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PALM BEACH COUNTY, FL

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February 23, 2022

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

RE: Assurance Letter Regarding ESOL Compliance/District ELL Plan, 2022-2025

To Whom It May Concern:

This letter confirms that the teachers in Palm Beach County Public Schools are in compliance of applicable ESOL training requirements or working towards them within the mandated timeframe.

In order to maintain compliance with all ESOL training requirements, The School District of Palm Beach County provides online ESOL in-service for teachers, administrators, and guidance counselors needing ESOL compliance work in order to fulfill training requirements.

The courses offered are as follows:
- Methods of Teaching ESOL
- Applied Linguistics
- Cross Cultural Communication
- ESOL Curriculum and Materials
- Testing and Evaluation of ESOL

These ESOL components are offered three times per-year and are offered free of costs.

Sincerely,

Michael J. Burke
Superintendent

MJB/KO/MP:sh

District
English Language Learners (ELL) Plan
2022-2025

Contact Person: <u>Melissa Patterson</u>

LEA: <u>School District of Palm Beach County</u>

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Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (Ells). Responses should include the following:

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

- At the time of registration, all parents/guardians complete a Student Enrollment/Registration form at their child's school which contains the Home Language Survey:

  1. Is a language other than English used in the home?
  2. Did the student have a first language other than English?
  3. Does the student most frequently speak a language other than English?

  If any of the three questions are answered "yes", the school's ESOL contact is notified by the registrar to determine if the student is in need of a language assessment.·

  Registration procedures are the same for all students. All parents must complete the Student Enrollment/Registration form and the Home Language Survey, as well as other pertinent student data and information.

  The procedures differ in that parents are afforded assistance in their native language by a trained Community Language Facilitator (CLF) or bilingual staff member. In addition, the School District of Palm Beach County has a Welcome Center intended to prevent barriers to enrollment and to assist families with the registration process. Bilingual staff, as well as school counselors, are available on-site to provide support to families with a variety of needs including, but not limited to, registration, health and social services, transcript review, and placement recommendations.

Into what languages are the HLS translated?

- The Home Language Survey is translated into Spanish, Haitian Creole, Portuguese, French, Arabic, Chinese (Mandarin), Russian, and Vietnamese. Outside interpretation services are available for other languages as needed.

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

- Parents/guardians are provided a registration packet. Translated versions of the registration form and general school information are available, at minimum, in Spanish, Haitian Creole, and Portuguese, which are the major languages represented in Palm Beach County. A Community Language Facilitator (CLF) or bilingual staff member assists with translating or interpreting documents related to registration, transportation, free and reduced lunch program application process, and other pertinent school information regarding enrollment procedures. For less commonly spoken languages in our District, we contract with an outside interpretation service for assistance. The District's Welcome Center is available to parents/guardians to assist families with the registration process.

How do you identify immigrant students?

- Immigrant student information, along with the Date Entered into a US School (DEUSS) is captured on the Student Registration form. The term immigrant children and youth means individuals who are ages 3 through 21; and were not born in any state, the District of Columbia, or Puerto Rico; and have not been attending one or more schools in any one or more states for more than 3 full academic years. Based on this definition, the student is coded with immigrant code "Y" in the Student Information System (SIS).

How is Date Entered US School (DEUSS) obtained in the registration process? Please include a link to your HLS.

- At the time of registration, parents complete the Home Language Survey (HLS), as well as questions regarding birthdate of student, country of birth, and the DEUSS date - the month, day, and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). If a student is entering our schools from another district in Florida or state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our Student Information System. Student Registration forms can be found at https://www.palmbeachschools.org/students_parents/student_registration

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. **English Language Proficiency (ELP) Assessment**

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

☐ Registrar
x ESOL Coordinator/Administrator
x Other (Specify) - ESOL Contact, Teacher, ESOL Instructional Specialist, Trained Test Administrators

2. **Listening and Speaking Proficiency Assessment**

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

*   WIDA Kindergarten Screener, WIDA Screener, or any other State approved ELP assessment

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

*   Students with any "YES" responses are referred by the registration personnel to the ESOL test administrator for further English language proficiency assessment. Students with a "YES" response to ONLY question #1 (Is a language other than English used in the home?) are temporarily placed in regular mainstream classes until the programmatic assessment and the English language proficiency assessment/parent interview are completed. Students with one or more "YES" responses to questions #2 (Did the student have a first language other than English?) or #3 (Does the student most frequently speak a language other than English?) may be temporarily placed in ESOL classes until an English language proficiency assessment is administered. The state-approved age and/or grade level-appropriate test is used to assess students' aural/oral abilities. It is administered to students K-12 within 20 days of entry. If a registration form with affirmative answers indicates that a student is from another Florida county, the student does not need to be reassessed for entry into the ESOL Program. Every attempt is made to get the information from the sending county. In the event that the information has not been received within the 20-day limit, the student will be tested as a new entry using the Palm Beach County Home Language Survey information. If the student has not been evaluated within 20 school days upon enrollment, the reason for the delay must be documented, using the Delay in Testing for ESOL Eligibility Parent/Guardian Notice (PBSD 2640). Schools must provide the parent/guardian with this notice, including a plan for completing the

ELP assessment, in their preferred written language, when feasible. The Delay in Testing for ESOL Eligibility Parent/Guardian Notice (PBSD 2640) will be uploaded to the document tab of the Student Profile in Ellevation, and a copy filed in the student's ELL folder.

Students in grades **K-2** scoring as fluent English Speaking on the Listening/Speaking assessment results are determined to be proficient English speakers (non-ELL: ZZ) and are not placed into the ESOL Program, unless otherwise recommended by the ELL Committee. (6A-6.0902)

Students in grades 3-12 who score as fluent English speakers on the Listening/Speaking assessment and on the Reading and/or Writing assessments are determined to be proficient English Speakers (non-ELL: ZZ) and are not placed into the ESOL Program unless otherwise recommended by the ELL Committee. (6A-6.0902)

All students who are not proficient on the Listening and Speaking assessment, qualify for ESOL services and are coded as LY.

Students in grades 3-12 who score as fluent English speakers on the Listening/Speaking assessment, but do not score proficient on the Reading and/or Writing assessment qualify for ESOL services and are coded as LY.

Reading and Writing Proficiency Assessment

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

- WIDA Screener or any other State approved ELP assessment

3. ELL Committee

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

- Upon request of a parent or teacher, a student who is determined not to be an English Language Learner (ELL) or any student determined to be an ELL based solely on one Reading or Writing assessment, may be referred to an ELL Committee. The parent is invited to the meeting via a written letter and/or phone call or in-person communication. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision and documented on an ELL Committee form. The ELL Committee may determine a student

to be an ELL or not to be an ELL, according to consideration of at least two (2) of the following criteria in addition to the entry assessment results:

    a. extent and nature of prior educational or academic experience, social experience, and a student interview,

    b. written recommendation and observation by current and previous instructional and supportive services staff,

    c. level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,

    d. grades from the current or previous years, or

    e. test results other than the entry assessment.

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

Academic/Programmatic Assessment

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

- Schools make every effort to obtain records for students transferring from other locations into Palm Beach County. Records are requested from the sending school through phone calls, faxes, emails, and/or the U.S. Postal Service. In some cases, records are either unobtainable or the student has had little or no prior schooling. If records are unobtainable, the student's academic history is determined through a parent/student interview on the ELL Programmatic Assessment and Academic Placement Review form. Students are then placed based on the available information and age/grade appropriateness. School and/or District personnel review the educational background of the student to determine appropriate grade level, subject, and ESOL Program placement. Parental input regarding educational background is taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented on the ELL Student Programmatic Assessment and Academic Placement Review Form and filed in the ELL folder.

Grade Level and Course Placement Procedures - Grades 9-12

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

- Per 6A.6.0902 section 3-part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age appropriate placement shall be followed as are followed for students born in the United States."

  Schools make every *effort* to obtain records for students transferring from other locations into Palm Beach County. In some cases, records are either unobtainable or the student has had little or no prior schooling. In order to effectively place ElIs, their academic abilities must be determined exclusive of their English language proficiency or lack thereof. School and/or District personnel review the educational background of the student to determine appropriate grade level, subject, and ESOL Program placement. Parental input regarding educational background will be taken into consideration especially when transcripts, records, or report cards are not readily available. This information is documented on the ELL Student Programmatic Assessment and Academic Placement Review Form and filed in the ELL folder. Community Language Facilitators assist the students and their families, when necessary, to ensure proper program/course placement. School Board Policy and Administrative Directives provide flexibility to school *staff* in making academic placement decisions on behalf of students and parents. Parents/guardians may appeal academic placement decisions to the principal. For students who enter a Palm Beach County school with a prior transcript, careful analysis will be done on the level and type of courses the student completed in his/her country of origin.

  Special care must be taken to ensure that ElIs have full and equal access to the entire and wide-range of courses offered at the high school and that the placement of ElIs in courses is not based on English language proficiency. If the student does not provide an official transcript, school personnel shall validate transfer credit(s) or grades, which shall be based on performance during the first grading period the student is enrolled. Validation of credits shall be based on performance

in courses at the receiving school. A student transferring into a school shall be placed into the appropriate sequential course(s) and must have a minimum grade point average of 2.0 per course at the end of the first grading period the student is enrolled. Students who do not meet this requirement shall have credits validated using the Alternative Validation Procedure. The grade of P (Pass) is used when validating/granting transfer credit for coursework when an official transcript or grades that equate to those used in Palm Beach County cannot be obtained. It is also used when P is specified on an official transcript. A grade of P is a transcript grade only, not a report card grade. It gives credit for coursework, but does not affect the Grade Point Average (GPA). The student's custodial parent(s)/guardian(s) may appeal the placement decision to the Superintendent or designee within fourteen (14) calendar days of the principal's decision.

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

- For students who enter a Florida school with a prior transcript, careful analysis will be done of the level and type of courses the student completed in his/her country of origin, keeping in mind that the grading scale and grade level may differ from the traditional United States system to which one is accustomed. The methodology and/or pedagogy used in teaching some courses abroad may also impact the correct transferring of the credit. An example is credits earned in English and the student's heritage language. When awarding language arts credit, consider that the heritage language courses, such as Spanish, French, or Japanese would have incorporated literature, reading, and writing, much like English/Language Arts in a Florida school. Conversely, the English course a student may have taken outside of the United States in many cases is taught as a foreign language. This means that the awarding of credit in a Florida school may reverse itself and English would be credited as the student's foreign language and the student's heritage or native language course is recorded as an English credit. The following link will assist with placement: https://cdn5-ss14.sharpschool.com/UserFiles/Servers/Server_270532/File/ESOL/TranscriptGuide.pdf

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

- Transcripts are evaluated by Certified School Counselors in each school. Certified School Counselors are provided training through the Department of Multicultural Education, in collaboration with the Division of Teaching and Learning. Counselors are invited to attend professional development opportunities offered by the Department of Multicultural Education and led by a District ESOL School Counselor. Documentation of professional development is maintained through sign-in sheets. School counselors also receive support from their school-based counseling chairperson, as well as the Counseling Program Planner. When school staff have questions or need clarification, they are able to contact the Department of Multicultural Education and/or District-based guidance services specialists for assistance. The student's transcript and Academic History Evaluation form are kept in the student's cumulative folder after it is entered by the data processor.

Re-evaluation of Ells that Previously Withdrew from the LEA

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

- LY students returning to Palm Beach County after an absence from Florida or outside the United States of one year or more must be reevaluated using a District-approved English Language Proficiency Assessment. A reevaluation packet is completed and an ELL Committee is convened to determine if the student will continue in or be exited from the ESOL Program. The original HLS, entry, classification, and DEUSS date remains the same.

  LF students returning to Palm Beach County after an absence from Florida or any other state in the United States are NOT retested. Any remaining monitoring dates will be recorded.

  LF students returning to Palm Beach County after an absence from the United States of one year or more must be reevaluated using a District-approved English Language Proficiency Assessment. If the student tests proficient, any remaining monitoring dates will be recorded. If the student does not test proficient, and requires services, an ELL Committee will convene to reclassify the student as an LY. The basis of entry is coded as L, and the status of the student is changed to R, but the original HLS, entry, classification, and DEUSS date remains the

same.

For students new to the country, DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry must be reported. DEUSS date can never be after the classification and entry dates.

ELL Student Plan Development

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

- The ESOL Contact/Coordinator, along with the student's classroom teacher, must fill out the Individual ELL Plan for each of their LY Ells upon entry to the ESOL Program and continue every year after as long as the student is in the program. This plan is signed by the student's classroom teacher(s) along with the ESOL coordinator/contact. The ELL plan will be updated annually at the beginning of the school year and when services change and must reflect the most current ELL Plan and service. The ELL Plan indicates the student's instructional model, and includes the date that appropriately identifies the oral/literacy level as defined in the ELDC. The appropriate strategies and instructional settings are provided for students based on their oral/literacy level and indicated on the Individual ELL Plan. Additional information, such as initial English Language Proficiency Assessment scores and current state assessment data can be included on the ELL Plan.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in the development of the plan?

- The elements of the student plan will include the student's name, DEUSS date, and current ACCESS for ELL scores and/or state assessment data. The plan will reflect the student's instructional model, amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies or supports, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on

socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan.
https://drive.google.com/file/d/1AylG_aQjSo_V4UXHtgcGUZ0nQhlJfOzK/view

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

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

x Sheltered English Language Arts

x Sheltered Core/Basic Subject Areas

x Mainstream-Inclusion English Language Arts

x Mainstream-Inclusion Core/Basic Subject Areas

☐ Maintenance and Developmental Bilingual Education

x Dual Language (two-way) Developmental Bilingual Education

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

- • ESOL Program services offered in the School District of Palm Beach County are designed to assist ELLs in developing English language proficiency while simultaneously developing their competencies in academic content areas. Instructional models provide for comprehensible instruction parallel to the mainstream curriculum (see chart below). Presentation of concepts and materials is adjusted to accommodate the learner's level of English proficiency using the State's English Language Proficiency Standards. ESOL teachers are encouraged to work collaboratively with mainstream teachers to provide instructional consistency to meet the needs of each ELL. Schools have basic ESOL teachers and accompanying resources based on budget formula criteria.

  Schools may choose an instructional model(s) that best meets the individual academic needs of the students at their school. Each year,

schools submit a School wide English for Speakers of other Languages (ESOL) Plan to outline implementation plans for their selected ESOL models. This plan of action must be submitted by the principal and approved by the Department of Multicultural Education. Models chosen must be based on the needs of the English Language Learners served at the respective school, centered on best practices for instruction of English Language Learners, and supported by appropriate research. Native language support, tutoring, and individual instruction are provided when feasible in every delivery model, as needed. In addition, the School-Wide ESOL Plan is used to measure effectiveness in meeting student achievement goals.

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

- Ells receive instruction equal in amount, sequence, quality, and scope through biannual ESOL Program profiles submitted by each school. The profiles document the model(s) used in the school center, the courses offered to Ells, the number of students in each class, and student contact time for ESOL personnel, including Community Language Facilitators and Bilingual School Counselors. Classroom walkthroughs are conducted periodically to ensure curriculum and instruction is aligned to state standards, and is comprehensible, equal, and comparable in amount, sequence, quality, and scope as their non-ELL peers.

Program Options		Students Served	Definition
Sheltered Models (S)	**Self-Contained Sheltered Instruction**	Newly arrived English Language Learners (Ells) with limited English	English Language Learners (Ells) are grouped together and provided comprehensible instruction in a separate environment by an ESOL funded teacher. *Only recommended for students who have been in the ESOL Program for two years or less.*

Support Model (M)	Collaborative Instruction	Students ranging from newly arrived Ells with limited English to Ells that have acquired basic English but need additional support with academic English	Ells are provided comprehensible instruction in the mainstream classroom. An ESOL teacher provides small group instruction focusing on *using ESOL strategies to meet the language and academic needs of ELLs* in the mainstream classroom. ESOL funded teacher and classroom teachers plan collaboratively to meet the needs of Ells.
	Mainstream Instruction	Ells ranging from limited English speakers to proficient English speakers	Ells are provided comprehensible instruction in the mainstream classroom. The classroom teacher uses ESOL strategies to meet the language and academic needs of Ells.
	Specific ESOL Intervention	Ells needing prescribed support, tailored to a unique need	Ells are grouped by student specific needs and provided a research-based intervention by an ESOL funded intervention teacher. The intervention is customized by school leadership and must be used in conjunction with another ESOL model.
Bilingual Model(D)	Curriculum Content in Home Language	Ells from **a** single language background	Ells from a single language background are grouped for content (Math, Science, Social Studies or Language Arts) instruction in the home language provided by a bilingual teacher that is proficient in the language of instruction.
	Dual Language-One-Way Immersion	Ells from a single language background	Ells from a single language background are instructed half in English and half in the home language throughout the academic day. Literacy instruction is provided in both languages; other academic content has a designated language of instruction.
	Dual Language - Two-Way Immersion	Ells from a single language background are grouped with non- Ells	Ells from a single language background are grouped with fluent English speakers and are instructed in another language for at least 50% of the academic day. Literacy/language arts instruction is provided in both languages; other academic content has a designated language of instruction.

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

- The LEA determines if the instructional models are positively affecting student performance through an annual review of ELP data. Ells

academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff reviews instructional models success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for Ells. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model may be considered.

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

- School-based personnel are responsible for ensuring that Ells have equal access to all school programs, services, and facilities, and that Ells are afforded the same rights as their non-ELL peers. The Department of Multicultural Education serves as an advocate for Ells and their families to ensure equal access and provide information and training to school-based personnel, as well as families, regarding equal access to all programs and services for Ells.

 In addition, a Master Board analysis is performed by school leadership teams to ensure participation of Ells in various programs. Another way to ensure the participation of Ells in these programs is through the Principal Dashboard report. This report provides percentages of **ELL** student enrollment in relation to non-ELL participation. The District's Student Progression Plan indicates that Ells must have equal access to all programs within the District as applicable.

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

- Teachers' lesson plans document instructional strategies for ELL students and are monitored by school administrators. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, in order to target specific weaknesses identified through classroom and statewide assessments. Instructional strategies are further monitored through detailed notes on individualized student support and data, as well as classroom observations and teacher interviews.

 Monitoring of the instructional program for Ells may include:
- Documentation of ESOL strategies in teacher lesson plans.

Review of Ells progress on state-approved, criterion referenced achievement tests.

- District created diagnostic assessments as well as the Assessing Comprehension and Communication in English State-to-State for Ells (ACCESS for EIIs).
- Implementation of ELL Committee recommendations.
- Periodic progress reviews using the English Language Development Continuum and report card information.
- Classroom walkthroughs to ensure comprehensible instruction and teacher implementation of ESOL instructional strategies.

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

- Teachers are evaluated by school administration using the Palm Beach Model of Instruction Classroom Teacher Protocols. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners (Domain 1).

  Regional/Instructional Superintendents, school-based administrators, District ESOL administrators, and/or school-based ESOL Coordinators/Contacts may conduct reviews for the purpose of monitoring the appropriateness of the students' programs. Such reviews may include the following:

- Monitor and review the student's level of performance in core areas: English Language Arts, Mathematics, Science, and Social Studies, or the equivalent courses using state approved Progress Monitoring tools
- Monitoring of the student's performance on statewide assessments or norm referenced tests
- Classroom observations

What safeguards are in place to ensure that all EIIs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

- Each year, schools submit a school-wide English for Speakers of other Languages (ESOL) Plan to outline implementation. This plan of action must be submitted by the principal and approved by the Department of Multicultural Education. Schools conduct annual reviews of their ESOL Program to determine effectiveness in meeting student achievement goals.

The LEA participates in processes to ensure equal access to programs and materials, such as instructional materials adoptions, student progression plan, intervention plans, and professional development.

Regional/Instructional Superintendents, school-based administrators, District ESOL administrators, and school-based ESOL Coordinators/Contacts may conduct reviews for the purpose of ensuring comprehensible instruction. Such reviews may include the following:

- Monitor and review the student's level of performance in core areas: English Language Arts, Mathematics, Science, and Social Studies or the equivalent courses using state approved Progress Monitoring tools
- Monitoring of the student's performance on statewide assessments or norm referenced tests
- Classroom observations

What progress monitoring tools are being used to ensure all ElIs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

x Student Portfolios

x Other Criterion Referenced Test (Specify) ACCESS for Ells, Alternate ACCESS, Kindergarten ACCESS for Ells, WIDA Screener, LAS Links, FSA, FSAA, EOG

x Native Language Assessment (Specify) LAS Links (SP), Oral Reading Records (SP)

x LEA/school-wide assessments (Specify) District developed diagnostic tests, including Palm Beach Performance Assessment, Unit Standard Assessment (USA), Florida Standards Quiz (FSQ), Benchmark Assessments, Oral Reading Records Other (Specify)

x Other (Specify) Technology-based assessments, such as i-Ready Diagnostics/Assessments, Imagine Learning Benchmark, iStation ISIP, Achieve 3000 Levelset Test

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ElIs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

x Yes Please provide a link to the LEA's SPP with specifics to Ells highlighted.

https://www.palmbeachschools.org/students_parents/student_progression_plan
Pgs. 31-34, 43, 75-116, 118-154

☐ No (Specify) _____

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

- As indicated in the District's Student Progression Plan, the Superintendent may exempt students in Grade 3 from mandatory retention for good cause if ElIs have received less than 2 years of instruction (based on DEUSS) in an ESOL Program. Decisions must be made by an ELL Committee recommendation, including input from parents, teachers, and support staff. Good Cause Exemptions for ElIs are communicated to the parents in their native language.

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

- In accordance with State Board of Education Rules 6A-6.0902, 6A-6.0903, 6A-6.0904, and 6A-1.09432(6) a student identified as an ELL must meet the District levels of performance, as indicated on the Student Progression charts available in the District's Student Progression Plan.

  Promotion for an ELL shall be based on the student's academic performance, regardless of the level of English Language proficiency. ElIs must demonstrate literacy skills on grade level in either English or their native language, when feasible. ElIs may not be retained if they are substantially below grade level in reading in English, but can demonstrate grade level literacy skills in their native language. Retention of an ELL requires the review and recommendation of the ELL Committee and may not be based solely on lack of English proficiency, demonstration of grade level content knowledge in English, or on a score of any single assessment instrument. An ELL Committee must meet to determine whether an ELL should be retained with documentation on the English Language Learner (ELL) Report.

  An ELL is required to meet student performance standards for the appropriate grade level. However, ElIs who have been in an approved English for Speakers of Other Languages (ESOL) Program for less than two complete school years should not be accountable to demonstrate the standards in English. The Consent Decree and Title III requirement is to measure the student's ability toward attainment of the standards,

regardless of whether that ability is demonstrated in English or the student's home language.

For students in grades K-5, the Department of Multicultural Education has prepared English Language Learners (EIIs) Student Progression Meeting Reports to assist elementary schools in determining if the academic difficulties of EIIs are the result of a language acquisition or an academic deficiency. These grade-specific worksheets are designed to reflect individual progress on the grade-appropriate Student Progression chart. A completed report must be brought to an ELL Committee meeting for each student who is being considered for retention. The ELL Committee recommends whether an ELL should be retained. Adequate progress, as defined in the ELL Plan and at least one other criterion, shall be used by the Committee as grounds for promotion. An ELL may be recommended for retention, if the ELL Committee determines that the student has not progressed satisfactorily and that the lack of progress is not based on language acquisition. The recommendation is submitted to the principal's supervisor and the Department of Multicultural Education for final approval.

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

Statewide Assessment

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

- All EIIs in Palm Beach County, regardless of their time in the ESOL Program, participate in all applicable statewide assessments. The District's Assessment department collaborates with the District's Department of Multicultural Education to provide training and information to school testing coordinators about the requirements for ELL participation in statewide assessment programs. Accommodations for EIIs in the administration of statewide assessments must follow the guideline as specified in the respective assessment manuals.

Statewide content area assessments:
- All Ells will participate in statewide assessments. The LEA ensures that all EIIs participate in the statewide assessment program and are provided appropriate testing accommodations. Each school's testing coordinator is responsible for the assessment of EIIs on their campus and for providing the appropriate accommodations. ELL students who

are receiving services in an ESOL Program operating in accordance with an approved ELL Plan, and who take the state mandated tests may be offered accommodations. However, the exact combination of accommodations to be offered to any particular student shall be individually determined, considering the needs of the student and recommendations of the student's team. The parents are notified of the different testing accommodations in a letter.

ACCESS for Ells assessment:
- Students coded LY by the first day of the ACCESS for ELL test administration window are tested for language proficiency. The Department of Multicultural Education, in collaboration with the District's Department of Assessment, communicates with school testing coordinators to ensure the appropriate information is provided for test administration. In addition, information is also communicated through District correspondence to provide guidance on accessing the WIDA Secure Portal for participation in the applicable, required ACCESS for Ells test administrator training. Each school's testing coordinator is responsible for ensuring the following:
- All test administrators have completed the appropriate training(s).
- All eligible Ells on their campus are assessed.
- Appropriate accommodations are provided.

What is/are the title(s) of the school-level person responsible for ensuring and documenting that Ells are provided appropriate testing accommodations (per test administration requirements)?

- Each school's testing coordinator is responsible for ensuring all Ells are provided the appropriate assessment accommodations on statewide assessments.

Describe how parents of Ells are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments, policies, mandates and student outcomes?

- Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, when feasible. A letter is sent to parents of Ells explaining the allowable testing accommodations. Parents are notified of outcomes on assessments through individualized student score reports which indicate the performance level of the student, as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, by the

parent or teacher to discuss the assessment policies, mandates, and results.

Please provide links to communications in parents' languages.

- ACCESS for EIIs Parent Information: https://www.fldoe.org/accountability/assessments/k-12-student-assessment/access-for-ells.stml

- Assessment Accommodations Parent Letters: https://www2.palmbeachschools.org/formssearch/pdf/1939.pdf https://www2.palmbeachschools.org/formssearch/pdf/1939SP.pdf https://www2.palmbeachschools.org/formssearch/pdf/1939CR.pdf https://www2.palmbeachschools.org/formssearch/pdf/1939PO.pdf

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

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

- According to Rule 6A-6.0903, requirements for Exiting English Language Learners from the ESOL Program, EIIs shall be considered English language proficient and exited from the ESOL Program upon obtaining the following:

Grades K-2 requires scores from one assessment (Basis of Exit Code: H)
- ACCESS for EIIs 2.0 - proficient score (Level 4+) in reading and overall composite
- Alternate ACCESS for Ells - proficient score (P1) overall composite

Grades 3-9 requires scores from two assessments (Basis of Exit Code: I)
- FSA ELA or FSAA Level 3 or higher
    AND
- ACCESS for EIIs 2.0 - proficient score (Level 4+) in reading and overall composite **OR** Alternate ACCESS for EIIs - proficient score (P1) overall composite

Grades 10-12 requires scores from two assessments (Basis of Exit Code: J)
- FSA ELA or FSAA   Level 3 or higher
    OR
- Proficient Reading/Writing scores on at least one of the following:

SAT Evidence-Based Reading and Writing (EBRW).?. 480 (as of SY22)
ACT English and Reading subtests (average) 18 (as of SY22)
AND
ACCESS for Ells 2.0 - proficient score (4) in reading **and** overall composite **OR** Alternate ACCESS for Ells - proficient score (P1) overall composite

Students meeting state established proficiency criteria will be exited at the District level *over* the summer. Exited students are identified by an ELL Status of LF in SIS. Following exit from the program, the academic progress of LF students is monitored for two years.

Students may be considered for exit at their scheduled re-evaluation date, or any time prior to that date, if exit requirements are achieved. School personnel or parents may request an ELL Committee at any lime to determine whether a student is eligible to exit the ESOL Program.

A copy of the Student Meeting Report and the Parent Notification of Exit or Continuation will be provided to any parent/guardian in attendance or sent home to any parent who did not attend the ELL Committee meeting to inform him/her of the decision to extend or exit ESOL Program services. The documents will be in the parent's preferred written language, whenever feasible.

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

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

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

- If assessment results do not fully capture the student's academic or linguistic needs, an ELL Committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student be exited with consideration of data other than statewide assessments, such as student portfolios or alternative evaluations. An ELL Committee can also meet to exit a student from the ESOL Program if there is sufficient evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic

Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL Committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

- 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 supportive services staff
- Level of mastery of basic competencies or skills in English and heritage language according to local, state, or national criterion-referenced standards from the current or previous years, or Test results other than the entry assessments

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

- Although ElIs usually exit the ESOL Program when exit criteria is met through assessment, ElIs can be referred for exit at any time during the school year. Since ACCESS for ElIs and FSA ELA data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL Committee decision based on a current data analysis and student evaluations. A current English language proficiency assessment will be given, as well as review of report card grades, benchmark test scores and portfolio data. Stakeholder input from parents, teachers and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former Ells?

- Classroom teachers, ESOL Coordinators/Contacts, and/or School Counselors

Updating the student ELL plan?

- Classroom teachers, ESOL Coordinators/Contacts, and/or School Counselors

Reclassification of ELL status in data reporting systems?

- Department of Multicultural Education Staff

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

x Report Cards

x Test Scores

x Classroom Performance

x Teacher Input

☐ Other (Specify) _____

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

- The ELL Committee (including parent/guardian) identifies students that are making inadequate academic progress after being exited from the ESOL Program, but are still within their 2-year monitoring period. An ELL Committee report form detailing the reasons for reclassification must be filled out and signed by all in attendance. Before considering reclassification, the Committee must determine if the **student's academic deficiencies are due to limited English proficiency and premature exit.** A student can be reclassified into the ESOL Program if it is deemed necessary.

The steps necessary to successfully reclassify a student are as follows:

- Convene ELL Committee meeting to determine whether the student will be reclassified into the ESOL Program. An ELL Committee Meeting Parent Invitation must be sent to the parent/guardian a minimum of ten (10) days prior to the meeting date.
- During the meeting, review all student data that has initiated the concern and possibility of reclassification. ELL Committee Student Meeting Report must be signed by all in attendance. Parent/guardian must be given notification of meeting outcomes, if they were unable to attend the ELL Committee meeting.
- Following the ELL Committee meeting, administer and score all domains of the English Language Assessment.
- Schools will submit a Reclassification form to request a meeting with a representative from the Department of Multicultural Education.
    - o Upon communicating with the Department of Multicultural Education, convene follow-up ELL Committee meeting to discuss results of Language Assessment, reclassification into the ESOL Program, and/or other determination. An ELL Committee Meeting Parent Invitation must be sent to the parent/guardian a minimum of ten (10) days prior to the

meeting date. Parent/guardian must be given notification of decision to reclassify if they were unable to attend the **ELL** Committee meeting.

- All SIS data entries for reclassification will be entered by the Department of Multicultural Education.
- The **ELL** Committee recommendations (Student Meeting Reports) are placed inside the student's **ELL** folder.

Compliance of ELL Plan and Student Performance

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

- The District monitors the ESOL Program for compliance and student academic performance through the following measures:
- ESOL Profiles
    - o ESOL School-Wide Implementation Plans
    - o Student Information/Data Reports
    - o ELL Folders/Files
    - o Individual ELL Plans
    - o Statewide Assessment Data
    - o English Language Development Continuum (ELDC)
    - o Report Card Monitoring
    - o ESOL Certification and Training Records

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

- The District ELL Plan is reviewed by our District's Parent Leadership Council for review, input, and approval. All feedback contributed by the District PLC is integrated into the plan prior to their approval. A link to the current approved District ELL Plan is made available on our District's website. Translation is available to parents and stakeholders upon request.

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

- The District ensures that schools are implementing the District ELL Plan in several ways. Program models are reviewed in each school through ESOL Profiles and/or School-wide ESOL Plans. This provides the District with the instructional model, the number of students in each school (LY and LF), the services provided, and by whom the services are provided. Monthly time task calendars are provided to schools which include tasks

and procedures necessary for program effectiveness. Schools submit verification of task completion on a monthly basis. Additionally, attendance at monthly meetings, provided by the Department of Multicultural Education, is required for all ESOL Coordinators/Contacts. During these meetings, pertinent information is disseminated and professional development is provided on best practices for EIIs.

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for EIIs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance-
   a. detailing the right that parents have to have their child immediately removed from such program upon their request;
   b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
   c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

- The Home Language Survey (HLS) on the registration form must be completed for all students when they first enter a Palm Beach County public school. If one or more of the HLS questions is checked "yes"

during registration, the student must be tested for ESOL services. School personnel have 20 school days to administer the appropriate English Language Proficiency (ELP) assessments.

Once the ELP assessment is administered, the score is analyzed to determine whether the student qualifies for ESOL services. If applicable, school staff will review all incoming records, as well as the language and/or reading/writing tests to determine proper program placement.

Parents will be notified of program placement via the Notification of Initial English Language Program Placement letter in their preferred language (if feasible). The letter notifies the parents of ESOL Program placement, the ESOL Program, services provided, and exit criteria. In addition, parents have the option to decline the instructional model provided by the program. A signed copy of this form is kept in the student's ELL folder.

Parents of English Language Learners receive information regarding grade promotion and graduation through communication from schools, the District's Student Progression Plan, and the District's webpage: https://www.palmbeachschools.org/cms/one.aspx?portalId=270616&pageId=6819227

For English Language Learners with a disability, schools work in collaboration with the Exceptional Student Education Department to ensure the academic goals are addressed through the program services provided.

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

- To communicate with all language groups represented in Palm Beach County, personnel are available to provide assistance at each school. All written and oral communications between school personnel and parents of ElIs are to be in the parents' primary language, whenever feasible.

  The District has provided school centers with Community Language Facilitators (CLFs) to improve parent/school participation and communication. Community Language Facilitators are available to serve in each school with 15 or more active ElIs of the same home language background whenever feasible. Bilingual District personnel are available to assist schools with less than 15 ElIs of the same home language,

when feasible.

Primary language communication to parents/guardians is accomplished with the help of Community Language Facilitators, bilingual school/district staff, District translators, over-the-phone interpretation, and online translation services. The Department of Multicultural Education has also translated school forms and letters into Spanish, Haitian Creole, and Portuguese. Spanish, Haitian-Creole and Portuguese translators are available at the District level to assist schools and departments in translating documents, policies, handbooks, student services correspondence, legal correspondence, transcripts, school calendars, registration forms, and other pertinent information that is used on a District-wide basis. District translators also provide assistance to language minority families who conduct school business at the District administrative center. Meetings with Spanish and Haitian Creole media representatives and other multicultural community organizations, churches, agencies, and businesses are held to discuss issues which can be addressed collaboratively and distributed to the community.

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

- • The Department of Multicultural Education employs a specialist who uses the most current research and data to provide schools, parents/guardians, and community organizations with special programs that promote parent and community participation. These programs are presented at individual schools, community or church organizations, and through school and District parent organizations. Parents participating in the Parent Leadership Council(s) receive training and orientation regarding the District's ESOL Program and monitoring procedures. ELL parents/guardians are encouraged to participate in the School Advisory Council (SAC), the District Parent Leadership Council, Parent Engagement Nights, and other school/District committees. Parents/guardians are notified of upcoming events in their home/native language, when feasible, and receive home/native language interpretation services at these events, when feasible.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of EIIs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

x Results of language proficiency assessment
Notification of English Language Program Continuation-EN

Notification of English Language Program Continuation SP

Notification of English Language Program Continuation HC

Notification of English Language Program Continuation PR

x Program placement

Notification of Program Placement EN
Notification of Program Placement SP
Notification of Program Participation HC
Notification of Program Placement PR

x Program delivery model option(s)
Notification of Program Placement EN
Notification of Program Placement SP
Notification of Program Participation HC
Notification of Program Placement PR

Notification of English Language Program Continuation-EN

Notification of English Language Program Continuation SP

Notification of English Language Program Continuation HC

Notification of English Language Program Continuation PR

x Extension of ESOL instruction
Notification of English Language Program Continuation-EN

Notification of English Language Program Continuation SP

Notification of English Language Program Continuation HC

Notification of English Language Program Continuation PR

x Exit from ESOl program

Notification of English Language Program Exit-EN

Notification of English Language Program Exit-SP

Notification of English Language Program Exit-PR

Notification of English Language Program Exit-HC

x Post-reclassification of former Ells monitoring
LF 1st Post Exit Monitoring Form
LF 2nd Post Exit Monitoring Form
LF 3rd Post Exit Monitoring Form
LF 4th Post Exit Monitoring-Exited by ELL Committee Form

x Reclassification of former Ells
ELL Committee Meeting Parent-Guardian Invitation Letter-EN
ELL Committee Meeting Parent-Guardian Invitation Letter-SP

ELL Committee Meeting Parent-Guardian Invitation Letter-HC
ELL Committee Meeting Parent-Guardian Invitation Letter-PO

x State and/or LEA testing
https://www.palmbeachschools.org/students_parents/student_testing

x Accommodations for testing (flexible setting)
PBSD 1939 English Language Learner Notification of Assessment Accommodations ENG
PBSD 1939 English Language Learner Notification of Assessment Accommodations SP
PBSD 1939 English Language Learner Notification of Assessment Accommodations HC
PBSD 1939 English Language Learner Notification of Assessment Accommodations PO

x Annual testing for language development

https://www.palmbeachschools.org/students_parents/student_testing/access_for_ells_paper
https://www.palmbeachschools.org/students_parents/esol/esol_program_information/a_c_c_e_s_s_for_e_l_ls

Growth in language proficiency (Listening, Speaking, Reading, Writing)
Exemption from FSA in ELA for Ells with DEUSS less than one year

x Retention/Remediation/Good Cause
https**://www2.**palmbeachschools.org/formssearch/pdf/2182.pdf

https://www2.palmbeachschools.org/formssearch/pdf/2183.pdf

https**://www2.**palmbeachschools.org/formssearch/pdf/2184.pdf

https://www2.palmbeachschools.org/formssearch/pdf/2185.pdf

https://www2.palmbeachschools.org/formssearch/pdf/2186.pdf

https://www2.palmbeachschools.org/formssearch/pdf/2187.pdf

Transition to regular classes or course change

x Invitation to participate in an ELL Committee Meeting
https://www2.palmbeachschools.org/formssearch/pdf/1510.pdf

https://www2.palmbeachschools.org/formssearch/pdf/1510PO.pdf
https://www2.palmbeachschools.org/formssearch/pdf/1510CR.pdf
https://www2.palmbeachschools.org/formssearch/pdf/1510SP.pdf

ELL Committee Meeting Parent-Guardian Invitation Letter-EN
ELL Committee Meeting Parent-Guardian Invitation Letter-SP

ELL Committee Meeting Parent-Guardian Invitation Letter-HC
ELL Committee Meeting Parent-Guardian Invitation Letter-PO

x Invitation to participate in the Parent Leadership Council (PLC)

2022 District PLC Spanish

2022 District PLC Portuguese

2022 District PLC Haitian Creole

2022 District PLC English

x Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
https://www.palmbeachschools.org/students_parents

x Free/reduced price lunch
https://www.myschoolapps.com/Home/PickDistrict

x Parental choice options, school improvement status, and teacher out-of-field notices

https://www.palmbeachschools.org/students_parents/school_choice

REPORTING OF OUT-OF-FIELD TEACHERS TO PARENT/GUARDIAN

x Registration forms and requirements
https://www.palmbeachschools.org/students_parents/student_registration

x Disciplinary forms

https://www2.palmbeachschools.org/formssearch/pdf/0279.pdf

https://www2.palmbeachschools.org/formssearch/pdf/0279CR.pdf

https://www2.palmbeachschools.org/formssearch/pdf/0279PO.pdf

https://www2.palmbeachschools.org/formssearch/pdf/0279SP.pdf

x Information about the Florida Standards and the English Language

Development (ELD) Standards

https://www.palmbeachschools.org/students_parents/esol

x Information about community services available to parents
https://www.palmbeachschools.org/students_parents/volunteer

☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, **SAC)**
https://www.palmbeachschools.org/students_parents

☐ Report Cards*

https://www.palmbeachschools.org/cms/one.aspx?portalId=270616&pageId=6819227

☐ Other (Specify) <u>Spanish Standards Based Report Card</u>
https://www.palmbeachschools.org/cms/One.aspx?portalId=270616&pageId=6937254

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.
- Report cards are provided in English, Spanish, Haitian-Creole, and Portuguese. Bilingual school-based and/or District staff, as well as over the phone interpretation services, are available to communicate with parents/guardians of other languages regarding report cards.

Section 9: The Parent Leadership Council {Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

x LEA Level
x School Level

Please address the functions and composition of the PLC:
- The goals of the PLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites; provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their children and to consult with school personnel and give input on goals related to the program. The District PLC is composed of the majority of parents of current and former ELLs, as well as classroom teachers, curriculum specialists and ESOL resource teachers. Community leaders and ELL advocates are also invited to participate as members. Council members receive information about various organizations, committees, and volunteer opportunities available at the school level in order to encourage more active participation and to empower them to recruit other language minority parents. The District PLC makes recommendations for the District ELL Plan, and reviews policies which are instrumental in the approval process.

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.
- **N/A**

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

- The District involves the PLC by informing and encouraging them to serve on committees both at the District and school levels. District committees include, but are not limited to, the District ELL Plan Committee, the Boundaries Committee, and the School Calendar Committee. In addition, they are educated on committees available at the school level, such as the School Advisory Council, PTA and PTO, and numerous volunteer opportunities.

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

- The LEA PLC provides input during the development of the ELL Plan and reviews the final District ELL Plan at a scheduled PLC meeting. Translators are available to provide language assistance and clarification. PLC members may request an emailed version of the plan if they cannot attend the meeting. Parental feedback is encouraged and will be addressed in subsequent meetings, if necessary. Upon completion of the review by the members of the PLC, the Chairperson signs and approves the District ELL Plan.

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

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

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

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

- On a yearly basis, teachers are notified if they do not meet the ESOL compliance requirements for their current teaching position. The District's Student Information System (SIS) monitors student schedules, student ELL status, and the assigned teacher's ESOL inservice records. If a teacher has an ELL and does not have the proper ESOL coverage an out-of-compliance email is generated by the Department of Certification. The teacher is notified by email of their out-of-field status, principals and School Board members are also notified of the teacher's out-of-field status.

   In addition, Multicultural Department staff monitor the progress of District teachers toward completion of training requirements established in the Consent Decree. The District provides inservice opportunities for teachers needing ESOL compliance work. The inservice is offered on a regular basis at no charge to the participants. The Departments of Professional Development and Multicultural Education maintain records of inservice components and college course completion in the District's inservice learning management system.

   Teachers receive credit for ESOL inservice training from other Florida school districts when the training is verified by an OTE 206 form from the appropriate authorities. Teachers receive credit for ESOL training at universities or colleges when official college or university transcripts are provided for documentation. The transcripts are recorded and archived by the District's Human Resource department.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include

the title of person(s) responsible for issuing the notifications and how the process is documented.

- On a yearly basis, teachers are notified if they do not meet the ESOL compliance requirements for their current teaching position. The District's Student Information System (SIS) monitors student schedules, student ELL status, and the assigned teacher's ESOL inservice records. If a teacher has an ELL and does not have the proper ESOL *coverage,* an out-of-compliance email is generated by the Department of Certification. The teacher is notified by email of their out-of-field status, principals and School Board members are also notified of the teacher's out-of-field status.

  Teachers receive credit for ESOL inservice training from other Florida school districts when the training is verified by an OTE 206 form from the appropriate authorities. Teachers receive credit for ESOL training at universities or colleges when official college or university transcripts are provided for documentation. The transcripts are recorded and archived by the District's Human Resource department.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

- On a yearly basis, teachers are notified if they do not meet the ESOL compliance requirements for their current teaching position. The District's Student Information System (SIS) monitors student schedules, student ELL status, and the assigned teacher's ESOL inservice records. If a teacher has an ELL and does not have the proper ESOL *coverage,* an out-of-compliance email is generated by the Department of Certification. The teacher is notified by email of their out-of-field status, principals and School Board members are also notified of the teacher out-of-field status.

  In addition, Multicultural Department staff monitor the progress of District teachers toward completion of training requirements established in the Consent Decree. The District provides inservice opportunities for teachers needing ESOL compliance work. The inservice is offered on a regular basis at no charge to the participants. The Departments of Professional Development and Multicultural Education maintain records of inservice components and college course completion in the District's in-service learning management system.

  Teachers receive credit for ESOL inservice training from other Florida

school districts when the training is verified by an OTE 206 form from the appropriate authorities. Teachers receive credit for ESOL training at universities or colleges when official college or university transcripts are provided for documentation. The transcripts are recorded and archived by the District's Human Resource department.

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

- Upon initial hiring, teachers deemed ESOL Category 1 are given information regarding directions for becoming in-field, including training requirements and timelines. Schools are requested to run the Out-of-Field query to identify all teachers that are out-of-field. Parent Notification letters, provided in English, Spanish, Portuguese and Haitian Creole, are provided to schools electronically with directions to send home with students being instructed by out-of-field teachers the Friday prior to FTE week (Survey 2 and 3). Out-of-field teachers are approved to teach out-of-field by the School Board prior to the October and February FTE.

  Category I teachers are considered out-of-field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete, regardless of ELL assignment. The ESOL endorsement must be added to existing teaching certificates. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed.

  Completion of ESOL required training within the timeline is a condition of continued employment for instructional personnel.

  All teachers must document that ESOL strategies are being used to ensure comprehensible instruction.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

- The District provides an ESOL component to administrators in order to fulfill training requirements. This component focuses on the Consent Decree, the District ELL Plan, instructional delivery models, criteria for evaluating comprehensible instruction in the classroom, and multicultural education. The ESOL component is offered through

inservice.

The Departments of Professional Development and Multicultural Education maintain records of inservice components and college course completion in the District's inservice learning management system.

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

- The District provides an ESOL component to guidance counselors in order to fulfill training requirements. This component focuses on the Consent Decree, the District ELL Plan, instructional delivery models, criteria for evaluating comprehensible instruction in the classroom, and multicultural education. The ESOL component is offered through inservice.

  The Departments of Professional Development and Multicultural Education maintain records of inservice components and college course completion in the District's inservice learning management system.

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

- The LEA offers additional supplemental professional development opportunities that focus on the following areas: making instruction comprehensible for ELls, second language acquisition, dual language instruction, home language support, and cultural awareness. These opportunities will be provided to instructional and support personnel throughout the year in various workshops, at schools and during summer training, as well as on demand through the employee portal. Included in each of these training opportunities will be follow-up activities to ensure transfer of skills and knowledge to the classroom. These training opportunities are above and beyond the required ESOL training.

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

Teachers that provide instruction in a language other than English must have the appropriate certification(s) as required by the District and state for the

population and subject area that they teach. In addition, teachers instructing in the target language must demonstrate oral and written proficiency in the language of instruction. To meet this requirement, teachers must pass the District Language Proficiency Assessment Test administered by District bilingual staff members.

A bilingual paraprofessional or teacher is required at schools having 15 or more EIIs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

- Bilingual paraprofessionals (known as Community Language Facilitators in Palm Beach County) assist mainstream teachers and basic ESOL teachers with the delivery of comprehensible instruction to EIIs. They are not assigned to work with non-EIIs. Their qualifications and responsibilities include:

  QUALIFICATIONS:
  1. High School Diploma or equivalent AND passing score on the ParaPro Assessment Test; OR sixty (60) or more semester hours of college credit.
  2. Demonstrated oral and written proficiency in the English language and the language of the target population.
  3. Experience working with community agencies and organizations within the target community.
  4. Demonstrated ability to interact positively with culturally diverse groups of students and parents.
  5. Ability to organize and plan effectively.
  6. Ability to maintain a flexible work schedule.

  PERFORMANCE RESPONSIBILITIES
  Essential Functions:
  1. Assists English Language Learners in individualized and small group instruction under the direct supervision of the assigned teacher(s).

  2. Assists teachers and administrators in fulfilling ESOL Program goals and requirements.
  3. Translates documents into the native language of the target population.
  4. Serves as an interpreter in school communications with parents, students, and community members.
  5. Serves as an advocate for students and parents of the target population.

6. Participates in developing strategies to increase academic achievement for students of the target population.
7. Conducts home-community visitations.
8. Maintains a directory of referral services for the target population.
9. Participates in ESOL staff development activities.

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

- The School District of Palm Beach County's Department of Multicultural Education, provides training opportunities for Community Language Facilitators (CLFs). Training may focus on developing ESOL instructional support strategies for basic subject area instruction, ESOL compliance issues, legal issues pertinent to ELLs and their families, translation/interpreter skill development, and family advocacy. The training for these paraprofessionals includes the use of home language strategies to assist ELLs in their content area subjects (Math, Science, Social Studies, and Computer Science), and electives. Documentation of training is maintained through sign-in sheets and agendas.

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

- A bilingual paraprofessional's (CLF's) proficiency is assessed through a written and oral screening performed by District bilingual staff. The screening is task-oriented and requires translation, as well as interpretation, in both the target language and in English.

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

Section 11: Extension of Services {Rule GA-6.09022, F.A.C.)

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

- Students are eligible to receive extended ESOL Program services after the third year, and annually thereafter until classified as English proficient. ELLs, who have been in ESOL for three years or more based on DEUSS

date, need to be reevaluated annually to determine if they still require ESOL Program services. The reevaluation assessment shall be administered no earlier than thirty (30) school days prior to the student's DEUSS anniversary date and covers all four domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

This first reevaluation meeting must take place on or no more than 30 days prior to the 3rd year anniversary of the DEUSS date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the **ELL** Committee may convene no later than October 1. Reevaluation takes place on a yearly basis thereafter. The need for this extended service is based on a review of the following criteria:
- English language proficiency assessments
- Teacher/ELL Committee recommendations
- Other relevant academic and oral language data

The procedures followed when determining extension of services is:
a) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on District/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program, and language acquisition proficiency.
b) ELL Committee may determine that the student continues in the regular program.
c) ELL Committee may determine that the student be referred for further evaluation.
d) ELL Committee may determine that the student needs extension of services.
e) The school-based ESOL Coordinator/Contact or designee is responsible for entering the determination into the Student Information System.

Listening and Speaking Proficiency Assessment

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

- ACCESS for Ells
- LAS Links
- WIDA Screener

Reading and Writing Proficiency Assessment

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

- ACCESS for Ells
- LAS Links
- WIDA Screener
- FSA ELA
- SAT (Grades 10-12 only}
- ACT (Grades 10-12 only}