:

- May participate in the development of the ELL Student Plan
- May participate in the School Improvement process
- May serve on Parent Leadership Councils
- Help monitor student's progress and refer concerns to the ELL Committee



## **ELL Committee**

Each school must have an established ELL Committee. School personnel and parents must be aware of its existence and when to refer a student to the Committee.

The Committee meets and makes recommendations regarding students who are referred because of:

- A special concerns related to ESOL placement or gaps in formal education
- Possible accommodations for district or statewide assessments
- A student's over-achievement which may indicate possible eligibility for the gifted program
- A student's over-achievement which may indicate possible eligibility for exiting the ESOL program
- A concern related to issues unrelated to English proficiency which may require special review during the school's MTSS problem-solving meeting
- A student's under-performance after exiting the ESOL program
- Any other concern the parent, teacher, or student may want to address

## **Who May Convene the ELL Committee?**

Parent/Guardian, Teacher, Administrator or Designee and/or other school personnel may request an ELL Committee meeting as needed.

## **When are ELL Committee Meetings Required?**

Annual ELL Committee meetings are required for any ELL student who has been in the ESOL program for 4 or more years based on the Date Entered U.S. School (DEUSS). This meeting must occur 30 days prior to the DEUSS anniversary.

ELL Committee minutes **MUST** be recorded on the Annual Evaluation/Reevaluation Meeting Form and kept in the student's ELL folder. The student's ELL Plan **MUST** be updated to reflect reviews and recommendations for necessary changes in the student's program.

The ELL Committee is not required to be convened in the initial placement, routine assessment, classification, or exit process of ELL students unless requested by a parent, teacher, administrator or other interested personnel. The ELL Committee can be convened if assessment data determines a student is borderline proficient. A student whose Home Language Survey had affirmative answers to any of the three questions and had been tested but found ineligible for ESOL services may be referred to the ELL Committee.

If the ELL Committee is convened to determine a student to be ELL or not, at least two of the following criteria must be met:

- Extent and nature of prior educational and social experiences and a student interview
- Written recommendation and observation by current and previous instructional and support staff
- Mastery level of basic skills in English and/or heritage language according to appropriate local, state, and national standards
- Grades from current or previous year
- Test results from tests other than the entrance testing information

The ELL Committee may also address any questions or concerns regarding appropriateness of ELL Student Plans, or instructional programming AFTER the student has been enrolled in the ESOL program for one semester. After



inviting the parent to attend, the student's current needs are reviewed and recommendations for necessary changes in the student's program are made. The ELL Student Plan is then updated.

Although routine student progression from year to year (up to the first three years) does not require an annual ELL Committee meeting, if assessment results and/or grades indicate a need to consider exiting or deficits that need to be reviewed for ELL Plan intervention/strategy changes, the scheduling of an ELL Committee meeting should be considered.

## **Are ELL Committee Meetings Required for Initial Placement in the ESOL Program?**

### **Initial Placement**

ELL Committee Meeting/Minutes are **NOT** required for initial placement if based on mandated cut scores. The Parent Notification of English Language Program Placement form ([MIS 4324](#)) is sent home. IMPORTANT NOTE: At the end of the third year in the ESOL program, **based on the date the ELL student entered a US school (DEUSS)**, the ELL Committee **must be convened** to determine whether to extend services to the fourth year or exit the student from the program.

**Annual Reevaluation - Occurs after the student has been enrolled in the ESOL program for 3 years** - The ELL Committee **must** meet for Annual Reevaluation to determine the possible need for extension of ESOL services **beyond the base three (3) years of the date when the student entered a US school (DEUSS)**. After reviewing the reevaluation data provided by the teacher, the ELL Committee will determine whether or not the student needs extension of service for an additional year. This process **must be repeated on an annual basis**. Three (3) additional years is the maximum extension recommended for a total of six years in ESOL.

\*The ESOL FTE funding ends after the sixth year in ESOL. Lack of ESOL funding eligibility does not relieve districts of any obligation they may have under state or federal law to continue to provide appropriate services to ELL children beyond the six years of state ESOL program funding.

## **Who Attends the ELL Committee?**

**The ELL Committee MUST include a minimum of three (3) school-based personnel.** Teachers, Administrator or Designee with invited parent and other school personnel as needed, serves as the ELL Committee. Membership is adjusted to meet student's individual needs.

**Recommended Participants of the ELL Committee (must include a minimum of three people from the list below):**

Parent/Guardian

Classroom Teacher

School ESOL Contact

ESOL Paraprofessional

Administrator or Designee

School Counselor

Other Educators as appropriate for situation

ELL Parent / Guardian - each time the ELL Committee meets, the parents must be invited (use automated form in ELL PAWS or ([MIS 4270](#))).

## Section 3 - Personnel Training

### ESOL Course Requirements and Timelines for State Compliance

All Okaloosa County School District employees referenced in the ESOL categories below are required by the Florida Department of Education to complete ESOL courses within the mandated timeline. At the time of hiring, employees sign the ESOL Pre-Service Agreement - [MIS 5308](#) with the Office of Human Resources – Professional Services. Failure to comply with state mandated timelines will result in a loss of funding for the district and school and may result in the employee's involuntary transfer.

### ESOL AREAS AND COURSE REQUIREMENT TIMELINES

<b>ESOL Category I</b> <ul style="list-style-type: none"> <li>▪ Elementary Teachers (core content areas)</li> <li>▪ Secondary English / Language Arts</li> <li>▪ Reading</li> <li>▪ Intensive Reading</li> <li>▪ ESE Teachers who are the Language Arts teacher of record</li> </ul>	<b>Requirements</b> <p><b>Option 1 – ESOL ENDORSEMENT:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete the five state-approved ESOL courses (300 points) and obtain ESOL endorsement.</li> <li><input type="checkbox"/> <i>Timeline:</i> 60 points within the first two years of hire date and at least 60 points <b>per year thereafter</b> until all 300 points are obtained and FDOE certification application has been submitted.</li> <li><input type="checkbox"/> Employee will be reported ESOL Out-of-Field until ESOL has been added to teaching certificate.</li> </ul> <p><b>Option 2 – ESOL CERTIFICATION:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Complete two state-approved ESOL courses (120 points) and obtain ESOL certification.</li> <li><input type="checkbox"/> <i>Timeline:</i> 60 points within the first two of years of hire date and 60 points the following school year. Successfully pass the Florida ESOL subject area exam and apply to the FDOE for certification.</li> <li><input type="checkbox"/> Employee will be reported ESOL Out-of-Field until ESOL has been added to teaching certificate.</li> </ul> <p><i>*If at any time your teaching assignment changes, you will be accountable for completing the requirements for your new ESOL Area of Assignment.</i></p>
<b>ESOL Category II</b> <ul style="list-style-type: none"> <li>▪ Mathematics</li> <li>▪ Science</li> <li>▪ Social Studies</li> <li>▪ Computer Literacy</li> <li>▪ ESE Teachers who do not teach Language Arts or Reading</li> </ul>	<b>Requirements</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 60 in-service points or 3 semester hours from a state-approved ESOL course</li> <li><input type="checkbox"/> <b>within 1 year of hire date.</b></li> <li><input type="checkbox"/> Employees hired <b>after December</b> must complete the requirements <b>by September 1 of the next academic year.</b></li> </ul> <p><i>*If at any time your teaching assignment changes, you will be accountable for completing the requirements for your new ESOL Area of Assignment.</i></p>
<b>ESOL Category III</b> <p>All other subject area teachers not included in ESOL Categories I or II</p>	<b>Requirements</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> 18 in-service points or 3 semester hours from a state-approved ESOL course <b>within 1 year of hire date.</b></li> <li><input type="checkbox"/> Employees hired <b>after December</b> must complete the requirements <b>by September 1 of the next academic year.</b></li> </ul> <p><i>*If at any time your teaching assignment changes, you will be accountable for completing the requirements for your new ESOL Area of Assignment.</i></p>
<b>ESOL Category IV</b> <p>School Administrators and Guidance Counselors</p>	<b>Requirements</b> <p>60 in-service points or 3 semester hours from a state-approved ESOL course <b>within 3 years of hire date.</b></p> <p><i>*If at any time your assignment changes, you will be accountable for completing the requirements for your new ESOL Area of Assignment.</i></p>

## **Florida ESOL Approved Courses**

1. **ESOL: Applied Linguistics** – 60 points (approved for ESOL Category I)
2. **ESOL: Cross Cultural Communication and Understanding** – 60 points (approved for all ESOL Categories)
3. **ESOL: Curriculum and Materials Development** – 60 points (approved for ESOL Categories I – IV)
4. **ESOL: Methods of Teaching ESOL** – 60 points – (approved for ESOL Categories I – IV)
5. **ESOL: Testing and Evaluation** – 60 points (approved for ESOL Categories I-IV)
6. **ESOL: 18-Hour Overview** – 18 points (approved for ESOL Category III only)

Courses may be taken in any order but employees must adhere to their ESOL Category timeline provided on p. 9 of this manual and also located on the [ESOL District website – Teacher Information](#).

Courses will be offered through the district at designated times during the school year. Registration will be provided through Frontline. The Office of Professional Services will notify all district staff when courses are available.

Classroom teachers with ESOL endorsement or ESOL certification on a teacher's Florida teaching certificate may be eligible for a district \$150 yearly stipend.

### **ESOL Out-of-Field**

Teachers in the process of obtaining required ESOL coursework will be reported as ESOL Out-of-Field. The ESOL Out-of-Field designation does not affect a teacher's salary or performance appraisal. Teachers who are ESOL Out-of-Field are required to maintain compliance with the state-mandated timeline. Teachers who are in progress and working toward ESOL endorsement or ESOL certification according to the prescribed timeline are considered compliant with the META Consent Decree and are allowed to continue serving ELL students.

Teachers who have not earned ESOL points according to the required timeline should not be assigned an ELL student due to FTE funding rules. Failure to comply with state guidelines will result in costly penalties to the school and district and may result in an involuntary employment transfer.

It is the obligation of the principal to place ELL students with an appropriately certified teacher or someone within the compliance completion timeline. An English/Language Arts/Intensive Reading/Reading teacher has up to two calendar years to begin ESOL coursework based on the date of hiring. However, once a teacher starts taking the required courses, 60 ESOL hours must be earned each consecutive year until the endorsement or certification are obtained, regardless of whether the teacher is assigned and ELL student the subsequent years. The state does not allow a stop-and-go process with ESOL course compliance. Courses must be taken in consecutive years. This is an audit finding.

Principals and designees have access to ESOL Out-of-Field listings and required letters in PAWS.

## **Transfer of College Credit**

Employees who have taken college courses that may correlate to one of the required ESOL courses should send a copy of the transcript to the following for review:

**Lisa Tucker  
OCSD ESOL Office  
202 North Highway 85  
Niceville, FL 32578**

When the review is completed, a confirmation email will be sent to the employee's OCSD email address with the status of course approval.

For additional questions regarding the transfer of college credit to Florida ESOL in-service credit, contact Lisa Tucker at [Lisa.Tucker@Okaloosaschools.com](mailto:Lisa.Tucker@Okaloosaschools.com) or 850-833-3107.

## **FDOE Certification and Endorsement Applications**

- **Recertification Flexibilities:** ESOL in-service points and/or ESOL college credits count as in-field for recertification of any coverage.
- **Banking of ESOL Points:** Any points earned in excess of 6 semester hours or 120 points within one validity period may be banked towards the renewal of a certificate in subsequent renewal periods.

For assistance with FDOE certification and endorsement applications, please contact Terri Baum, Certification Analyst, at [BaumT@Okaloosaschools.com](mailto:BaumT@Okaloosaschools.com) or 850-833-5805.

## **Frontline Professional Development Account**

Frontline is managed by the Office of Professional Services to maintain all district professional development records. For assistance with Frontline, please contact Lisa Marshall, Professional Services at [Lisa.Marshall@Okaloosaschools.com](mailto:Lisa.Marshall@Okaloosaschools.com) or 850-833-5857.

## OCSD ESOL Course Descriptions

### **ESOL: Applied Linguistics**

#### **In-Service Points: 60**

This component is designed to enable participants to examine modern American English in light of current linguistic theories and to identify practical applications of these theories to the teaching of English to students of diverse ethnic and linguistic backgrounds. The following are the objectives for the course:

- Teachers will demonstrate understanding of language as a system, including phonology, morphology, syntax, semantics and pragmatics; support ELLs in acquisition of English in order to learn and to read, write, and communicate.
  - Demonstrate knowledge of the components of language and understanding of language as an integrative and communicative system.
  - Apply knowledge of phonology (the sound system), morphology (the structure of words), syntax (phrase and sentence structure), semantics (word/sentence meaning), and pragmatics (the effect of context on language) to support development of ELLs in listening, speaking, reading, and writing (including spelling) skills in English.
  - Demonstrate knowledge of rhetorical and discourse structures applied to second language and literacy learning.
  - Demonstrate proficiency in English and model for ELLs the use of appropriate forms of English for different purposes.
  - Identify similarities and differences between English and other languages reflected in the ELL student population.
- Teachers will understand and apply theories and research on second language acquisition and development to support learning.
  - Demonstrate understanding of current and past theories and research in second language acquisition and bilingualism as applied to ELLs from diverse backgrounds and at varying English proficiency levels.
  - Recognize the importance of home languages and language varieties, and build on these skills as a foundation for learning English.
  - Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate ELLs in English acquisition.
- Teachers will demonstrate an understanding of the components of literacy, and will understand and apply theories of second language literacy development to support learning.
  - Understand and apply current theories of second language reading and writing development for ELLs from diverse backgrounds and at varying English proficiency levels.
  - Demonstrate an understanding of similarities and differences between home language and literacy development.
  - Demonstrate an understanding of how home language literacy influences second language literacy development and apply this to support learning.
  - Understand and apply knowledge of sociocultural, sociopolitical, and psychological variables to facilitate second language literacy development in English.
  - Understand and apply knowledge of how principles of phonology, morphology, syntax, semantics, and discourse affect second language reading and writing development.

## **ESOL: Cross Cultural Communication and Understanding**

### **In-Service Points: 60**

This component is designed to develop awareness and understanding of the major cultures represented by the different language minorities within the State. It will provide insights that will enable participants to plan and implement curriculum, instruction, and assessment activities that will meet the special needs of English Language Learner (ELL) students who are speakers of other languages. The following are the objectives for the course:

- Teachers will know and apply understanding of theories related to the effect of culture in language learning and school achievement for ELLs from diverse backgrounds. Teachers will identify and understand the nature and role of culture, cultural groups, and individual cultural identities.
  - Understand and apply knowledge about cultural values and beliefs in the context of teaching and learning of ELLs, from diverse backgrounds and at varying English proficiency levels.
  - Understand and apply knowledge of concepts of cultural competence, particularly knowledge about how cultural identities affect learning and academic progress for students from diverse backgrounds and at varying English proficiency levels.
  - Use a range of resources in learning about the cultural experiences of ELLs and their families to guide curriculum development and instruction.
  - Understand and apply knowledge about the effects of racism, stereotyping, and discrimination in teaching and learning of ELLs from diverse backgrounds and at varying English proficiency levels.
  - Understand and apply knowledge about home/school connections to build partnerships with ELL families (e.g., Parent Leadership Councils).
  - Understand and apply knowledge about concepts related to the interrelationship between language and culture for students from diverse backgrounds and at varying English proficiency levels.

## **ESOL: Curriculum and Materials**

### **In-Service Points: 60**

This component improves and enhances the participant's knowledge of ESOL curriculum. It also improves and enhances the participant's knowledge of materials appropriate for use with ELL students. The following are the objectives for the course:

- Teachers will know, understand, and apply concepts, research, best practices, and evidenced-based strategies to plan classroom instruction in a supportive learning environment for ELLs. The teacher will plan for multilevel classrooms with learners from diverse backgrounds using a standards-based ESOL curriculum.
  - Plan for integrated standards-based ESOL and language sensitive content instruction.
  - Create supportive, accepting, student-centered classroom environments.
  - Plan differentiated learning experiences based on assessment of students' English and home language proficiency and integrating the cultural background knowledge, learning styles, and prior formal educational experiences of ELLs.
  - Plan learning tasks for particular needs of students with limited formal schooling.
  - Plan for instruction that embeds assessment, includes scaffolding, and provides re-teaching when necessary for individuals and small groups to successfully meet English language and literacy learning objectives.
- Teachers will know, select, and adapt a wide range of standards-based materials, resources, and technologies.
  - Select and adapt culturally responsive/sensitive, age-appropriate, and linguistically accessible materials.
  - Select and adapt a variety of materials and other resources including home language resources, appropriate to ELLs in developing English language and literacy.
  - Select technological resources (e.g., Web, software, computers, and related media).

## **ESOL: Methods of Teaching ESOL**

### **In-Service Points: 60**

This component is designed to enable the participant to learn about second language philosophy, methodology, and contrasting analysis between teaching English to native speakers and English to Speakers of Other Languages. In addition, it will enable participants to identify and apply major ESOL methodologies and approaches. The following are the objectives for the course:

- Teachers will demonstrate knowledge of history, public policy, research and current practices in the field of ESL/ESOL teaching and apply this knowledge to improve teaching and learning for ELLs
  - Demonstrate knowledge of second language teaching methods in their historical context
  - Demonstrate awareness of current research relevant to best practices in second language and literacy instruction
  - Demonstrate knowledge of the evolution of laws and policy in the ESL profession, including program models for ELL instruction
- Teachers will know, manage, and implement a variety of teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing skills. The teacher will support access for ELLs to the core curriculum by teaching language through academic content.
  - Organize learning around standards-based content and language learning objectives for students from diverse backgrounds and at varying English proficiency levels
  - Develop second language listening skills for a variety of academic and social purposes
  - Provide standards-based instruction that builds upon oral English to support learning to read and write in English
  - Provide standards-based reading instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels
  - Provide standards-based writing instruction appropriate for ELLs from diverse backgrounds and at varying English proficiency levels
  - Develop writing skills through a range of activities, from sentence formation to expository writing
  - Collaborate with stakeholders to advocate for equitable access for ELLs to academic instruction (through traditional resources and instructional technology)
  - Use appropriate listening, speaking, reading, and writing activities in teaching ELLs from diverse backgrounds and at varying English proficiency levels
  - Incorporate activities, tasks, and assignments that develop authentic uses of the second language and literacy to assist ELLs in learning academic vocabulary and content-area material
  - Provide instruction that integrates listening, speaking, reading, and writing for ELLs of diverse backgrounds and varying English proficiency levels
  - Teachers will be familiar with and be able to select, adapt and use a wide range of standards-based materials, resources, and technologies.
  - Use culturally responsive/sensitive, age-appropriate and linguistically accessible materials for ELLs of diverse backgrounds and varying English proficiency levels
  - Use a variety of materials and other resources, including home language resources, for ELLs to develop language and content-area skills
  - Use technological resources (e.g, Web, software, computers, and related media) to enhance language and content-area instruction for ELLs of diverse backgrounds and varying English proficiency levels



## **ESOL: Testing and Evaluation**

### **In-Service Points: 60**

This component demonstrates initial English Language proficiency assessment for placement and instruction. Instruments that determine the ability of students to function independently in regular classes for English speakers will be identified and/or developed. The following are the objectives for the course:

- Teachers will understand and apply knowledge of assessment issues as they affect the learning of ELLs from diverse backgrounds and at varying English proficiency levels. Examples include cultural and linguistic bias; testing in two languages; sociopolitical and psychological factors; special education testing and assessing giftedness; the importance of standards; the difference between formative and summative assessment; and the difference between language proficiency and other types of assessment (e.g., standardized achievement tests). Teachers will also understand issues around accountability. This includes the implications of standardized assessment as opposed to performance-based assessments, and issues of accommodations in formal testing situations
  - Demonstrate an understanding of the purposes of assessment as they relate to ELLs of diverse backgrounds and at varying English proficiency levels
  - Identify a variety of assessment procedures appropriate for ELLs of diverse backgrounds and at varying English proficiency levels
  - Demonstrate an understanding of appropriate and valid language and literacy assessments for ELLs of diverse backgrounds and at varying English proficiency levels
  - Demonstrate understanding of the advantages and limitations of assessments, including the array of accommodations allowed for ELLs of diverse backgrounds and at varying English proficiency levels
  - Distinguish among language differences, giftedness, and special education needs
- Teachers will appropriately use and interpret a variety of language proficiency assessment instruments to meet district, state, and federal guidelines, and to inform their instruction. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders
  - Understand and implement district, state, and federal requirements for identification, reclassification, and exit of ELLs from language support programs, including requirements of the LULAC Consent Decree
  - Identify and use a variety of assessment procedures for ELLs of diverse backgrounds and varying English proficiency levels
  - Use multiple sources of information to assess language and literacy skills and communicative competence
- Teachers will identify, develop, and use a variety of standards and performance-based, formative and summative assessment tools and techniques to inform instruction and assess student learning. Teachers will understand their uses for identification, placement, and demonstration of language growth of ELLs from diverse backgrounds and at varying English proficiency levels. Teachers will articulate the appropriateness of ELL assessments to stakeholders
  - Use performance-based assessment tools and tasks that measure progress in English language and literacy development
  - Understand and use criterion-referenced assessments appropriately with ELLs from diverse backgrounds and at varying English proficiency levels
  - Use various tools and techniques to assess content-area learning (e.g., math, science, social studies) for ELLs at varying levels of English language and literacy development
  - Prepare ELLs to use self- and peer-assessment techniques, when appropriate
  - Assist ELLs in developing necessary test-taking skills
  - Assess language and literacy development in classroom settings using a variety of authentic assessments, e.g., portfolios, checklists, and rubrics

**COLLEGE COURSES WHICH MAY CORRELATE WITH FLORIDA ESOL REQUIRED COURSES**

<b>Course No.</b>	<b>Course Title</b>	<b>Component Title</b>
BLE 530	Foundations of Instruction for LEP Students	Curriculum and Materials
BLE 531	Assessment of Limited English Proficient Students	Testing and Evaluation
BLE 532	Linguistics	Applied Linguistics
BLE 547	Testing BLE/TESOL	Testing and Evaluation
C&I 100	Introduction to Multicultural Education	Cross Cultural
CG 538	Social & Multicultural Issues: Special Populations	Cross Cultural
CG 539	Social & Multicultural Issues: Special Populations	Cross Cultural
CI 431 ESL	ESL Instruction in Elem. School	Methods of Teaching ESOL
COUN 5100	Social & Cultural Foundations of Counseling	Cross Cultural
CP 6511	Counseling Diverse Populations	Cross Cultural
CTE 704	Diff. Cultural Groups	Cross Cultural
CTSE 586	Teaching Reading & Writing in a Second Language for the Literate Student	Cross Cultural
EC 518	Developmentally Appropriate Curricular Practice in Multicultural Settings Birth Through Age 8	Cross Cultural <b>or</b> Curriculum and Materials
EDA 7216	Managing Multicultural Schools	Cross Cultural
EDE 4944	ESOL/Reading Practice III	Cross Cultural
EDE 6932	Literacy, Family & Culture	Cross Cultural
EDF 3610	Education in a Multicultural Society	Methods of Teaching ESOL
EDF 6886	Multicultural Education	Cross Cultural
EDF 4402	Teach Multicultural Society	Cross Cultural
EDG 2701	Teaching Diverse Populations	Cross Cultural
EDG 3905	Issues in ESOL	Methods of Teaching ESOL
EDG 4909	Teaching Students LEP	Curriculum and Materials
EDG 5705	Multicultural Education	Cross Cultural
EDG 6931	ESOL Curriculum and Assessment	Curriculum and Materials
EDU 202	ESOL Survey	Teaching ESOL
EDU 322	Teaching in a Multicultural setting	Cross Cultural
EDU 280	Diversity in American Education	Cross Cultural
EDU 3033	Diverse Learners	Cross Cultural
EDU 324	Curriculum Development for Diverse Learners	Curriculum and Materials
EDU 512	Instructional Strategies for Diverse Learners	Cross Cultural
EDUC 4113	Empowering ESOL Teachers	Curriculum and Materials
EDUC 504	Teaching and Cultural Diversity	Cross Cultural
EDUC X414	Science and Math Culturally Diverse/Elem.	Cross Cultural
EEO 4905	Cultural Geographic Issues	Cross Cultural
EEX 4790	Multicultural Issues	Cross Cultural
EEX 4990	Foundations of Teaching ESOL	Methods of Teaching ESOL
EGC 6463	Counseling Ethnic Minorities	Cross Cultural
ENGL 5168	Teaching English in a Multicultural Class	Methods of Teaching ESOL
EP 564	Language Dev. And Language Disabilities	Applied Linguistics
ESE 3312	Multicultural Education	Cross Cultural
ESE 6939	Curriculum Development/ESOL	Curriculum and Materials
INST 322	Education Multicultural	Cross Cultural
LIN 3010	Introduction to Linguistics	Applied Linguistics
LIN 3710	Oral Language Development	Applied Linguistics
	<b><i>Continued on Next Page</i></b>	

MHS 6420	Counseling Special Population Groups or Multicultural Counseling with Diverse Populations	Cross Cultural
PCO 6990	Multicultural Counseling	Cross Cultural
PS4 3053	Cross Cultural Psychology	Cross Cultural
RGD 5047	Current Research and Practices for Teaching Literacy in a Diverse Society	Applied Linguistics
READ 425	Read-Cultural Difference	Cross Cultural
SCED 4000	Principals Teaching Diverse Environment	Methods of Teaching ESOL
SCH 516	Linguistic Dev. Child	Applied Linguistics
SL 4080	Foundations of Instruction for LEP	Methods of Teaching ESOL
SOW 3620	Practice with Cultural Diverse Populations	Cross Cultural
SPC 350	Intercultural Communication	Cross Cultural
SPE 550	Teaching Cultural Diversity	Cross Cultural
SPED 0527	Cultural Diversity and Special Education	Cross Cultural
SPS 6175	Cultural Diversity and Non-biased Assessment	Testing and Evaluation
SPS 6175	Cultural Diversity and Non-Biased Assessment	Cross Cultural
SSE 3312	Multicultural Education K-8	Cross Cultural
TEP 545	Clinical Experiences with integrating the Humanities K-8	Methods of Teaching ESOL
TEP 555	Clinical Experiences in Teaching English Language Learners	Methods of Teaching ESOL
TESL 533	Methods for English as a Second Language	Curriculum and Materials
TSL 3081	ESOL Issues and Practice	Methods of Teaching ESOL
TSL 3526	ESOL Foundations Language/Culture	Cross Cultural
TSL 4080	ESOL Principals and Practices	Methods of Teaching ESOL
TSL 4080	FND TCH SCH or Teaching Limited English Proficient Children or Theory & Practice of Teaching ESOL Students in School	Curriculum and Materials
TSL 4081	Teaching English to ESOL Students	Methods of Teaching ESOL
TSL 4324	ESOL Instruction	Methods of Teaching ESOL
TSL 4932	ST: Teaching LEP Child	Curriculum and Materials
TSL 4990	Teaching English to ESOL Students	Methods of Teaching ESOL
TSL 5085	ESOL Principles and Practices	Methods of Teaching ESOL
TSL 5143	SEC ESOL TCHG STRATEGY	Methods of Teaching ESOL
TSL 515	ESOL Curriculum Development Bilingual Program	Curriculum and Materials
TSL 5325	ESOL in Content Areas	Methods of Teaching ESOL
TSL 5345	Methods of ESOL Teaching	Methods of Teaching ESOL
TSL 5525	ESOL Cultural Diversity	Cross Cultural
TSL 567	Applied Linguistics	Applied Linguistics
TSL 569	Methods of TESOL	Curriculum and Materials
TSL 5940	Issues in TEFL	Cross Cultural
TSL 6142	Critical Approaches to ESOL	Methods of Teaching ESOL
TSL 6250	Applied Linguistics in ESOL	Applied Linguistics
TSL 6440	Problems in Evaluation in ESOL	Testing and Evaluation
TSL6440	Testing and Evaluation	Testing and Evaluation
TSL 6540	Issues in Second Language Acquisition	Cross Cultural
TSL 6886	Multicultural Education	Cross Cultural
TSL 6940	ESOL Practicum	Methods of Teaching ESOL
TSOL 547	Testing & Evaluation BLE/TESOL	Testing and Evaluation

### **Former ESOL Courses**

Former courses that have been offered and taken through the state of Florida will be allowed to be substituted as follows:

<b>If previous credit given for:</b>	<b>Will meet criteria for:</b>
TEACH, Session 1: Language Learning, Part I TEACH, Session 3: Language Learning, Part II	Applied Linguistics
TEACH, Session 2: Cross Cultural Communication and Understanding, Part I TEACH, Session 4: Cross Cultural Communication and Understanding, Part II	Cross Cultural Communication and Understanding
Empowering ESOL Teachers: An Overview, Volume I Empowering ESOL Teachers: An Overview, Volume II	ESOL Curriculum and Materials and Development or Cross Cultural Communications and Understanding
Survey of ESOL	Cross Cultural Communication and Understanding
Ruth Gray Series	Curriculum and Materials or Cross Cultural Communication and Understanding
Susanna G. Series	Methods of Teaching ESOL
Empowering Teachers	Cross Cultural Communication and Understanding

## Section 4 – Instructional Program and Resources

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### English for Speakers of Other Languages (ESOL)

#### **Definition, Placement, and Plan for ELL Students, 6A-6.0902, 6A 6.0904**

Florida operates under a federal consent decree issued in the case of LULAC vs. Florida State Board of Education, Case No. 90-1913. All children have the right to enroll in K-12 public education, regardless of immigrant or English proficiency status. The school district may not inquire into a student's immigration status, may not keep records or lists pertaining to immigration status, and students may not *for any reason* be reported to U.S. Immigration and Customs Enforcement (ICE) prior to or subsequent to admission (except in the case of foreign exchange students).

By definition, an English Language Learner (ELL) has sufficient difficulty speaking, reading, writing, or listening to the English language. An ELL Plan must be developed for any student who has a primary language, or is influenced by a language, other than English, and scores below the English proficient level on a Department of Education approved assessment in listening, speaking, reading, and/or writing.

The following process will be followed:

- Enroll any student and do not ask about their immigration status.
- Although students in grades 6-12 may be placed by age or transcripts, the Uniform Transfer of Credit procedures are applicable.
- Each English Language Learner shall be enrolled in programming appropriate for his or her level of English proficiency and academic potential. Appropriate programming includes enrollment in programs other than ESOL funded programs. Such programs shall seek to develop each student's English language proficiency and academic potential as required by **6A-6.0904, F.A.C.**
- Any ELL student without a transcript who has earned a 2.0 GPA at the end of the first nine week grading period shall be issued credits for the preceding courses, as appropriate.
- If the student does not earn a 2.0 GPA at the end of the first complete nine week grading period, then the school may validate the ELL student's credit using the Alternative Validation Procedure which includes:
  - Demonstrated proficiencies on nationally-normed standardized subject area assessments
  - Demonstrated proficiencies on the Florida Standards Assessments
- Contact the District ESOL Office for assistance with translating transcripts from other countries or for questions about grade level placement.

Upon initial enrollment in the district, screening for ESOL program eligibility will be conducted based on at least one "yes" answer on the Home Language Survey (MIS 4025). In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Comprehensive interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used to determine the appropriate grade level and class placements.

Please note that if the ELL student meets the definition of homeless, including but not limited to the following circumstances: natural disaster or no legal guardian, the student must be enrolled immediately. Understanding that each situation is unique, please contact the Student Services Program Director at (850) 833-3108 in order to make the best decision for the student.

The ELL Committee, which may be composed of the principal or designee, teacher(s) familiar with the ELL student, the school counselor, and any other instructional personnel responsible for the instruction of the ELL student, shall make recommendations concerning the appropriate placement, promotion and retention of English Language Learner students. Parents/guardians must be invited to any ELL Committee Meeting concerning their child.

Active ELL students must have a current ELL Plan which is updated at the beginning of each year or when classes, courses, or services change. This plan will address objectives and goals for each area of limited English proficiency and set forth specific instructional strategies and measureable outcomes for the student.

**Appropriate placement considerations for ELL students based on Rule 6A-6.0902 include the following:**

- Age appropriateness
- Parent input
- Review of records/assessments
- Comprehensive parent/guardian/student interview
- Academic records available (with consideration that other grade levels and grading systems may differ from the ones in the United States)
- Telephone calls and records request to previous school

**Criteria for appropriate placement decisions include the following:**

- Academic performance and progress of a student based on formal and/or alternative assessments in English and/or the student's native language
- Age of the student
- Progress, attendance and retention reports
- Number of years the student has been enrolled in the ESOL Program

The Okaloosa County School District 3-Year ELL Plan may be accessed under English for Speakers of Other Languages (ESOL) at <https://www.okaloosaschools.com/depts/esol/parents>.

## **Assessment, Retention, and Promotion**

### **Assessment**

- **All ELLs** are expected to participate in state assessments regardless of the Date Entered U.S. School (DEUSS) or number of years in the ESOL program (FDOE DPS Memo 2018-146).
- All ELLs coded LY at the beginning of the state testing window are required to take WIDA ACCESS for ELLs each year to measure English proficiency.

### **Retention Considerations**

ELL students shall not be retained solely on the basis of their limited English language proficiency. The MTSS and ELL Committees must meet to make the appropriate decisions regarding the retention of an ELL student based on unsatisfactory performance in ELA and mathematics. An ELL student shall not be retained if the appropriate instructional and testing accommodations have not been provided and documented throughout the year. English language development support is not an intervention; rather it is considered comprehensible instruction as required by the **Florida META Consent Decree and 6A.6.0904, F.S.** ELL students must be provided with comprehensible instruction appropriate for their level of English proficiency and equal in amount, sequence, and scope as provided to non-ELL students.

## Grading Guidelines for English Language Learners

ELL students shall not be penalized in grading or retained **solely** based on the lack of English proficiency. ELLs at beginning levels of English proficiency (LAS Links Levels 1 -2 / WIDA Access Tier A) should earn grades reflective of the adapted instruction and assessment strategies required to make content comprehensible. Grading should be a combination of process and product for all students. Grades should reflect a variety of performances such as projects, portfolios, and oral explanations as well as adapted assessments. Refer to the **META Consent Decree** for details.

### Summary of Grading Guidelines for ELL Students

- Teachers should not assign a student a lower grade **based solely on lack of English proficiency**, or use a single assessment to determine the mastery of skills taught.
- If the ELL student is attempting adapted assignments and assessments and showing progress while still in the process of learning the English language, a grade no lower than D shall be assigned unless evidence is documented of factors unrelated to the student's English proficiency.
- Adapt the curriculum by reducing the language demands of instruction without compromising the content of instruction.
- Provide comprehensible instruction to ELL students through the use of ESOL instructional strategies, supplementary materials, and native language assistance (Heritage Language Dictionary and / or Heritage Language Content Area Glossaries) and apply accommodations such as extended time as outlined in the student's ELL Plan.
- Document the use of ESOL instructional strategies in teacher lesson plans. Document adaptations, accommodations, and parent contacts made for each ELL student. Interventions should be based on the student's level of English proficiency. Examples of ESOL suggested strategies and interventions are located in the ESOL Manual – Instructional Program Section.
- Explain grading criteria and expectations to students and parents. Provide examples of model assignments or anchor papers meeting performance expectations as needed.

### May a teacher report an ELL student as failing a class?

ELL students should not be retained or given failing grades if the student's lack of mastery is solely due to limited English proficiency.

- ELL students should only receive a failing grade if the contributing factor for failure is unrelated to second language acquisition. Examples of such contributing factors include documentation of limited or interrupted formal education, poor attendance, unwillingness to attempt or complete work when accommodations needed have been implemented.
- The classroom teacher must document the adaptations of content area materials and assignments to meet the needs of the ELL student. These adaptations include classroom work and assessments.
- If the ELL student does not master the content concepts after the teacher has implemented the appropriate classroom accommodations according to the student's level of English proficiency, a failing grade may be justified. Documentation is required to demonstrate why the student earned the failing grade.
- An ELL student should not receive failing grades or be considered for retention if the teacher has not implemented and documented the ESOL strategies and accommodations for instruction and assessment as previously described. If the accommodations were not implemented throughout the school year, the student was not provided comprehensible instruction required by the META Consent Decree and state mandates. Consequently, the student shall not be penalized.

See the *Okaloosa County School District Pupil Progression Plan* for additional information.



## Accommodations and Strategies

Accommodations are adjustments made to the way skills and concepts are taught and assessed, but do not affect the expected outcomes in relation to the Florida State Standards.

### Allowable accommodations on standardized tests include:

**Flexible Setting.** ELLs may be offered the opportunity to be tested in a separate room with the English for Speakers of Other Languages (ESOL) or heritage language teacher serving as test administrator. Parents must be informed of this option for students not of legal age and shall be given the opportunity to select the preferred method of test administration.

- **Flexible Scheduling.** ELLs may take a test session during several brief periods within one (1) school day; however, each test session must be completed within one (1) school day. ELLs may be provided additional time to complete a test session; however, each test session must be completed within one (1) school day.
- **Assistance in the Heritage Language.** ELLs may be provided limited assistance by an ESOL or heritage language teacher using the student's heritage language for directions, prompts, items, and answer choices. This should not be interpreted as permission to provide oral presentation of prompts, items, and answer choices in English or in the student's heritage language. Assistance may not be provided for passages in Reading and Writing tests. Assistance in the heritage language shall be limited to the following:
  1. The ESOL or heritage language teacher or other trained individual familiar with the student may answer questions about the general test directions in the student's heritage language. If the test is administered to a group of students, the teacher may answer questions about directions for the benefit of the group. Questions of clarification from individual students must be answered on an individual basis without disturbing other students.
  2. The ESOL or heritage language teacher or other trained individual familiar with the student may answer specific questions about a word or phrase in a prompt, item, or answer choice that is confusing the student because of limited English proficiency but is prohibited from giving assistance that will help the student produce, correct, or edit responses. Assistance may not be provided for words or phrases in Reading and Writing passages.
- **Approved Dictionary and Glossary.** ELLs must have access to English-to-heritage language/heritage language-to-English dictionaries or glossaries or both, such as those made available to ELLs in an instructional setting. The dictionary or glossary must provide word-to-word translations only and may not contain definitions or other information. A dictionary or glossary written exclusively in the heritage language or in English shall not be provided. Electronic translation dictionaries or glossaries that meet the same requirements without accessing the Internet may be used. Content Area Glossaries are available for download in pdf format on the district's ESOL website: <https://www.okaloosaschools.com/depts/esol/teachers/instructional-resources>

## **Instructional Strategies**

The ELL Committee should determine the appropriate instructional strategies for ELLs to accommodate needs within the general curriculum. Accommodations are changes in how the student is taught and tested; they do not change the learning standards for the student, but allow the student to participate in and demonstrate mastery of the general curriculum.

According to the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education, Consent Decree*, ELLs must be provided comprehensible instruction, equal in amount, scope, sequence, and quality to that provided to native speakers of English and aligned with Florida Standards and grade level expectations, course descriptions, and district curriculum frameworks. Modifications, which significantly change what the students are expected to learn, are not appropriate for English Language Learners unless the student is also eligible for ESE services and such modifications are recorded in the student's Individual Education Plan (IEP).

ELLs should participate in the general curriculum with accommodations to instruction and assessment. Teachers should implement accommodations and ESOL strategies in accordance with curriculum and English Language Development Standards (ELD) available in CPALMS.

Adapted instruction should be provided. Modeling and using the bilingual dictionary or content area glossary, providing visual support and illustrations to make content comprehensible, and allowing extended time for assignments are a few examples of adjustments appropriate for ELLs. **See Appendix C, page 57 for suggested course placement in middle and high school.**

## **MTSS and English Language Learners**

MTSS interventions are appropriate for English Language Learners for issues unrelated to English proficiency. In such cases, MTSS interventions should be occurring concurrently with the ESOL services. Time on each tier may need to be extended based on the rate of skill acquisition and English language acquisition. Waiting a full year to even begin the MTSS process with an ESOL student for concerns unrelated to English proficiency would potentially deprive the student of extra support needed. Each case should be viewed individually with collaboration between the ELL Committee and MTSS team to determine the best support for the student.

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## **Supplemental Teacher Resources – Elementary, Middle, High**

Teaching supplemental resources, strategies, and a link to the Florida English Language Development Standards are available on the district ESOL website at <https://www.okaloosaschools.com/depts/esol/teachers/info>.

ELLs at lowest levels of English proficiency will have access to supplemental student online accounts to support content area achievement and English language acquisition including, but not limited to the following:

<b>ELEMENTARY SCHOOL</b>	<b>MIDDLE SCHOOL</b>	<b>HIGH SCHOOL</b>
<ul style="list-style-type: none"><li>▪ K- 3 – Max Scholar or iReady</li><li>▪ Grades 4-5 – Imagine Learning</li></ul>	<ul style="list-style-type: none"><li>▪ ESL Reading Smart</li><li>▪ Brain Pop for ELLs</li><li>▪ DuoLingo for Schools</li></ul>	<ul style="list-style-type: none"><li>▪ Inside the USA</li><li>▪ Language Live</li><li>▪ DuoLingo for Schools</li></ul>

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## Section 5

# PROCEDURES FOR ESOL COMPLIANCE

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### Overview

The ESOL program procedures and compliance guidelines are aligned with state mandates to ensure the appropriate delivery of services for English Language Learners.

Forms referenced are included in the OCSD MIS Repository as well as the district ESOL website (<https://www.okaloosaschools.com/depts/esol>), and ELL PAWS, the district's online platform for ESOL data management.

A monthly compliance timeline is provided in Appendix B- p. 50. The principal of the school may delegate the tasks to their school personnel according to approved AS400 and PAWS security profiles.

### Registration Guidelines

- ❑ Extend welcome and respect to non-English speakers during registration.
- ❑ Provide forms in parent's native language if necessary for their understanding. Registration forms for Okaloosa County are available in Spanish as well as English on the District website.
- ❑ Maintain the oldest Home Language Survey in the cumulative folders for students who answered "no" to all questions. Original Home Language Surveys for eligible ESOL students should be kept in the student's blue ELL folder. Ensure that any change on a survey is made and signed by a parent/guardian.
- ❑ Report LY students for FTE weighted funding and make necessary changes to the AS400 Screen 615.
- ❑ If a birth certificate is not obtainable, use other documents to verify proof of age, but **do not** make or keep copies of such verification documentation.
- ❑ **Do not** place a student in a lower grade level or less challenging classes **solely** based on the student's English Language proficiency.
- ❑ **Do not** collect information regarding immigration status and/or make copies of documents such as green cards, passports, or birth certificates.
- ❑ **Do not** ask about immigrant status.

## REGISTRATION PROCEDURES

Each student shall be surveyed upon initial registration in a Florida public school (F.A.C. 6A-6.0902). The home language and national origin of each student shall also be collected and retained in the district's data system. School personnel must use the **Home Language Survey (MIS 4025)** during the registration process.

If the student has **one or more YES answers** on the Home Language Survey, complete the following:

<b>Grades K -12 Registration Steps</b> <b>for students with one or more YES answers on</b> <b>the Home Language Survey</b>		<b>PreK Registration Steps</b> <b>for students with one or more YES answers on</b> <b>the Home Language Survey</b>	
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Code the student <b>LP</b> on the S313 screen under Language Proficiency (Lp column).</li> </ul>	<input type="checkbox"/>	Code the student <b>LY</b> on the S313 screen under Language Proficiency (Lp column).
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Code languages on the S313 screen according to the Home Language Survey answers:  Question 1 = Primary Language  Question 2 = Secondary Language  Question 3 = Home Language  Use F4 to view the correct two letter abbreviations for languages.</li> </ul>	<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Code languages on the S313 screen according to the Home Language Survey answers:  Question 1 = Primary Language  Question 2 = Secondary Language  Question 3 = Home Language  Use F4 to view the correct two letter abbreviations for languages.</li> </ul>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Notify appropriate staff to complete LAS Links eligibility testing as soon as possible and at least within 20 days of enrollment (F.A.C. 6A-6.0902).</li> <li><b>Please Note: The OCSD goal is to complete eligibility testing within 5 or fewer days of enrollment in the best interest of the student and classroom teachers.</b></li> </ul>	<input type="checkbox"/>	<p>If the PreK student's HLS has one or more affirmative responses, the student is classified as an English Language Learner and should be provided linguistically and culturally appropriate services within the PreK program.</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Use the LAS Links score profile sheet to complete 706 screen if the student is eligible or 707 screen if ineligible (see detailed directions on pp. 33-37).</li> </ul>	<input type="checkbox"/>	<p>LAS Links <b>may not</b> be administered until after May 1 prior to the kindergarten year.</p> <p><b>IMPORTANT:</b> See <b>p. 27</b> for coding instructions for eligible and ineligible PreK students.</p>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>Code Immigrant status and Date Entered U.S. School (DEUSS) date on 324 screen as appropriate according to registration packet.</li> </ul>	<input type="checkbox"/>	<p>NO DEUSS date or 706 screen should be created for a PreK student during the preschool year.  <i>DEUSS date must never be prior to the first day of Kindergarten.</i></p>
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>If the student is eligible, code 615 for FTE minutes (see direction p. 38).</li> </ul>	<input type="checkbox"/>	PreK students are not included in ESOL FTE.
<input type="checkbox"/>	<ul style="list-style-type: none"> <li>File the original Home Language Survey in the student's blue folder if <b>eligible</b>.</li> <li>File the original Home Language Survey in the student's cumulative folder in <b>ineligible</b>.</li> </ul>	<input type="checkbox"/>	File the original Home Language Survey in the student's cumulative folder.

## PreK Coding Instructions

- ☐ PreK students with one or more YES answers on the Home Language Survey should be coded **LY** on the S313 screen under Language Proficiency (Lp column).
- ☐ LAS Links **may not** be administered until after May 1 prior to the kindergarten year.
- ☐ PreK students who qualify based on testing between May 1 – last day of school should remain coded **LY**. Place Home Language Survey and LAS Links Score Profile sheet in the student's blue folder. The **706 screen** should be completed during the first month of Kindergarten enrollment.
- ☐ PreK students who do not qualify based on testing between May1 – last day of school should be coded **ZZ**. A **707 Screen** should be completed.
- ☐ PreK students who are not tested until August-September of the Kindergarten year should be coded **LF** if ineligible based on scores.
- **Ineligible PreK Students** - If the Entry Test scores are **proficient**, code the student as ZZ. File the test results in the cumulative folder. Create a 707 ineligibility screen. No further monitoring is required.
- **Eligible PreK Students** - If the Entry Test scores are below **proficient**, complete the following **AFTER** the student begins Kindergarten:
  - **ELL Code**- remains LY
  - **Basis of Entry**- A
  - **Classification Date**- Date the student was determined eligible based on assessment
  - **Date of Entry**- First day of Kindergarten enrollment
  - **Follow the remaining steps on pg. X.**

**PreK Disability** - If the student is enrolled in the PreK Disability program, the ELL and IEP teams, including the parent(s), may meet to decide if the child's disability may or may not hinder the child's performance on the Entry Test, which is administered after May 1 prior to the Kindergarten year. If the child's IEP better meets the needs of the student, and the team decides the disability may hinder his/her performance, the child may be dismissed **after May 1** without the administration of the Entry Test. Code the student as ZZ on S313 screen. No further monitoring is required.

## State Codes - ESOL

<b>LP</b>	Pending ESOL Eligibility Testing – must be completed within 20 school days; district goal is within 5 days of enrollment
<b>LY</b>	<ul style="list-style-type: none"> <li>▪ Eligible and enrolled in ESOL program.</li> <li>▪ Must have annually updated student ELL plan by September 30 each year or within two weeks of enrollment if enrolled after October 1.</li> <li>▪ Must receive appropriate instructional and testing accommodations.</li> <li>▪ Must have FTE minutes recorded on 615 Screen unless 6+ years in ESOL based on DEUSS or if receiving ESE services.</li> <li>▪ Use the PAWS Special Programs Query – E130 to regularly monitor the current school ELL roster.</li> </ul>
<b>LF</b>	<ul style="list-style-type: none"> <li>▪ Dismissed from the ESOL program.</li> <li>▪ No ELL plan or ESOL services provided.</li> <li>▪ Report card is monitored for two years based on exit date. Review dates must be recorded in AS400 – Screen 702/706:               <ul style="list-style-type: none"> <li>○ First Report Card after Exit</li> <li>○ Third Report Card after Exit</li> <li>○ Report Card One Year after Exit</li> <li>○ Report Card Two Years after Exit – When the final due date is recorded two years after exit date, the student must be coded <b>LA</b>.</li> </ul> </li> </ul> <p><b>The following date targets are used for report card monitoring:</b></p> <p><input type="checkbox"/> <b>October 15</b>      <input type="checkbox"/> <b>January 15</b>      <input type="checkbox"/> <b>March 15</b>      <input type="checkbox"/> <b>June 15</b></p> <p><b>EXAMPLE: Student was exited from ESOL on 5/31/2019.</b></p> <ol style="list-style-type: none"> <li>1. <b>Review Date = First Report Card Immediately Following Exit - 6/15/2019</b></li> <li>2. <b>Review Date = Third Report Card Following Exit – 1/15/2020</b></li> <li>3. <b>Review Date = Report Card One Year after Exit – 5/31/2020</b></li> <li>4. <b>Review Date = Report Card Two Years after Exit – 5/31/2021 – Code student LA</b></li> </ol>
<b>LA</b>	<ul style="list-style-type: none"> <li>▪ Students who have been dismissed from ESOL 3 – 4 years based on exit date.</li> <li>▪ No report card monitoring.</li> <li>▪ Not eligible for re-entry to ESOL.</li> </ul>
<b>LZ</b>	<ul style="list-style-type: none"> <li>▪ Students who have been dismissed from ESOL more than 4 years based on exit date.</li> <li>▪ No report card monitoring.</li> <li>▪ Not eligible for re-entry to ESOL.</li> </ul>
<b>ZZ</b>	Not Applicable / English Speaker



## 313 SCREEN - DEMOGRAPHICS

Panel: \_\_\_\_\_ S: 0000 Y: \_\_\_\_\_ F

Std: K \_\_\_\_\_ E S St Y Schl Gr Cl Tm Hmrm Tm Csl  
C  
N

Last \_\_\_\_\_ App First \_\_\_\_\_ Middle \_\_\_\_\_ Aka \_\_\_\_\_ Former \_\_\_\_\_

Res: \_\_\_\_\_ Geocode: \_\_\_\_\_  
Unit/Apt# \_\_\_\_\_ Phone/P: \_\_\_\_\_

Race: AI AS BL PI W E R/E S Birthday Place \_\_\_\_\_ St Co V \_\_\_\_\_ Age PD PS PC  
\_\_\_\_\_ 1 2 3 4

Pl Sl Hm Lp Survey Ch R Ms Mc SSN \_\_\_\_\_ P Ext Id \_\_\_\_\_ Alias \_\_\_\_\_ Original  
5 6 7 8 9

Enr: T Ecd Edate \_\_\_\_\_ Schl Gr Cl Tm Hmrm Tm Csl Asg-Schl P Wcd Wdate Pr S Ec H C  
\_\_\_\_\_

1=Hlp 2=Mnu 3=Exit 4=Prpt 6=Enrl 7=Bud 8=Fwd 9=Npg 11=View 12=Esc  
Upd

① CO = Country of Birth – identifies the actual country of birth of the student regardless of citizenship.

② PD = Previous District

③ PS = Previous School

④ PC = Previous County

⑤ PL = Primary Language – See Home Language Survey Question 1. If **YES**, use F4 to obtain correct language abbreviations. If the response is **NO**, put code EN for English instead of ZZ.

⑥ L = Secondary Language – See Home Language Survey Question 2. . If **YES**, use F4 to obtain correct language abbreviations. If the response is **NO**, put code EN for English instead of ZZ.

⑦ HL = Home Language – See Home Language Survey Question 3. . If **YES**, use F4 to obtain correct language abbreviations. If the response is **NO**, put code EN for English instead of ZZ.

⑧ Lp = Language Proficiency based on the Home Language Survey responses. Follow these coding guidelines:

**Grades K-12 with one or more YES answers on the Home Language Survey should be coded LP.**

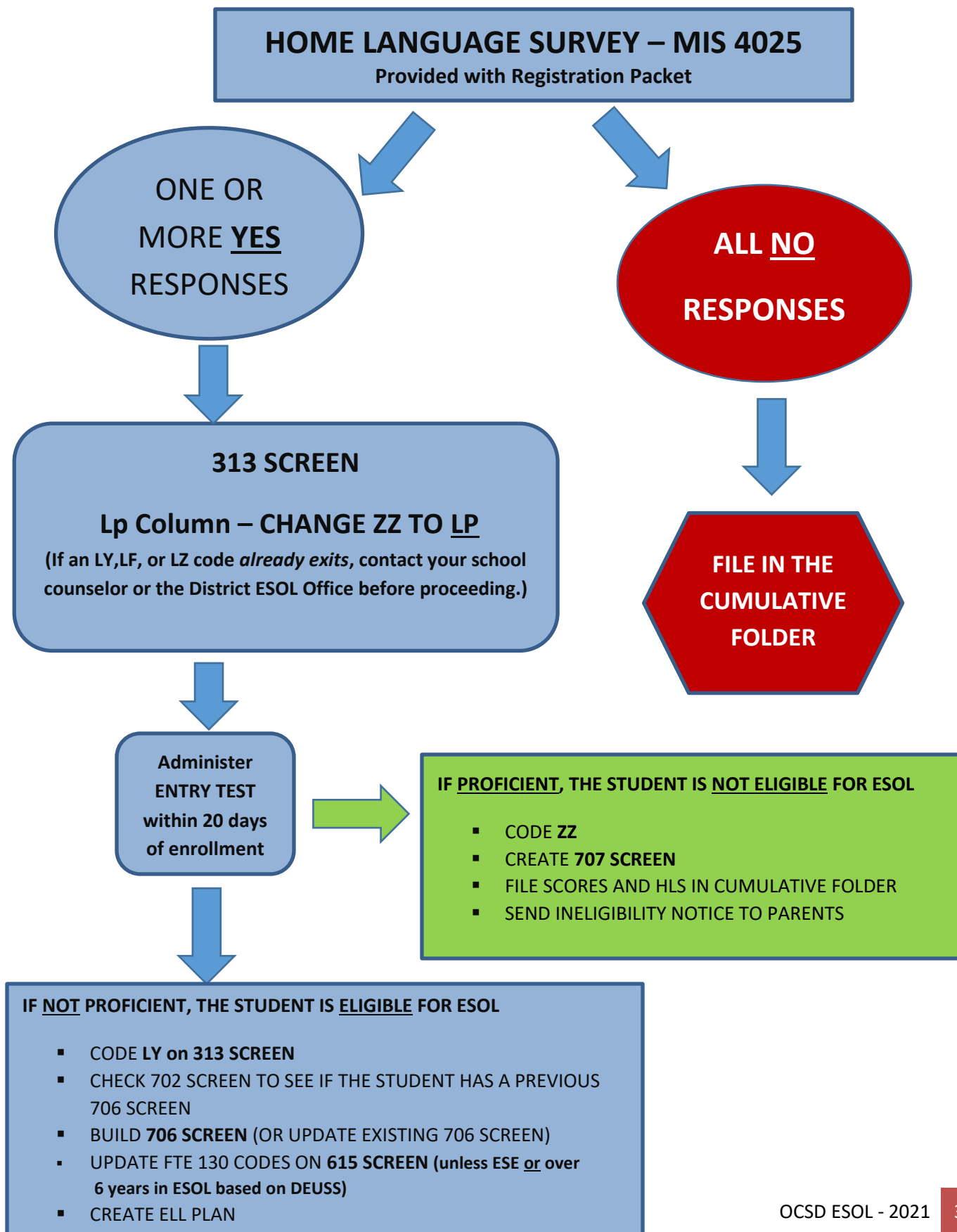
- Testing should be completed within 20 days of enrollment. The District goal is to complete testing with 3 – 5 days when feasible to better serve the student and instructional team. If transfer records have not been received within two weeks, proceed with eligibility testing.
- If the student is eligible, change the code to LY and build the appropriate 706 screen. Update 615 screen to reflect FTE minutes.
- If the student is not eligible, change the code to LZ and build the appropriate 707 screen.

**PreK with one or more YES answers on the Home Language Survey should be coded LY.** PreK students may not be tested until after May 1 prior to their Kindergarten year.

- If the PreK student is **eligible** based on testing after May 1 prior to the kindergarten year, the code remains LY.
- If the PreK student is **not eligible**, change the code to ZZ.

⑨ **Survey** = Date the Home Language Survey was actually completed. Please note, if the student transferred from a **FLORIDA school**, use the original school's Home Language Survey date. If the student came from a **U.S. school outside of Florida**, use the OCSD Home Language Survey date.

# Home Language Survey Flow Chart – OCSD ESOL Office



## ESOL Eligibility Testing

Based on one or more YES responses to the Home Language Survey, school designated personnel will administer and score the LAS Links Entry Test (or WIDA Screener for approved schools) as soon as possible but no later than 20 days after enrollment. The District goal is to complete testing within 5 days of enrollment to better serve students and to better inform school staff members.

The Home Language Survey notifies the parent/guardian of the required testing based on affirmative responses to the survey questions. If the Home Language Survey is not signed by a parent/guardian, the school must provide notification prior to testing.

## Who Takes the Entry Test?

### Students Entering OCSD from Another FLORIDA School –

- Transfer all ELL dates except the ELL Plan date. The ELL plan date must be updated to reflect OCSD services. The Home Language Survey date must be based on the first **survey** completed in a Florida school.
- If the previous FLORIDA school **does not** forward ELL documentation within two weeks, **administer the entry test**. Use OCSD Home Language Survey, Classification, and Referral Dates. Keep original DEUSS date.

### Students Entering OCSD from Out-of-State or Outside of the United States –

- If the student has one or more YES responses on the Home Language Survey, the Entry Test must be administered even if the student was receiving ESOL services in another state in the U.S. Due to the variance of state requirements, an enrollee must prove ESOL eligibility based on a Florida-approved Entry Test. The original DEUSS date should not be changed.
- Regardless of whether the student speaks English or not, the student must be administered the Entry Test if one or more YES responses are given on the Home Language Survey. Students who qualify based on Speaking and Listening scores should not be administered the Reading and Writing sections.
- In very rare instances when a student is entered as ESOL eligible based on ELL Committee recommendation (Basis of Entry Code = L), the listening and speaking test is still required and scores must be recorded on the 706 screen.

## Administering the Entry Test

- **Grades K-2** – Administer only the Listening and Speaking sections of the Entry Test no later than 20 school days after the student's enrollment. The District goal is to administer the test t within 5 days of enrollment to better serve students and provide expedient information to teachers, staff, and parents.
- **Grades 3-12** – Administer the Listening and Speaking sections of the Entry Test as soon as possible, but no later than 20 days after the student's enrollment. The District goal is to administer the test t within 5 days of enrollment to better serve students and provide expedient information to teachers, staff, and parents.
  - If the student qualifies based on Listening and Speaking scores, **do not** administer the Reading and Writing sections. Create the 706 Screen (see page 35). **Use Basis of Entry Code A = Aural**
  - If Listening and Speaking scores are proficient, administer the Reading and Writing sections of the Entry Test. If the student qualifies on Reading and Writing scores, create the 706 Screen (see page 35) and use **Basis of Entry Code R = Reading / Writing**.
  - All four sections may be given in one session or in two split sessions. Always score Listening and Speaking sections before proceeding with Reading and Writing to prevent unnecessary testing.
  - In very rare instances, a student may be entered based on ELL Committee recommendation (**Basis of Entry Code = L**), however, **the listening and speaking test must still be administered and scores recorded on the AS400 706 Screen.**

## Delay in Testing

If for any reason there is a delay in testing within the 20-day timeline, the **Notice to Parents of Delay in Testing (MIS 4306)** form must be sent home with a reason for the delay with a principal or designee signature. Place a copy in the student's Blue ELL Folder.

## Summary of ESOL Student Screens in AS400

SCREEN	PURPOSE SUMMARY
<a href="#"><u>313</u></a>	Student demographics / Registration Screen (see p. 25)
<a href="#"><u>324</u></a>	Immigrant Code for any student who was born outside the U.S. and has been in U.S. schools fewer than 3 years. (see p. 39)
<a href="#"><u>615</u></a>	FTE Schedule Qualifier Screen – LY students must have ESOL Program Codes and ESOL Method of Instruction Codes unless they are also ESE or have been in the ESOL program 6 or more years. (see p. 38)
<a href="#"><u>702</u></a>	Gateway Screen to Existing 706 and 707 Screens. Always check this screen first before creating a new 706 or 707. DO NOT CREATE DUPLICATE SCREENS. (see p. 40)
<a href="#"><u>706</u></a>	ESOL Eligibility Screen (see p. 35)
<a href="#"><u>707</u></a>	ESOL Ineligibility Screen (see p. 33)

# 707 SCREEN – INELIGIBLE FOR ESOL

## Ineligible Students

- A student does not qualify for the ESOL services if:
  - Grades K - 2 – Aural/Oral (Speaking and Listening) Scale Scores are Proficient.
  - Grades 3-12 – Scale Scores for Listening, Speaking, Reading, and Writing are Proficient.
- Schools must:
  - Change the LP status on S313 to ZZ
  - Build a 707 Screen (See below)
  - File test results in the Cumulative Folder
  - Send a **Parent Notification of Ineligibility (MIS 4321)** to the student's home and file a copy in the student's cumulative folder attached to the other ESOL paperwork. **No blue folder is created.**
  - Always check the 702 screen first before creating a 707 screen. This will prevent duplicate screen creations.

Use the numbered guide below to assist with 707 screen above. Please note, the screen will be blank until the referral date and code are entered. **If the student does not qualify, change LP status on S313 to ZZ.** This information must be entered correctly, otherwise, the student will be reported as pending and will result in costly compliance errors.

1. **Referral** – Date the student was referred for formal evaluation and possible placement in the program. Enter **HLS Date OR first day of school** if parent completed the HLS during **Spring Kindergarten registration or summer registration.**
2. **Code-Enter L130; HIT ENTER** (you should see information appear directly from S313 Screen)
- 3 – 8. **For columns 3 – 8, use the SAME DATE AS #1**
9. **Next Eval - One School Day after Date in #1**
10. **Dismissed - Same Date as #1**
11. **Placement Status** – Enter an **I** for **evaluated and ineligible**
12. **Parent Consent** – Enter a **Y** code meaning parental consent received (must have signature on HLS as consent) Hit F11 and make sure it is completed. You should see an **'I'** under the Status (St) column on S702 showing that this student is inactive.

**FINAL STEP - Change LP status to ZZ ON THE 313 SCREEN!! VERY IMPORTANT!!**

## Example – Completed 707 Screen

OKB21351

File Edit View Communication Actions Window Help

Panel: \_\_\_\_\_ S: 0000 Y: 2014 R

Stdt      K Referral Code E S St Y Schl Gr Cl Thm Hmrm Tm Csl  
          09102012 L130 C  
N

---

Abbr: \_\_\_\_\_ St: \_\_\_\_\_ Prim: \_\_\_\_\_ Ex-Others: \_\_\_\_\_ Matrix: \_\_\_\_\_

Dates: Consent Org Eval Elig Placed Plan Lst Eval Nxt Eval Dismsd  
09102012 09102012 09102012 09102012 09102012 09102012 09112012 09102012

Misc: Spc Name P C Rt Min: Curr Next Fr-IEP-To  
          I Y                    

Local: TY SIH SCHL SVS SUPL SVS  
                   

1=Hlp 2=Nte 3=Exit 4=Prpt 7=Bwd 8=Fwd 9=Npg 10=Del 11=View 12=Esc  
Upd

MR A MW

3002 - Session successfully started HP Color LaserJet CP2020 Series PCL6 on NeOL



## 706 Screen – Eligible for ESOL Services

**Please Note:** Students who transfer from a FLORIDA school should have an updated ELL Plan date to reflect OCSD services. Transfer all other dates from the previous FLORIDA school.

For Out-of-State transfers, use OCSD dates for everything except the DEUSS date.

Panel: \_\_\_\_\_ S: 0000 Y: 2014 R

Std: \_\_\_\_\_ K \_\_\_\_\_ Referral Code E S St Y Sch Gr Cl Thm Hmrm Tm Csl  
 \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ C  
 \_\_\_\_\_ N

Abbr: \_\_\_\_\_ Pp: \_\_\_\_\_ St: \_\_\_\_\_ Pl: 3 Sl: 4 Hm: 5 Lp: 6 Survey: \_\_\_\_\_

Class \_\_\_\_\_ Entry \_\_\_\_\_ Plan \_\_\_\_\_ Exit \_\_\_\_\_ Lst \_\_\_\_\_ Reev \_\_\_\_\_ Re-Class \_\_\_\_\_ Re-Exit \_\_\_\_\_ Spc \_\_\_\_\_ E \_\_\_\_\_ E/E \_\_\_\_\_ X \_\_\_\_\_  
 7 8 9 10

Reviews: \_\_\_\_\_ DEUSS: 11

Entry: \_\_\_\_\_ Exit: \_\_\_\_\_  
 Test Dte Test Id F Lv SC Tp-Scor-PL R Test Dte Test Id F Lv SC Tp-Scor-PL R  
 12 13 14 15 16 17 18 19 20 \_\_\_\_\_  
 21 22 23 24 25 26 27 28 29 \_\_\_\_\_

Total Minutes: \_\_\_\_\_

1=Hlp 2=Nte 3=Exit 4=Prpt 5=Refr 7=Bwd 8=Fwd 9=Npg 10=Del 11=View 12=Esc  
 Upd

03/025

HP Color LaserJet CP2020 Series PCL6 on Ne01

**\*\*Always check the 702 screen first before creating a 706 screen. This will prevent duplicate screen creations.**

From the 313 screen, type in S706 on the panel line and enter the following:

1. **Referral** = Date HLS was completed as reflected on the 313 Screen. (PreK – use original date of PreK HLS).
2. **Code** = E130 and HIT ENTER. Failure to ENTER at this point will result in a loss of all data on the screen. Codes for Items 3, 4, and 5 will automatically transfer from the 313 Screen.
3. **PL** = Primary Language - Response to HLS Question #1
4. **SL** = Secondary language – Response to HLS Question #2
5. **HM** = Home Language – Response to HLS Question #3
6. Code for #6 will automatically transfer from S313 Screen: **Lp** = LT, LP, LY, LF, LZ, ZZ
7. **Classification Date** = Initial date a student determined eligible or not eligible based on Entry Test. (PreK – Use actual date of Entry Test administered after May 1 prior to Kindergarten year).
8. **Entry Date** = Initial date the student entered the ESOL program. This is the initial date the student actually enters the ESOL program, **not** the first date s/he entered school. (PreK – Use first day of Kindergarten)
9. **Plan Date** = Used to specify the date of the most recent development of the student's ELL Plan. Must be updated each school year.
10. **Basis of Entry** = Indicates the basis of the student's entry into the program.

BASIS OF ENTRY	Code
Listening/Speaking	A
ELL Committee – Listening and Speaking Test Scores are still required	L
Proficient on Listening/Speaking; not proficient in Reading or Writing	R

**Numbered Guide Continued Next Page**

***Continued from previous page – numbered guide for 706 Screen***

11. **DEUSS – DATE ENTERED FIRST U.S. SCHOOL** = This date reflects when the student entered his or her FIRST United States school (excluding U.S. Territories). The DEUSS date is found on the Home Language Survey. The DEUSS date is used to determine the three years of base ELL instruction and for potential exemption for standardized testing or for Good Cause promotion. (PreK – Use first day of Kindergarten).
12. **Date** = Actual date the student was tested.
13. **Test ID** = Used to specify the Entry Test administered. For LAS Links, use only LLK S (speaking), LLK L (listening), LLK R (reading), LLK W (writing). **DO NOT USE THE ABBREVIATION LAS FOR ANY TEST DATE AFTER 2005.**
14. **F = Test Form** - One character code indicating the specific form of the test administered. (Use Form **A** for LAS Links).
15. **Lv = Test Level** – Code provided by the testing vendor indicating the test level of difficulty which often corresponds to the grade level of the student.
16. **SC = Subject Content** – Specify the subject content for which the student was tested. Use 18 for LAS Links speaking / listening. Use 30 for LAS Links reading / writing.
17. **Tp = Test Score Type** – Used to indicate the kind of score being recorded for the specified test. Use Scale Score (SS) for LAS Links.
18. **Test Score** – Used to specify the score the student achieved on the indicated test. Use 3-digit score for LAS Links.
19. **PL = Proficiency Level** – Indicates the student level as **B** -BEGINNING, **EI** -EARLY INTERMEDIATE, **I** -INTERMEDIATE, **P** - PROFICIENT, **AP** -ADVANCED PROFICIENT.
20. **R = Report Test** – Enter Y to indicate the specified test should be reported to external agencies.
21. **For 21– 29** – Repeat for second domain tested. You should always have at least two domain entries. No student should have only one domain listed per state requirements.

TEST DATE	ID	F	Lv	SC	Tp	SCORE	PROFICIENCY LEVEL
MM/DD/YYYY	LLK S	A	Grade Level	18	SS	3-Digit Scaled Score	B, EI, I, P, or AP
MM/DD/YYYY	LLK L	A	Grade Level	18	SS	3-Digit Scaled Score	B, EI, I, P, or AP
MM/DD/YYYY	LLK R	A	Grade Level	30	SS	3-Digit Scaled Score	B, EI, I, P, or AP
MM/DD/YYYY	LLK W	A	Grade Level	30	SS	3-Digit Scaled Score	B, EI, I, P, or AP

22. **T - WIDA TIER – THIS IS FOR DISTRICT USE ONLY.** The WIDA Tier is determined by the most recent ACCESS for ELLs or similar testing.  
Codes and guidelines:  
**Tier A** = 1.0 – 1.9. **Tier B** = 2.0-2.9. **Tier C** = 3.0 or higher.  
**Tier D** = WIDA ACCESS Alternate Assessment  
**Z** (Not Applicable).  
**Kindergarten does not receive a WIDA Tier code (Z = not applicable).**

## 706 Screen Example

OKB21351

File Edit View Communication Actions Window Help

Panel: \_\_\_\_\_ S: 0000 Y: 2014 R

Std: K Referral Code E S St Y Schl Gr Cl Thm Hmrm Tm Cst  
 08202013 E130 C  
 N

Abbr: \_\_\_\_\_ Pp: \_ St: Pl: JA Sl: JA Hm: JA Lp: LY Survey: 08/10/2013

Class Entry Plan Exit Lst Reev Re-Class Re-Exit Spc E E/E X  
 08202013 08292013 09102013 \_\_\_\_\_ A \_ \_ \_

Reviews: \_\_\_\_\_ DEUSS: 08/15/2013

Entry: Exit:  
 Test Dte Test Id F Lv SC Tp-Scor-PL R Test Dte Test Id F Lv SC Tp-Scor-PL R  
 08292013 LLK L A 01 18 SS 466 I Y  
 08292013 LLK S A 01 18 SS 440 EI Y

Total Minutes:  
 1=Hlp 2=Nte 3=Exit 4=Prpt 5=Refr 7=Bwd 8=Fwd 9=Npg 10=Del 11=View 12=Esc  
 Upd

MA A MW A

1902 - Session successfully started HP Color LaserJet CP2020 Series PCL6 on Ne01

**Next Step** – Complete 615 screen for the ESOL (LY) student to indicate ESOL Program Codes and ESOL Method of Instruction Codes unless the student is also ESE or has been in the ESOL program 6 or more years based on DEUSS. The school counselor should complete the **Programmatic Assessment (MIS 4308)** prior to scheduling the student's classes.

### Programmatic Assessment (MIS 4308):

Initial determination of a student's academic skills or performance is done based on a parent/guardian/student interview and on whatever academic records are available.

- Each school must document the prior schooling experiences of new students by means of school records and transcripts. Such experiences must be taken into account in planning and providing appropriate instruction. In order to effectively place ELL students, their academic abilities must be determined exclusive of their lack of English proficiency. Grading systems and grade levels in other countries may differ from systems in the United States. Please refer to the **Cultural Portraits Guide** for additional information.
- Comprehensive parent/guardian/student interviews, teacher made tests, tests of academic abilities administered in the student's home language or other forms of informal assessment may be used in determining the appropriate grade level and class placements.
- In some cases, ELL students enter secondary schools with no transcripts or with little prior schooling. These students can benefit from initial assessment procedures to determine mastery level in basic subject areas. Examples of assessment tools which may be used to determine the academic knowledge, aptitude and abilities of ELL students include, but are not limited to: assessment in the home language; writing samples in the heritage or home language; teacher made tests and other formal or informal assessment, including a comprehensive parent/guardian and student interview. Please refer to the district's Pupil Progression Plan for placement information.
- The Programmatic Assessment form is only completed for new ELL students enrolling in your school. This form does not need to be updated every year.

# 615 Screen

Panel: \_\_\_\_\_

S615. Schedule

Program Code = 130

Instructional Method  
(see course chart below)

Std: \_\_\_\_\_ K \_\_\_\_\_ E S St Y Schl Gr Cl Thm Hm Tm Csl  
 4 \_\_\_\_\_ H M A C C \_\_\_\_\_ N C \_\_\_\_\_

A	Course	Sect	Edate	Schl	Se	Title	Wdate	Avmn	RWM	Pgm	E	D	E	A	G	I	Flgs	St
	5013060	005	12122018		12	MUSIC - GRADE		45		101	Y	Z		Y	Y			*
	5015020	005	12122018		12	PHYSICAL EDUC		180		101	Y	Z		Y	Y			*
	5010041	005	12122018		12	LANG ARTS GRA		700		130	Y	Z		Y	Y	I		*
	5021020	005	12122018		12	SOC STUDIES K		175		130	N	Z		Y	Y	C		*
	5012020	005	12122018		12	MATH GRADE K		350		130	Y	Z		Y	Y	C		*
	5020010	005	12122018		12	SCIENCE GRADE		350		130	Y	Z		Y	Y	C		*

615 SCREEN - Only provide Program and Instructional Method Codes for the core subjects as follows:

COURSE	PROGRAM (PGM COLUMN)	INSTRUCTIONAL METHOD CODE (I COLUMN)
English Language Arts, Reading, Intensive Reading	130	I
Math, Science, Social Studies, History	130	C
Developmental English Language Arts	130	E

## ESOL FTE - Schedule Qualifier Process

Important Note – ESOL weighted FTE funding may be claimed for students with an ELL code of **LY** who are enrolled in ESOL-Elementary, English Language Arts, Intensive Reading, Developmental Language Arts, English through ESOL, ESOL electives at the secondary level using ESOL strategies and/or ESOL instruction in math, science, social studies and computer literacy. These teachers must be:

- Appropriately certified in accordance with the current year's Course Code Directory; and
- In the process of, or completed the required ESOL in-service training required for basic subject/elective area teachers according to the subject taught;
- In the process of, or completed the training/certification requirements of the ESOL Endorsement/Certification for teachers who are responsible for the primary language arts experience of ELLs; and
- Documenting the use of ESOL strategies and/or home language support.

**See next page.**

### S615 – Schedule Qualifiers and Courses Eligible for ESOL Weighted FTE

- Teachers must be endorsed, certified, or OOF compliant with the timeline for ESOL.
- An ESOL OOF teacher will maintain compliance by completing required coursework according to the state-mandated timeline. In this case, coding of program 130 is appropriate on the student schedule.
- If a teacher is not in compliance with ESOL Out-of-Field requirements, no ESOL FTE Coding should be reported.
- After a student has been in the ESOL program 6 or more years based on DEUSS date, remove the ESOL Program Codes and ESOL Instructional Model codes from the student's 615 Screen.

### DO NOT USE ESOL CODES ON THE 615 SCREEN FOR THE FOLLOWING SITUATIONS:

1. If the ELL is also ESE, NO ESOL codes should be entered on the 615 screen. ESE coding supersedes ESOL.
2. If the ELL has been in the ESOL program 6 or more years based on DEUSS date, no ESOL codes should be entered on the 615 screen.
3. If an ELL's teacher is not in compliance with required ESOL training, no ESOL codes should be recorded on the 615 screen.

## 324 – Immigrant Screen

Panel: S324. Migrant/Immigrant S: 0000 Y: 2019 R

Std K E S St Y Schl Gr Cl Thm Hmrm Tm Csl

Migrant Info: RTS Mig Mst Qual Dte Res Dte MSIX Bs Enrl Dte

Immigrant Info: I DEUSS

1=Hlp 3=Exit 4=Prpt 7=Bwd 8=Fwd 9=Npg 12=Esc  
Please type key element(s). Upd

MA A 04

### 324 Screen – Migrant/Immigrant Screen

By federal definition an Immigrant Student is a student between the ages of 3 and 21, was not born in the U.S., the District of Columbia or Puerto Rico and has not attended a school in the U.S. for more than 3 full academic years. ***Military bases located overseas are not a U.S. territory or possession.***

The 324 screen must be completed for students who meet the federal definition of Immigrant Student as outlined above. For all students whose registration packet indicates that the student is born outside of the U.S., enter **Y** under the **I** column as illustrated in the screenshot above **Enter date student entered the first U.S. School under DEUSS if not automatically uploaded.** After the student has attended a U.S. school for more than 3 years based on DEUSS, the **Y** under the **I** column should be deleted.

## 702 Screen Example

Always check the 702 screen first **before** creating a 706 or 707 screen. This will prevent duplicate screen creations. After a 706 or 707 screen have been created, the 702 screen is the only way to enter the desired eligibility or ineligible screen.

The screenshot shows the S702. Program Summary screen. At the top, it says 'Panel: \_\_\_\_\_ S702. Program Summary S: 0000 Y: 2019 R'. Below this, there are fields for 'Std' (K) and 'Y' (C). The main table has columns: U Date, Code, D M, Description, Spc, Name, P, St, N. The first row of data is: E 03122018 E130 -- ENGLISH LANGUAGE LEARNERS -- A --. A large red arrow with 'F11' inside points to the 'Description' field. At the bottom, there are fields for 'Negl/Delq' (Sch1, Sch2, Sch3, TTSW, TNDP, Exit) and 'D/O' (Follow, GED). The bottom status bar shows '1=Hlp 3=Exit 4=Prpt 5=Refr 6=Nrcd 7=Bwd 8=Fwd 9=Npg 11=View 12=F' and 'No additional records. Upd 03/14/2018 13:28:15'.

**F11 on English Language Learners to enter the 706 screen.**

## ELL Blue ESOL Folder

In order to fulfill mandated requirements of a student ELL Plan, all of the appropriate areas of the student's English Language Learner Student folder must be updated and maintained. If the student transfers, information in the student's blue ESOL folder must be sent with the cumulative school records.

ESOL Blue Folders should be kept in a secure location. The State and District may conduct reviews of folders at any time for accountability and compliance with statutory guidelines.

**Please Note:** The ELL Committee is not required to be involved in the initial placement, routine assessment, classification, and exit process of an ELL student if determination is made by cut scores unless requested by a parent, teacher, administrator or other interested personnel.

See the following checklists for ELL folder compliance based on the number of years in the ESOL program.

## **Exit Criteria and Post Monitoring**

Students who meet the following criteria should be exited from the ESOL program. No ELL Committee meeting is required. Exit notification should be sent home to parents (MIS 4323). The automated ELL Plan in ELL PAWS should be changed as follows: Remove all testing and instructional accommodations. Type "Student dismissed from ESOL program" in the notes section. Save.

- **Basis of Exit for Grades K-2:** English language proficiency level shall be a 4.0 composite score or higher and 4.0 or higher in the reading domain on ACCESS for ELLs 2.0. **Basis of Exit Code – H.**
- **Basis of Exit for Grades 3-9:** English language proficiency level shall be a 4.0 composite score or higher and 4.0 or higher in the reading domain on ACCESS for ELLs 2.0 and passing score on FSA ELA. For ELLs that took the WIDA Alternate Assessment, the criteria is an overall minimum proficiency score of P1 and passing score on and a passing score on the FSAA. **Basis of Exit Code – I.**
- **Basis of Exit for Grades 10-12:** English language proficiency level shall be a 4.0 composite score or higher and 4.0 or higher in the reading domain on ACCESS for ELLs 2.0 and passing score on FSA ELA, sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to 1008.22, F.S. For ELLs that took the WIDA Alternate Assessment, students should exit if an overall minimum proficiency score of P1 and passing score on the FSAA are achieved. **Basis of Exit Code – J.**

**Basis for Exit – ELL Committee Meeting:** If using the ELL Committee, the committee must review the following and **2 of the 5 items must be met:**

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

If student met criteria for exit before the beginning of the school year, they can be exited for previous school year using the date of the last day of school. Test Date is the date of the assessment and the Exit Date is the last day of the previous school year or last day services were received. **Basis of Exit Code – L.**

See step-by-step instructions for exit on pages 42-44.



# ESOL EXIT PROCESS

## **PATHWAY 1- WIDA ACCESS / FSA TEST SCORES**

### **K-2**

- **Overall score of 4.0 or higher on WIDA ACCESS and 4.0 or higher on WIDA ACCESS Reading Domain** should automatically be dismissed from the ESOL program no later than September 10 of the following school year.
- **Screen 313 – Code LF**
- **Screen 702/706 –**
  - ☐ **Exit Date** = last day of school year WIDA was administered
  - ☐ **Exit Code** = **H**
  - ☐ **Reviews** = enter first review date as June 15 of year WIDA was administered; see LF checklist on manual p. 52
- **Screen 615 – Remove all ESOL codes**
- **Send ESOL Exit Letter to Parent/Guardian (MIS 4323)**

### **Grades 3 – 9**

- **WIDA Access** Overall Score 4.0 or higher and WIDA ACCESS Reading Domain 4.0 or higher
- **FSA ELA** score of 3 or higher
- **Screen 313 – Code LF**
- **Screen 702/706 –**
  - **Exit Date** = last day of school year WIDA was administered
  - **Exit Code** = **I**
  - **Reviews** = enter first review date as June 15 of year WIDA was administered; see LF Checklist on manual p. 52
- **Screen 615 – Remove all ESOL codes**
- **Update ELL PAWS Plan** – remove all accommodations.
- **Send ESOL Exit Letter to Parent/Guardian (MIS 4323)**

### **Grades 10-12**

- **WIDA Access** Overall Score 4.0 or higher and WIDA ACCESS Reading Domain 4.0 or higher
- **FSA ELA** score of 3 or higher
- **Screen 313 – Change LY code to LF**
- **Screen 702/706 –**
  - **Exit Date** = last day of school year WIDA was administered
  - **Exit Code** = **J**
  - **Reviews** = enter first review date as June 15 of year WIDA was administered; see LF Checklist on manual p. 52
- **Screen 615 – Remove all ESOL codes**
- **Update ELL PAWS Plan** – remove all accommodations.
- **Send ESOL Exit Letter to Parent/Guardian (MIS 4323)**

## **PATHWAY 2- ELL COMMITTEE RECOMMENDATION**

**\*Only follow this process if exiting by ELL Committee.**

### **K - 12**

- Collect documentation for exit recommendation (See **MIS 4298** for criteria)
- If after October 1, WIDA ACCESS scores cannot be used for test data. LAS Links A or B must be administered if considering ELL Committee exit between October – May of the school year.
- Send Parent/Guardian Meeting Invitation Letter (MIS 4270)
- Complete ELL Committee Conference Report (MIS 4298) and obtain necessary signatures during the meeting
- If the parent/guardian agrees with the exit recommendation, complete the **Exit Notification (MIS 4323)**. File all forms in student's blue ESOL folder and provide copies to parent/guardian.
- **Screen 313 – Change LY code to LF**
- **Screen 702/706 – Code**
  - ☐ **Exit Date** = last day of school year WIDA was administered
  - ☐ **Exit Code** = **L**
  - ☐ **Reviews** = See ESOL Manual – LF Checklist on p. 52 for 2-year review date timeline
  - ☐ **Complete MIS 4299 and keep as front page of blue folder throughout the 2-year review**
- **Screen 615 – Remove all ESOL codes**
- **Update ELL PAWS Plan** – remove all accommodations.



**Okaloosa County School District**  
**ESOL Office**  
**Lisa Tucker**  
**Lisa.Tucker@Okaloosaschools.com**

## Student Exit from ESOL – 706 Screen

### Use the Numbered Guide Below for Assistance with the EXIT Screen and Codes

1. **Date student is exited** by meeting state assessment proficiency requirements or by ELL Committee meeting
2. **Date Evaluation Exit occurred**. Could be date assessment occurred or ELL Committee meeting
3. **Basis of Exit** – Used to indicate the basis of the student’s exit from the program. Prompt supported. **Leave second /E blank.**

Code	Description
L	ELL Committee - District assessment must be administered for students exiting by committee after October 15 of any school year (LAS Links for A or B, or approved assessment other than WIDA ACCESS) <a href="#">Rule 6A-6.0903</a> .
H	Basis of Exit for Grades K - 2 – Overall proficiency of 4.0 or higher on WIDA ACCESS for ELLs (P1 score for Alternate WIDA ACCESS)
I	<b>Basis of Exit for Grades 3-9 -</b> <ul style="list-style-type: none"> <li>Overall proficiency of 4.0 or higher on WIDA ACCESS for ELLs and</li> <li>4.0 or higher on WIDA ACCESS Reading Domain and</li> <li>3 or higher on FSA ELA</li> <li>For students who took the ALTERNATE WIDA ACCESS, a P1 score for Alternate WIDA ACCESS and Proficiency on FSAA ELA are required for exit.</li> </ul>
J	<b>Basis of Exit for Grades 10-12 –</b> <ul style="list-style-type: none"> <li>Overall proficiency of 4.0 or higher on WIDA ACCESS for ELLs and</li> <li>4.0 or higher on WIDA ACCESS Reading Domain and</li> <li>3 or higher on FSA ELA or approved concordant score</li> <li>For students who took the ALTERNATE WIDA ACCESS, a P1 score for Alternate WIDA ACCESS and Proficiency on FSAA ELA are required for exit.</li> </ul>
Z	Not Applicable

4. **Date of First Report Card after Exit**
5. **Date of Third Report Card after Exit**
6. **Report Card Date One Year after Exit**
7. **Report Card Two Years after Exit – code student LA when this date has been entered.**

*See next page for assistance with numbers 8 – 16.*

Complete steps 8-14 if anniversary date is not prior to October 15 and/or LAS Links was administered as part of the exit criteria.

8. **Date of Assessment in which student obtained proficiency**
9. **Test ID** – LAS Links
10. **Test Form** A or B

TEST DATE	ID	F	Lv	SC	Tp	SCORE	PROFICIENCY LEVEL
01012000	LLK S	B	Grade level	18	SS	Speaking scaled score	B, EI, I, P, or AP
01012000	LLK L	B	Grade level	18	SS	Listening scaled score	B, EI, I, P, or AP
01012000	LLK R	B	Grade level	30	SS	Reading scaled score	B, EI, I, P, or AP
01012000	LLK W	B	Grade level	30	SS	Writing scaled score	B, EI, I, P, or AP

11. **Test Level** – Code provided by testing vendor to indicate level of test difficulty (sometimes corresponds to grade level)
12. **Subject Content** - used to specify the subject content for which student was tested (Prompt Supported)
13. **Test Score Type** – Must be RS (Raw Score), SS (Scale Score), NP (National Percentile), PL (Performance Level) or ZZ (Not Applicable)
14. **Test Score** - Used to specify score student achieved on the indicated test
15. **Proficiency Level**
16. **LF when student is Exited and Monitoring begins; LA at end of Second Year**

**IMPORTANT FINAL STEP** – In ELL PAWS, update the Student ELL Plan and remove all accommodations. In the notes block, type: **DISMISSED FROM ESOL**. Click to **SAVE** the update. This will automatically update the ELL Plan accessible to teachers and other staff on the regular PAWS student dashboard.

## Exit on S706 Screen with Reclassification

Follow these procedures if a student has re-entered / re-exited the ESOL program.

1. **EXIT**-This element is used to specify the initial date the student exited the ESOL program.
2. **Last Reevaluation Date** – Used to specify the most recent date the ELL student was reevaluated in order to determine whether the student should continue in or exit the program. This could be the date of the ELL Committee meeting. This date is used for the required reevaluation that occurs at the end of the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> year the ELL student is in the ESOL program.
3. **Re-Classification Date** - Initial date a former ELL student is reclassified as ELL. When Post Monitoring is in process, you may want to re-enter a former ELL student. An ELL Committee meeting must be held. Use date the ELL Committee was held to recommend returning a former ELL student or date recommended by committee.
4. **Re-Exit** - Date on which the student was exited from the ESOL Program after reclassification.
  - Follow the regular exit process. Add the basis of re-exit code in the space indicated by the red arrow below underneath the **/E** column.

The screenshot shows the S706 screen in the PAWS system. The screen has a menu bar with 'File', 'Edit', 'View', 'Communication', 'Actions', 'Window', and 'Help'. Below the menu bar is a toolbar with various icons. The main area contains several fields and tables. At the top, there are fields for 'Std', 'K', 'Referral Code', 'E', 'S', 'St', 'Y', 'Schl', 'Gr', 'Cl', 'Thm', 'Hmrm', 'Tm', 'Csl', and 'N'. Below these are fields for 'Abbr:', 'Pp:', 'St:', 'Pl:', 'St:', 'Hm:', 'Lp:', and 'Survey:'. The main table has columns for 'Class', 'Entry', 'Plan', 'Exit', 'Lst Reev', 'Re-Class', 'Re-Exit', 'Spc', 'E', 'E/E X', and 'X'. Below the table are fields for 'Reviews:', 'DEUSS:', 'Entry:', and 'Exit:'. At the bottom, there is a 'Total Minutes:' field and a legend for the 'Exit' column: 1=Hlp, 2=Nte, 3=Exit, 4=Prpt, 5=Refr, 7=Bud, 8=Fwd, 9=Npg, 10=Del, 11=View, 12=Esc. A red arrow points to the 'E/E X' column in the Exit table.

**APPENDIX A**

**CHECKLISTS BY NUMBER OF YEARS IN ESOL PROGRAM**

# ESOL Checklists

## by Number of Years in Program



Lisa Tucker

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# ESOL Checklists

## by Number of Years in Program



Lisa Tucker

833-3107 EXT 63240

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# FIRST YEAR - ESOL

## Okaloosa County School District – ESOL Office ESOL Folder Compliance Checklist

<input type="checkbox"/>	<b>HOME LANGUAGE SURVEY (HLS) – MIS 4025</b> See your school's registrar; original should be filed in the blue ELL folder Student status should be coded LP if at least one YES answer is provided on the HLS
<input type="checkbox"/>	<b>LAS LINKS SCORE PROFILE SHEET</b> - Administer Eligibility Test within 20 school days (district goal – 5 days) for the following students with one or more affirmative responses on the HLS: <ul style="list-style-type: none"> <li>▪ OCSD is first U.S. school <b>or</b></li> <li>▪ Transfer from a FLORIDA school without eligibility testing data or with testing data older than one year <b>or</b></li> <li>▪ Out-of-State Transfer - <b>Even if the student was in ESOL in another state, you must administer LAS Links!</b></li> <li>▪ File score sheet in blue folder. Test booklet may be filed by year in a separate location. Maintain for 5 years.</li> </ul>
<input type="checkbox"/> or N/A	<b>Notice to Parents of Delay in Testing – MIS 4306 – ELL PAWS</b> <ul style="list-style-type: none"> <li>▪ ONLY REQUIRED if eligibility testing is not administered within 20 school days of enrollment</li> <li>▪ Send copy to parent(s)</li> <li>▪ File in blue folder</li> </ul>
<input type="checkbox"/>	<b>Parent Notification of Ineligibility – MIS 4321 - ELL PAWS</b> <i>(If the student is <b>ineligible</b>, the checklist stops here. Create <b>ineligibility screen 707</b> in AS400. Code student ZZ. See ESOL Manual for assistance.)</i> <b>OR</b> <b>Parent Notification of Eligibility – English Language Program Placement - MIS 4324 / ELL PAWS</b> <ul style="list-style-type: none"> <li>▪ Includes parent signature line but not required to be returned</li> <li>▪ Place copy in blue folder and initial date sent</li> <li>▪ Code student LY on AS400 702/706 screen</li> </ul>
<input type="checkbox"/>	<b>Programmatic Assessment – MIS 4308</b> <ul style="list-style-type: none"> <li>▪ Ensure appropriate grade level and course placement.</li> <li>▪ Ensure Equal Access to Appropriate Instruction for English Language Learners (6A-6.0904, F.A.C.)</li> </ul>
<input type="checkbox"/> or N/A	<b>Parent Notification of Teacher Out-of-Field in ESOL – MIS 4322</b> (See Principal or designee for copy) / <b>ELL PAWS</b> <ul style="list-style-type: none"> <li>▪ Check Teacher List in PAWS</li> <li>▪ Requires teacher and principal signatures</li> </ul>
<input type="checkbox"/>	<b>Update 615 Screen to Reflect ESOL Program and Method of Instruction Codes <u>unless</u> student is also ESE or has been in ESOL 6 or more years according to DEUSS date.</b> <ul style="list-style-type: none"> <li>▪ ELA / Intensive Reading = Program (PGM) = 130 / Instruction (I) = I</li> <li>▪ Math, History, Social Studies, Science = Program (PGM) = 130 / Instruction (I) = C</li> <li>▪ Developmental Language Arts = Program (PGM) = 130 / Instruction (I) = E</li> </ul>
<input type="checkbox"/>	<b>ELL Cumulative Folder Report – ELL PAWS</b> <ul style="list-style-type: none"> <li>▪ Print from ELL PAWS / update by September 30 each school year</li> <li>▪ Updated copy is required when changes are made to student's class schedule and or accommodations</li> <li>▪ File copy in blue folder</li> </ul>
<input type="checkbox"/>	<b>ELL Student Plan - ELL PAWS</b> <ul style="list-style-type: none"> <li>▪ Print from PAWS / update by September 30 each school year; update throughout the year as needed</li> <li>▪ File copy in blue folder <u>each time</u> plan is updated</li> <li>▪ Provide teachers with updated plan by September 30 each school year (hard copy &amp; digital copy available on PAWS Roster)</li> <li>▪ Update ELL Plan Date in AS400 – Screen 702 / 706 <b>by September 30</b> each year</li> </ul>
<input type="checkbox"/>	<b>WIDA ACCESS FOR ELLs – score report</b> (District Test Coordinator will provide copies to schools) <ul style="list-style-type: none"> <li>▪ File copy in blue folder / Provide copy to parents</li> </ul>
<input type="checkbox"/> or N/A	<b>If the student meets EXIT CRITERIA:</b> <ul style="list-style-type: none"> <li>▪ Parent Notification of English Language Learner Program Exit – <b>MIS 4323 - ELL PAWS</b></li> <li>▪ File in blue folder / Update 702/706 screens</li> <li>▪ Change Language Proficiency Status from LY to LF / Begin 2-Year Monitoring Process</li> </ul>

## YEAR 2 IN ESOL

### Okaloosa County School District – ESOL Office ESOL Folder Compliance Checklist

<input type="checkbox"/>	<b>Parent Notification of English Language Program CONTINUED Placement – <a href="#">MIS 4324</a> / <a href="#">ELL PAWS MIS 4324c</a></b> <ul style="list-style-type: none"> <li>▪ Includes parent signature line but not required to be returned</li> <li>▪ Place copy in blue folder and initial date sent</li> </ul>
<input type="checkbox"/> or N/A	<b>Parent Notification of Teacher Out-of-Field in ESOL – MIS 4322</b> (See Principal or designee for copy) / <a href="#">ELL PAWS</a> <ul style="list-style-type: none"> <li>▪ Check Teacher List in PAWS</li> <li>▪ Requires teacher and principal signatures</li> </ul>
<input type="checkbox"/>	<b>ELL Cumulative Folder Report – <a href="#">ELL PAWS</a></b> <ul style="list-style-type: none"> <li>▪ Print from ELL PAWS / update by September 30 each school year</li> <li>▪ Updated copy is required when changes are made to student's class schedule and or accommodations</li> <li>▪ File copy in blue folder</li> </ul>
<input type="checkbox"/>	<b>ELL Student Plan - <a href="#">ELL PAWS</a></b> <ul style="list-style-type: none"> <li>▪ Print from PAWS / update by September 30 each school year; update throughout the year as needed</li> <li>▪ File copy in blue folder <u>each time</u> plan is updated</li> <li>▪ Notify teachers of ELL placement by providing the previous year's plan. Provide teachers with <b>updated plan</b> by September 30 each school year.</li> <li>▪ Update ELL Plan date in AS400 – Screen 702 / 706 by September 30 each year.</li> </ul>
<input type="checkbox"/>	<b>WIDA ACCESS FOR ELLs – score report (District Test Coordinator will provide copies to schools)</b> <ul style="list-style-type: none"> <li>▪ File copy in blue folder</li> <li>▪ Provide copy to parents</li> </ul>
<input type="checkbox"/> or N/A	<b>If the student meets EXIT CRITERIA:</b> <ul style="list-style-type: none"> <li>▪ Parent Notification of English Language Learner Program Exit – <a href="#">MIS 4323</a> - <a href="#">ELL PAWS</a></li> <li>▪ File in blue folder</li> <li>▪ Update 702/706 screens</li> <li>▪ Change Language Proficiency Status from LY to LF / Begin 2-Year Monitoring Process</li> <li>▪ Remove FTE ESOL codes on 615 screen.</li> </ul>

## Okaloosa County School District – ESOL Office

### YEAR 3 IN ESOL

#### ESOL Folder Compliance Checklist

<input type="checkbox"/>	<b>Parent Notification of English Language Program CONTINUED Placement –MIS 4324 / <a href="#">ELL PAWS MIS 4324c</a></b> <ul style="list-style-type: none"> <li>Includes parent signature line but not required to be returned</li> <li>Place copy in blue folder and initial date sent</li> </ul>
<input type="checkbox"/>	<b>REQUIRED MEETING –</b> <ul style="list-style-type: none"> <li><b>Check DEUSS DATE and schedule an ELL Committee Meeting <u>no earlier than 30 school days prior to the student's 4<sup>th</sup> year in ESOL</u> based on his DEUSS anniversary. For DEUSS dates that fall within the first two weeks of school, the deadline is October 1. <a href="#">ELL PAWS MIS 4270 Parent Invitation Letter</a></b></li> <li>Determine if services will be extended OR if the student should be exited.</li> <li>Update the AS400 702/706 screen – Code Y in Column X to indicate Yes for extension. If student is exited, change LY to LF and include exit date and basis of exit code. Do not put any code under the second E of the E / E line on the 706 screen.</li> </ul>
<input type="checkbox"/> or N/A	<b>Parent Notification of Teacher Out-of-Field in ESOL – MIS 4322</b> (See Principal or designee for copy) / <a href="#">ELL PAWS</a> <ul style="list-style-type: none"> <li>Check Teacher List in PAWS</li> <li>Requires teacher and principal signatures</li> </ul>
<input type="checkbox"/>	<b>ELL Cumulative Folder Report – <a href="#">ELL PAWS</a></b> <ul style="list-style-type: none"> <li>Print from ELL PAWS / update by September 30 each school year</li> <li>Updated copy is required when changes are made to student's class schedule and or accommodations</li> <li>File copy in blue folder</li> </ul>
<input type="checkbox"/>	<b>ELL Student Plan - <a href="#">ELL PAWS</a></b> <ul style="list-style-type: none"> <li>Print from PAWS / update by September 30 each school year; update throughout the year as needed</li> <li>File copy in blue folder <u>each time</u> plan is updated</li> <li>Notify teachers of ELL placement by providing the previous year's plan. Provide teachers with <b>updated plan</b> by September 30 each school year.</li> <li>Record update in AS400 – Screen 702 / 706</li> </ul>
<input type="checkbox"/>	<b>WIDA ACCESS FOR ELLs 2.0 – score report (District Test Coordinator will provide copies to schools)</b> <ul style="list-style-type: none"> <li>File copy in blue folder</li> <li>Provide copy to parents</li> </ul>
<input type="checkbox"/> or N/A	<b>If the student meets EXIT CRITERIA:</b> <ul style="list-style-type: none"> <li>Parent Notification of English Language Learner Program Exit – MIS 4323 - <a href="#">ELL PAWS</a></li> <li>File in blue folder</li> <li>Update 702/706 screens</li> <li>Change Language Proficiency Status from LY to LF / Begin 2-Year Monitoring Process</li> </ul>

## Okaloosa County School District – ESOL Office

### 4 OR MORE YEARS IN ESOL

#### ESOL Folder Compliance Checklist

<input type="checkbox"/>	<p><b>REQUIRED ELL COMMITTEE MEETING</b> – An annual meeting is <b>required</b> to determine continued placement or exit for students in the ESOL program 4 or more years based on the DEUSS date anniversary.</p> <ul style="list-style-type: none"> <li>• If DEUSS anniversary falls within first two weeks of school, the meeting deadline is October 1.</li> <li>• For all other DEUSS dates, the meeting must be held within the 30 school-day window prior to the DEUSS anniversary. An audit finding will be reported for meetings held outside this timeframe.</li> <li>▪ FTE – ESOL 130 codes may continue to be claimed for 4, 5, and 6 year students coded LY.</li> <li>▪ FTE – ESOL 130 <u>may not be claimed</u> for LY students who have been in the ESOL program more than 6 years based on DEUSS.</li> <li>▪ <b>Update Screen 615!! – Failure to remove FTE codes for students who have been in ESOL more than 6 years based on DEUSS will result in costly compliance violations for the district and school.</b></li> </ul>
<input type="checkbox"/>	<p><b>Parent Notification of English Language Program CONTINUED Placement –MIS 4324 / <a href="#">ELL PAWS MIS 4324c</a></b></p> <ul style="list-style-type: none"> <li>▪ Includes parent signature line but not required to be returned</li> <li>▪ Place copy in blue folder and initial date sent</li> </ul>
<input type="checkbox"/> or N/A	<p><b>Parent Notification of Teacher Out-of-Field in ESOL – MIS 4322</b> (See Principal or designee for copy) / <a href="#">ELL PAWS</a></p> <ul style="list-style-type: none"> <li>▪ Check Teacher List in PAWS</li> <li>▪ Requires teacher and principal signatures</li> </ul>
<input type="checkbox"/>	<p><b>ELL Cumulative Folder Report – <a href="#">ELL PAWS</a></b></p> <ul style="list-style-type: none"> <li>▪ Print from ELL PAWS / update by September 30 each school year</li> <li>▪ Updated copy is required when changes are made to student's class schedule and or accommodations</li> <li>▪ File copy in blue folder</li> </ul>
<input type="checkbox"/>	<p><b>ELL Student Plan - <a href="#">ELL PAWS</a></b></p> <ul style="list-style-type: none"> <li>▪ Print from PAWS / update by September 30 each school year; update throughout the year as needed</li> <li>▪ File copy in blue folder <u>each time</u> plan is updated</li> <li>▪ Notify teachers of ELL placement by providing the previous year's plan. Provide teachers with <b>updated plan</b> by September 30 each school year.</li> <li>▪ Record update in AS400 – Screen 702 / 706</li> </ul>
<input type="checkbox"/>	<p><b>WIDA ACCESS FOR ELLs 2.0</b> – score report (District Test Coordinator will provide copies to schools)</p> <ul style="list-style-type: none"> <li>▪ File copy in blue folder</li> <li>▪ Provide copy to parents</li> </ul>
<input type="checkbox"/> or N/A	<p><b>If the student meets EXIT CRITERIA:</b></p> <ul style="list-style-type: none"> <li>▪ Parent Notification of English Language Learner Program Exit – MIS 4323 - <a href="#">ELL PAWS</a></li> <li>▪ File in blue folder</li> <li>▪ Update 702/706 screens</li> <li>▪ Change Language Proficiency Status from LY to LF / Begin 2-Year Monitoring Process</li> </ul>

#### Reminders for Evaluating Students in ESOL 4 or More Years

- Is the student progressing in English proficiency at the same rate as his/her peers with similar DEUSS dates and backgrounds?
- Are teachers seeing issues unassociated with English proficiency which are influencing the lack of academic achievement?

# Okaloosa County School District – ESOL Office

## LF MONITORING

### ESOL Folder Compliance Checklist

<input type="checkbox"/>	<p><b>If the student meets EXIT CRITERIA:</b></p> <ul style="list-style-type: none"> <li>Parent Notification of English Language Learner Program Exit – MIS 4323 - <a href="#">ELL PAWS</a></li> <li>Notification of Post-Exit Testing Accommodations – MIS 6047 – <a href="#">ELL PAWS</a></li> <li>File in blue folder</li> <li>Update 702/706 screens</li> <li>Change Language Proficiency Status from LY to LF / Begin 2-Year Monitoring Process</li> <li><b>REMOVE ALL ESOL PROGRAM AND METHOD OF INSTRUCTION CODES FROM 615 SCREEN!</b> Failure to complete this step jeopardizes school compliance and is a very costly to district and school-based budgets.</li> <li><b>Per Florida State Board of Education revised Rule 6A-6.09091, F.A.C. effective December 2019, LF students may receive testing accommodations (complete MIS 6047 in ELL PAWS immediately after student is coded LF in AS400).</b></li> <li>LF students do not receive other ESOL services or ESOL – Title III supplemental supports and should not be scheduled in ESOL courses. LF students do NOT take WIDA ACCESS assessments.</li> </ul>				
<input type="checkbox"/>	<p><b>REQUIRED MEETING –</b></p> <ul style="list-style-type: none"> <li><b>Check DEUSS DATE and schedule an ELL Committee Meeting <u>no earlier than 30 school days prior to the student's 4<sup>th</sup> year in ESOL</u> based on his DEUSS anniversary. For DEUSS dates that fall within the first two weeks of school, the deadline is October 1. <a href="#">ELL PAWS MIS 4270 Parent Invitation Letter</a></b></li> <li>Determine if services will be extended OR if the student should be exited.</li> <li>Update the AS400 702/706 screen – Code Y in Column X to indicate Yes for extension. If student is exited, change LY to LF and include exit date and basis of exit code. Do not put any code under the second E of the E / E line on the 706 screen.</li> <li>Complete <a href="#">MIS 4299</a> and keep as the top page in the student's blue folder. Update this form at each of the 4 monitoring dates.</li> </ul>				
<input type="checkbox"/>	<p><b>REPORT CARD MONITORING</b></p> <ul style="list-style-type: none"> <li>Print report cards for the blue folder and review as follows: <ul style="list-style-type: none"> <li><input type="checkbox"/> First Report Card Issued Immediately After Exit Date</li> <li><input type="checkbox"/> Third Report Card After Exit Date</li> <li><input type="checkbox"/> Report Card One Year After Exit Date</li> <li><input type="checkbox"/> Report Card Two Years After Exit Date – When the final review date is completed based on the two-year anniversary of the student's exit date, change the student's status from LF to <b>LA</b>.</li> </ul> </li> <li>Use the <b>regular PAWS LEP Query</b> (not ELL PAWS) to check the status of your LF students. If you see <b>RED</b> due date indicators, review dates are missing on the AS400 702/706 screen.</li> <li>For the purpose of date recording, use the following guidelines for Report Card Issue Dates of each school year: <table border="0" style="width: 100%; text-align: center;"> <tr> <td><b>October 15</b></td> <td><b>January 15</b></td> <td><b>March 15</b></td> <td><b>June 15</b></td> </tr> </table> </li> </ul>	<b>October 15</b>	<b>January 15</b>	<b>March 15</b>	<b>June 15</b>
<b>October 15</b>	<b>January 15</b>	<b>March 15</b>	<b>June 15</b>		
<input type="checkbox"/>	<p><b>Considerations for Re-Entry to ESOL:</b></p> <ul style="list-style-type: none"> <li>If the ELL Committee determines the student's academic deficiencies are due to the lack of English Proficiency, an LF student may be re-entered into the ESOL program (Parent invitation and notification required).</li> <li><b>The school ESOL must notify the District ESOL Office and schedule technical assistance for creating the re-entry on the AS400 706 screen.</b></li> <li><b>Students beyond the 2-year window based on ESOL exit date are no longer candidates for re-entry.</b></li> </ul>				

**APPENDIX B**  
**ESOL COMPLIANCE TIMELINE 2021-2022**

# ESOL COMPLIANCE TIMELINE ~ 2021-2022

## Okaloosa County School District

### August – September

- ☐ **August**
  - Send WIDA ACCESS for ELLs score reports to parents/guardian.
  - Review WIDA ACCESS for ELLs and FSA scores as necessary to determine qualification for ESOL Program Exit.
  - Update AS400 status to LF and use **5/31/21** as exit date.
  - Remove any 130 instructional minutes on the 615 screen.
  - Send Exit Letter -MIS 4323 to parents/guardian. *ELL Committee meeting is not required when student exits by WIDA/FSA.*
  - *Notify teachers of ELL placement and provide draft plans while awaiting updates.*
- ☐ **September 10 – Deadline** for administering LAS Links eligibility test for students who began school on August 10. If testing must be delayed, send MIS 4306 - Delay in Testing Notification to parents and place copy in blue folder.
- ☐ **August – September -**
  - Review ELL – LY rosters from PAWS Special Programs Query – Program E130
  - Follow ESOL manual procedures for entering students in AS400, updating blue folders, and notifying parents about eligibility / ineligibility.
  - Update 615 Screen ESOL codes **before** updating ELL Plans by **September 30**. Copies to blue folder, teachers, parent. The ELL plan is required and should provide testing and instructional accommodations for eligible students. Copies to blue folder, teachers, parents/guardian. The printed ELL plan must show 615 schedule ESOL coding.
- ☐ **September 23** – FTE Prep. - Deadline for updating ELL 130 and instructional codes on AS400 Screen 615.
- ☐ **September 30** - WIDA Tiers will be entered by the District Office. **WIDA Tiers should not be edited by schools.**

### October

- ☐ **October 1 – Deadline** to hold annual meetings for ELLs who have been in the ESOL program for 4 or more years and whose DEUSS date is within the first two weeks of school. AS400 702/706 Code Y for extension of services. *ELL Committee meeting is required.*
- ☐ **October 11** – Teacher Workday
- ☐ **October 15 – LF Check** - Monitor report cards for LF students as needed based on the EXIT DATE. Check PAWS LEP Query and update AS400 Screen 702/706.
- ☐ **October 21** - FTE Check - Deadline for updating ELL 130 and instructional codes on AS400 Screen 615.

### November

- ☐ Hold ELL Committee meetings for reevaluations for ELLs in ESOL program 4 or more years based on DEUSS dates which did not fall within the first two weeks of school (must be held no earlier than 30 days prior to DEUSS anniversary date). Code Y for extension of services on AS400 702/706.
- ☐ Check for LY schedule changes and place updates in blue folder.
- ☐ **November 22-26** – Thanksgiving Break



## December

- ☐ Hold ELL Committee meetings for reevaluations for ELLs in ESOL program 4 or more years based on DEUSS dates which did not fall within the first two weeks of school (must be held no earlier than 30 days prior to DEUSS anniversary date). Code Y for extension of services on AS400 702/706.
- ☐ **December 1** – WIDA Access Assessment Training - required for all school-based WIDA test coordinators and test administrators.
- ☐ **December 6** - Inventory dictionaries and submit order to Lisa Tucker if needed for Grades 3-12 FSA.
- ☐ **December 10** - FTE Prep. - Deadline for updating ELL 130 and instructional codes on AS400 Screen 615.
- ☐ **December 13** - Deadline to request WIDA test administration assistance (subject to availability) by emailing Lisa Tucker.
- ☐ **December 20 – December 31** – Winter Break

## January – February - March

- ☐ Hold ELL Committee meetings for reevaluations for ELLs in ESOL program 4 or more years based on DEUSS dates which did not fall within the first two weeks of school (must be held no earlier than 30 days prior to DEUSS anniversary date). Code Y for extension of services on AS400 702/706.
- ☐ **January 3** – Teacher Workday
- ☐ **January 4** – PD Day
- ☐ **January 7** –
  - Check PAWS Special Programs Query – E130 for school ELL Roster updates.
  - Finalize WIDA testing schedule and rosters. Notify school staff.
- ☐ **January 14** – **LF Check** - Monitor report cards for LF students as needed based on the EXIT DATE. Check PAWS LEP Query and update AS400 Screen 702/706.
- ☐ **January 17** – Deadline for sending WIDA Assessment Parent Notification (letters provided by WIDA test coordinator).
- ☐ **January 24 – March 18, 2022**– Test Window for WIDA ACCESS for ELLs Assessment
- ☐ **February 3 – 7** - **Spring FTE Preparation**: check all ELL codes in AS400 and prepare to correct as needed by **February 11**.
- ☐ **Spring Break – March 21-25, 2022**
- ☐ **March 15** – **LF Check** - Monitor report cards for LF students as needed based on the EXIT DATE. Check PAWS LEP Query and update AS400 Screen 702/706.

## April – May

- ☐ Hold ELL Committee meetings for reevaluations for ELLs in ESOL program 4 or more years based on DEUSS dates which did not fall within the first two weeks of school (must be held no earlier than 30 days prior to DEUSS anniversary date). Code Y for extension of services on AS400 702/706.
- ☐ **May 2 – 25** – Test preschool ELLs transitioning to Kindergarten.

## June – July

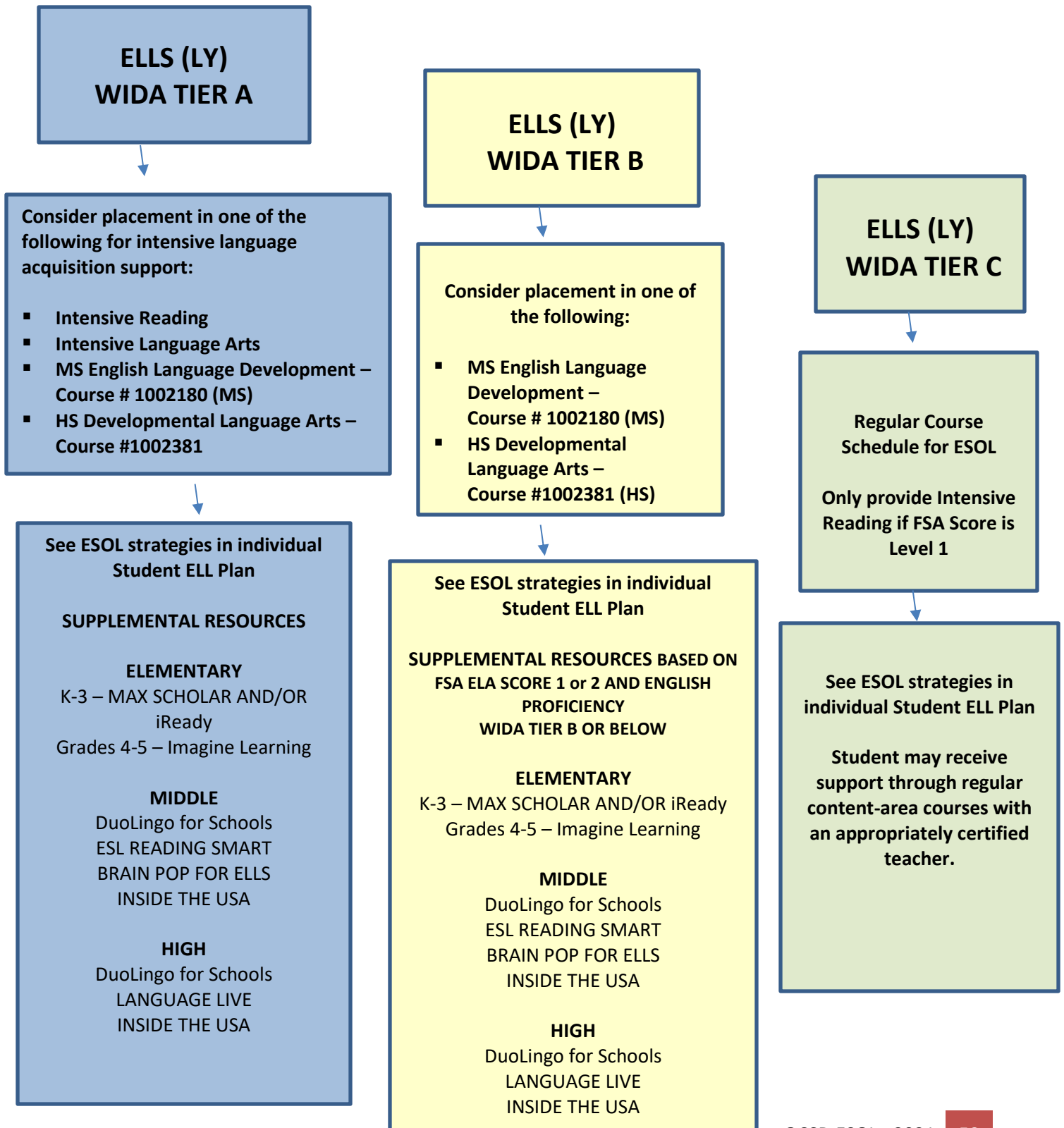
### WIDA ACCESS for ELLs / FSA Exit Criteria (See ESOL Manual)

- ☐ WIDA ACCESS for ELLs 2.0 score reports to parents/guardian.
- ☐ Review WIDA ACCESS for ELLs 2.0 and FSA scores as necessary to determine qualification for ESOL Exit.
  - ☐ Update AS400 status to LF and use **5/25/22** as exit date if based on 2022 WIDA scores. Send Exit Letter -MIS 4323 to parents/guardian. *ELL Committee meeting is not required when student exits by WIDA/FSA.*
- ☐ **June 15** – **LF Check** - Monitor report cards for LF students as needed based on the EXIT DATE. Check PAWS LEP Query and update AS400 Screen 702/706.

**APPENDIX C**

**ELL SUGGESTED COURSE PLACEMENT AND MATRIX OF SERVICES**

## ELL SUGGESTED COURSE PLACEMENT AND MATRIX OF SERVICES





## **APPENDIX D**

### **ESOL FORMS**

**ESOL Forms - Available on the District ESOL website:** <https://www.okaloosaschools.com/depts/esol/forms>

### ESOL BLUE FOLDER DOCUMENTATION

MIS Number	Document Name	Important Reminders
<a href="#">4025</a> <a href="#">4025S</a> <a href="#">4025P</a>	Home Language Survey - English Home Language Survey - Spanish Home Language Survey - Portuguese	Original copy must be placed in the ESOL blue folder; verify date and signature.
<a href="#">4306</a> <a href="#">4306S</a>	Notice to Parents of Delay in Testing – English / Spanish	Provide if 20-school day deadline cannot be met.
N/A	LAS Links Entry Test Profile Sheets	Complete all sections of the Student Profile sheet.
<a href="#">4321</a> <a href="#">4321S</a> <a href="#">4321T</a>	Parent Notification of Ineligibility - English Parent Notification of Ineligibility - Spanish Parent Notification of Ineligibility - Tagalog	Provide if a student is ineligible for the ESOL program.
<a href="#">4308</a> <a href="#">4308S</a>	Programmatic Assessment - English Programmatic Assessment - Spanish	Must use when a student is a transfer to our county.
<a href="#">4324</a> <a href="#">4324S</a>	Parent Notification of ELL Initial or Continued Placement – English / Spanish	Must be sent each year as long as the student is enrolled in the program.
<a href="#">4319</a>	Teacher Notification of ELL Student Placement	Annually given to the teachers of an identified English Language Learner.
<a href="#">4322</a> <a href="#">4322S</a>	Out of Field Parent Notification - English Out of Field Parent Notification - Spanish	Notification to parent/guardian must be sent home if the ELL student has an ESOL Out-of-Field teacher.
<a href="#">4270</a> <a href="#">4270S</a>	ELL Committee Parent Invitation – English Spanish	File copies of all meeting invitations in blue folder.
<a href="#">4353</a> <a href="#">4353S</a>	Student ELL Plan - English Student ELL Plan - Spanish	For exit criteria, please refer to F.A.C. 6A-6.0903.
<a href="#">4323</a> <a href="#">4323S</a>	Parent Notification of ESOL Program Exit	Send this notification to parent/guardians if the student meets exit criteria.
<a href="#">4299</a>	Reclassification/Exit/Post Monitoring	Use this form when exiting a student from the ESOL program. Change AS400 status from LY to LF.
<a href="#">4298</a>	ELL Committee Conference Report	Use this form to document ELL committee meetings
N/A	Copy of Annual Test Results or Other Assessments Used for Exit	Print the S734 screen which shows WIDA, FSA, LAS Links, etc.

**RESOURCES -** [OCSD District 3-Year English Language Learner Plan](#) – 2019 - 2022

## APPENDIX E - OCSD ESOL PROGRAM GLOSSARY

<b>Basic ESOL</b>	The teaching of English to students whose native language is other than English using the English language as the medium of instruction
<b>Basic Subject Areas</b>	English/Language Arts, Reading, Computer Literacy, Mathematics, Science, and Social Studies
<b>Basis of Entry</b>	A one-character code indicating the student's basis of entry in the ESOL program: Aural/Oral (A); Reading and Writing (R); ELL Committee (L).
<b>Basis of Exit</b>	A one-character code indicating the student's basis of exit for the ESOL program: H, I, J, L, and Z.
<b>Classification Date</b>	The initial date a student who responded YES to the Home Language Survey is determined eligible or not eligible based on assessment for an ESOL program.
<b>Country of Birth</b>	The student's country of birth. International country codes are provided in AS400.
<b>DEUSS</b>	Date Entered <b>First</b> U.S. School as indicated on the Home Language Survey.
<b>EL</b>	English Learner (also known as English Language Learner); designates students whose first language is other than English and is not yet proficient in English.
<b>ELL</b>	English Language Learner
<b>ELL Committee</b>	A group composed of English/Language Arts, Reading and basic subject teachers, and an administrator or designee, school counselor, social worker, school psychologist, ESOL Paraprofessional/Interpreter, or other educators as appropriate for the situation. A minimum of three school-based staff must be part of the committee.
<b>ELL PAWS</b>	Online district program for utilizing automated student ELL plans, forms, and documents. ELL PAWS is only approved for use by school administrators or school counselors. ELL PAWS is a work station, not a real-time synchronization of AS400 data.
<b>ELL Student Plan</b>	An annually updated plan which contains the student's name, instructional program, amount of instructional time or the instructional schedule, the date the student's limited English proficiency is identified, and assessment data used to classify or reclassify the student as an English Language Learner, date of exit and assessment data used to exit students.
<b>English Language Learner</b>	English Language Learner who was not born in the U.S. and whose native language is other than English; <u>or</u> was born in the U.S. but who comes from a home in which a language other than English is most relied upon for communication; or is an American Indian or Alaskan Native and comes from a home in which a language other than English has had a significant impact on his or her level of English Language Proficiency; and who as a result of the above, has sufficient difficulty speaking, reading, writing, or understanding the English language to deny him or her the opportunity to learn successfully in classrooms in which the language of instruction is English
<b>Entry Date</b>	The initial date a student enters an ESOL program
<b>ESSA</b>	Every Student Succeeds Act, Public Law: <a href="#">Pub.L. 114-95</a>
<b>ESL</b>	English as a Second Language (also known as ESOL)
<b>ESOL</b>	English for Speakers of Other Languages
<b>Exit Date</b>	The initial date a student exits an ESOL program
<b>Extension of Instruction</b>	Indicates that the student is receiving services beyond the base three years of eligible ESOL FTE funding as specified in Rule 6A-6.09022, FAC. Students may receive an additional 4 <sup>th</sup> , 5 <sup>th</sup> , or 6 <sup>th</sup> year of FEFP funded ESOL instruction and services based upon needs as determined by annual evaluations.



<b>FDOE</b>	Florida Department of Education
<b>FSA</b>	Florida Standards Assessment
<b>Heritage Language</b>	Is a native, home, and/or ancestral language. It may be an indigenous language or the language of immigrants or migrants. It is a language spoken community that is different from the dominant language of the mainstream culture. In the United States, heritage speakers may include ELLs or fluent bilingual speakers; they may be newcomers, indigenous people, or second or later generations of immigrants.
<b>HLS</b>	Home Language Survey required by 6A-6.0902, FAC.
<b>Home Language</b>	The predominant language spoke in the home by parents or guardians.
<b>Home Language Survey</b>	The Home Language Survey ( <a href="#">MIS 4025</a> ) is required by 6A-6.0902, FAC and contains three mandated questions regarding home language, primary language, and secondary language. Any student with one or more YES answers on the Home Language Survey is coded LP and ESOL eligibility testing must be administered within 20 school days (district goal is 5 days).
<b>Immigrant Student</b>	Individuals who: (a) are aged 3 through 21; (b) were not born in any state, 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 includes children of military members born outside the United States or Puerto Rico.
<b>Immigrant Student Services</b>	The type(s) of Title III, Immigrant Children and Youth funded Instructional and Supplemental Services provided to any Title III, Immigrant Children and Youth participant.
<b>Instructional Model</b>	The type of instructional strategy provided to English Language Learners in each course.
<b>Heritage Language</b>	When used with reference to an English Language Learner student, the language primarily used by such individual.
<b>LEP</b>	Limited English Proficient; this acronym was previously used but has widely been replaced by English Language Learner or English Learner to remove emphasis on the limitations of an individual.
<b>LA</b>	State code for students who have been dismissed from ESOL 3 – 4 years based on exit date. No report card monitoring. Not eligible for re-entry to ESOL.
<b>LAS Links</b>	LAS Links is a state-approved ESOL eligibility test measuring a student's English proficiency in speaking, listening, reading, and writing. The test is administered to any student who has one or more YES answers on the Home Language Survey.
<b>LF</b>	State code for students dismissed from the ESOL program based on state testing criteria or ELL Committee recommendation. No ELL plan is provided, but the state allows four testing accommodations which should be documented in ELL PAWS (MIS 6047 only available through ELL PAWS). Report card is monitored for two years based on exit date.
<b>LP</b>	State code for pending ESOL Eligibility Testing based on one or more YES answers on the Home Language Survey. Testing must be completed within 20 school days; district goal is within 5 days of enrollment
<b>LY</b>	State code for eligible and enrolled in ESOL program; student must receive ESOL services, have an annually updated
<b>MTSS</b>	Multi-Tiered System of Supports - the practice of providing high-quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying child response data to important educational decisions.
<b>PAWS</b>	Portal to Access Web-Based Services (PAWS) is an online district program making instructional program data accessible to approved employees.

<b>Post Reclassification Dates</b>	Each date that former ELL's performance has been reviewed to ensure parity of participation once the student has been classified as fully English proficient. These reviews shall take place automatically at the student's first report card, semi-annually during the first year after exiting the program, and at the end of the second year, in accordance with Rule 6A-6.09031, FAC.
<b>Primary Language</b>	The primary language of the parent(s) or guardian(s) of the student.
<b>Reclassification Date</b>	The initial date a former ELL (LF) is reclassified as an ELL (LY) and re-enters the ESOL program.
<b>Reclassification Exit Date</b>	The date a reclassified ELL exits the ESOL program.
<b>Reevaluation Date</b>	The most recent date the ELL was reevaluated in order to determine whether the student should continue or exit the ESOL program.
<b>Review Dates</b>	Report card review dates are required for all student coded LF during the two year monitoring period based on the student's ESOL exit date. These reviews shall take place in accordance with Rule 6A-6.09031, FAC as follows: first report card after exit; third report card after exit; report card one year after exit; report card two years after exit. Reviews dates are recorded on the AS400 706 Screen. Report cards and monitoring form MIS 4299 should be filed in the student's blue folder.
<b>SALA</b>	FDOE Bureau of Student Achievement through Language Acquisition supporting English Language Learners throughout Florida schools.
<b>Special Programs Query</b>	The district PAWS program accessed through the student dashboard. Code E130 in the Special Programs Query will provide access to a school's list of active ELL students (LY).
<b>Student Plan Date</b>	The date of the most recent development or review of the Student ELL Plan to reflect current services.
<b>WIDA</b>	A consortium consisting of a U.S.-based collaborative group of 40 member states, territories and federal agencies dedicated to the research and support of English Language Learners. WIDA also develops and provides the state-required language proficiency test, WIDA ACCESS for ELLs administered once per year to all students coded LY. WIDA is housed within the Wisconsin Center for Education Research. The WIDA acronym no longer stands for anything and is pronounced wee-da.
<b>WIDA ACCESS for ELLs</b>	WIDA ACCESS for ELLs is the state-required language proficiency test administered once per year to all students coded LY during the January – March testing window. The test measures English proficiency in speaking, listening, reading, and writing.
<b>WIDA Can-Do Descriptors</b>	WIDA Can-Do Descriptors provide general information about what an English Language Learner may be able to do in the classroom based on his/her level of English proficiency. The OCSD Student ELL Plan automated through ELL PAWS automatically correlated the student's WIDA Can-Do Descriptors based on the most recent testing data.