

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

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

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0900 - 6A-6.0909; 6A; 6A-6.09091; 6A-1.09432, Florida Administrative Code (FAC.), and other applicable State Board of Education Rules;
- The requirements of the No Child Left Behind Act of 2001;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in Castañeda v. Pickard, 1981;
- The requirements based on the Supreme Court decision in Plyler v. DOE, 1980;
- The requirements based on the Supreme Court decision in Lau v. Nichols, 1974;
- The requirements of the equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office of Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office of Civil Rights Standards for the Title VI Compliance.

By signature below, I, _____, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. Each school has an established student registration process in place to assist parents and students who do not speak English.

Parents/guardians are given a complete registration packet. Translated versions of registration forms, free and reduced lunch applications, and general school information are available for the major languages represented in this county.

For non-ELLs, the same procedures are followed, in lieu of translated forms. Once ALL HLS forms are complete, the school sends the designate copy to the District ESOL office, where the District ESOL staff destroys all HLS forms that are checked off with 'No' replies. All other forms are categorized accordingly, as ELL or Non-Eligible, then filed in the ESOL office.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. All students entering Alachua County schools report to the school of zone to register for school. At the school of zone, students are administered the Home Language Survey as part of the registration process. School personnel responsible for registering students are required to receive training and materials regarding appropriate enrollment procedures in order to guide students and families through the registration process. Personnel are instructed to review each HLS, in order to avoid errors that could possibly hinder or data not collected in reference to language and immigration. Schools are strictly prohibited from requesting or requiring documentation of the student's immigration status or from inquiring about the immigration status of the student. They are also prohibited from requiring the social security numbers of students and family members.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. If there is at least one affirmative response to any of the three questions on the survey, the student is assessed by the ESOL Contact or trained test administrator to determine if he or she is limited in his or her English proficiency and eligible to receive ESOL services. Assessment of students occurs at the school of zone as part of the normal registration and admission process. If parents must return to the school on another day to complete registration procedures required of all students, such as to bring immunization records or other documentation, assessment of students may occur upon their return to the school. Assessment procedures, as well as the purpose and requirements of the ESOL program, are first explained to the student and/or parents in a mode which is understandable to the parents either through translated materials or an interpreter.

If the student is determined to be an English Language Learner (ELL), the student/parents are advised by the ESOL Contact that he/she will be classified ELL and therefore receive ESOL services. Parents are given the option of having the student receive ESOL services at

the school of zone, where they receive comprehensible instruction delivered by appropriately certified or trained personnel, using ESOL strategies or at one of the ESOL Center Schools. If parents/students choose to enroll in and attend the ESOL center school, the following steps are followed at the school of zone to ensure that instruction is not delayed for the ELL student:

- (1) All enrollment procedures are completed.
- (2) Parents are provided information about the ESOL center school the student is to attend.
- (3) Transportation arrangements for the student are made by the ESOL Contact at the school of zone.
- (4) Bus arrangements are explained to the student and/or parent.
- (5) By phone, the appropriate ESOL center is notified by the ESOL Contact at the school of zone that a new ESOL student has been registered and will be attending the center school. Transportation information is relayed to the ESOL center and registration records are forwarded to arrive at the ESOL center within one to two days.

Upon completion of the preceding procedures, ESOL students may begin school immediately.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) ESOL Contact

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. The District purchased a web-based translation tool in 2007, to assist with the plethora of languages of families entering the community. With this tool, the content of the Home Language Survey and other important documents can be translated immediately. When possible, an employee or bilingual staff member assists with translating or interpreting documents related to transportation and other pertinent school information.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. The original of the Home Language Survey for each student who registers in Alachua County is filed in the student's permanent record by the school ESOL Contact and a copy is forwarded by the school of zone to the district ESOL Office. Home Language Surveys are examined in the ESOL Office for accuracy and to ensure that assessment to determine English proficiency is conducted for all students who respond affirmatively to any of the three (3) questions. For students tested for ESOL eligibility, assessment results are recorded on the survey with assessment answer sheets attached and filed in the permanent record. Copies of any survey with an affirmative response are maintained in the district ESOL Office, along with assessment documentation. At every school, data regarding the student's home language and national origin is supplied

on the Home Language Survey and entered in the district's data system. All other ELL data is entered by the District ESOL office.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.

Registrar Data Entry Clerk Other (Specify) District ESOL Staff

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar ESOL Coordinator/Administrator Other (Specify) Curriculum Resource Teacher, ESOL Program Teacher, Guidance Counselor

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IDEA Oral Language Proficiency Test (IPT)	K	< 21		
IPT	1st	< 43		
IPT	2-6	< 61		
IPT	7-12	<		

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data. Within 20 days of initial registration, the IDEA Oral Language Proficiency Test (IPT) will be administered to all students who respond "yes" to any question on the HLS, to determine oral/aural proficiency. Students who fall in the Limited English or Non-English proficiency range are determined immediately eligible for services. The ESOL Contact or principal designee is responsible for the assessment at each school.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with

affirmative responses? Assessment of students occurs at the school of zone as part of the normal registration and admission process. The district ESOL Office receives a copy to ensure that all students with an affirmative response on the survey are assessed for English proficiency.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses. Only under very unusual circumstances would the A/O test occur after 20 days – natural disaster, illness of student, etc. Documentation would be made in the student’s record by the school’s ESOL contact under such circumstances. Parents will be notified in a language they can understand if feasible.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. For any student in grades K-2 who scores fluent English speaking on the IPT Oral, placement is made in the standard curriculum classroom.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher’s cut scores) on the Listening and Speaking test. Alachua County uses the IPT-1 Oral English for measuring Oral/Aural proficiency. A student who scores within the LEP range as established by the publisher is eligible for ESOL program services.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student’s score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
IPT reading and writing assessment

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? The district’s policy is to determine reading and writing proficiency immediately for students in grades 3-12 who score fluent English speaking on the Aural/Oral test. The ESOL Contact in each school is responsible for implementing district policy in ensuring proper identification and appropriate program placement for all ELL students.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines. If the R/W test is not

administered within one year to students in grades 3-12 who score fluent English speaking on the Aural/Oral test, documentation is made in the student's record by the school's ESOL contact and parents notified in a language they can understand if feasible.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan. During the entry process, the ELL Committee may make the determination as to whether or not a student is limited English proficient and in need of the ESOL program for the following students:

(1) For K-2 students determined to be fully English proficient based upon aural/oral test results, the ELL Committee may determine the student to be an ELL and eligible for ESOL. The ELL committee may take into consideration any other available data when making this determination.

(2) For 3 -12 students determined to be fully English proficient based upon aural/oral test results and who score above the 32nd percentile in both reading and writing, the ELL Committee may determine the student to be an ELL and eligible for ESOL. The ELL committee may take into consideration any other available data when making this determination.

(3) For 3 -12 students determined to be a fully English proficient based upon aural/oral test results and who score at the 32nd percentile or below in both reading and writing or who score at the 32nd percentile or below in either reading or writing, the ELL Committee may determine the student to be fully English proficient and not in need of ESOL services or limited English proficient and eligible for ESOL services.

The ELL Committee may be requested by a teacher, administrator, student, parent or parent designee through the district ESOL Supervisor, principal, ESOL Contact and/or teacher. A student determined to be fully English proficient and not receiving ESOL services or a student who did not meet eligibility criteria and is not classified ELL may be referred to the ELL Committee at any time if progress in a conventional class is viewed as inadequate. Likewise, an exited ESOL student whose progress is being monitored may be re-evaluated by the ELL committee at any time. All determinations made by the ELL Committee are based upon at least two of the criteria outlined in the Consent Decree and are documented in writing and made part of the student's ELL file.

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes No

If yes, describe the procedures implemented and list the instrument(s) used. _____

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. The ESOL Contact at the elementary school of zone is responsible for reviewing the educational background of the student and conducting parent and/or student interviews as part of the registration/enrollment process. This information is used to determine appropriate grade level for elementary schools. Elementary students' grade designation is age appropriate unless the educational system of the student's country requires that the student be placed in a different grade level. The principal, school office personnel, ELL committee chairperson, guidance counselor, ESOL teacher, and/or classroom teacher may participate in the evaluation. Results of the academic assessment, as well as recommendations for instructional programming, are documented on the Programmatic Academic Assessment Form and attached to the ELL Student Education Plan. Grade placement is NEVER based on English language proficiency.

The school guidance counselor at the middle and high school of zone reviews the educational background of the student and conducts parent and/or student interviews as part of the registration/enrollment process. This information is used to determine appropriate grade level and course placements for middle school students. Previous school records are examined, when available, to determine what courses were taken, at what level, and at what level of success. School office personnel, ELL committee chairperson, ESOL teacher, and/or classroom teacher may participate in the evaluation. Results of the academic assessment, as well as recommendations for instructional programming, are documented on the Programmatic Academic Assessment Form and attached to the ELL Student Education Plan. Grade placement is NEVER based on English language proficiency.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Elementary students' grade designation is age appropriate unless the educational system of the student's country requires that the student be placed in a different grade level. Diagnostic/placement tests can also be administered to determine appropriate placement in courses where there is no documentation of completed credits in other countries.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records. Grade designation is age appropriate unless the educational system of the student's country requires that the student be placed in a different grade level. Diagnostic/placement tests can be administered to determine appropriate placement in courses where there is no documentation of completed credits in other countries.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. The ESOL Contact at the elementary/middle

school of zone is responsible for reviewing the educational background of the student and conducting parent and/or student interviews as part of the registration/enrollment process. This information is used to determine appropriate grade level and course placement for students grade K-8. Elementary students' grade designation is age appropriate unless the educational system of the student's country requires that the student be placed in a different grade level. Middle school students previous school records are examined, when available, to determine what courses were taken, at what level, and at what level of success. The principal, school office personnel, ELL committee chairperson, guidance counselor, ESOL teacher, and/or classroom teacher may participate in the evaluation. Results of the academic assessment, as well as the recommendations for instructional programming, are documented on the Programmatic Academic Assessment Form and attached to the ELL Student Education Plan. Grade placement is NEVER based on English language proficiency.

10d) Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include 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). Please provide a link if this information is explained in the Student Progression Plan. The ESOL contact at the high school of zone reviews the educational background of the student and conducts parent and/or student interviews as part of the registration/enrollment process. This information is used to determine appropriate grade level and course placements for high school students. Previous school records are examined, when available, to determine what courses were taken, at what level, and at what level of success. Diagnostic/placement tests can be administered to determine appropriate placement in courses where there is not documentation of completed credits in other countries. School office personnel, ELL committee chairperson, ESOL teacher, and/or classroom teacher may participate in the evaluation. Results of the academic assessment, as well as recommendations for instructional programming, are documented on the Programmatic Academic Assessment Form and attached to the ELL Student Education Plan. If needed, an ELL Committee can be called to make the final decisions. Grade placement is NEVER based on English language proficiency.

11) Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. If an ELL student leaves the district for more than six (6) months, and does not return with adequate records from a school in another state, or if the student leaves the country for more than six (6) months, the student is reassessed for ESOL placement. If the student leaves the district to another state and returns with adequate records validating scores and Program Placement equal in scope to the district's assessment Program criteria, the student is placed accordingly, and all records from that state are honored.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. Every ELL student has a written ELL Student Education Plan, which must include results of academic assessment and also outline the instructional services to be provided. Plans are developed by the ESOL Contact or designee upon initial entry into the ESOL program.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. At the beginning of each semester, the ESOL District Office generates a report of ELL students whose ELL Student Education Plans require updates. ESOL Contacts are notified.

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

- Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)

13a) List the languages used in the Parent Notification Letters (check all that apply):

- English
- Spanish
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) Chinese, Korean, Arabic, Hmong, Russian

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

- Sheltered English Language Arts
- Sheltered Core/Basic Subject Areas

- Mainstream-Inclusion English Language Arts
- Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. At each level of school (elementary, middle and high) the district gives the parent the option of having their student attend the school of zone or an ESOL center school. At the ESOL center schools students are provided the sheltered English Language Arts model and mainstream-inclusion core/basic subject areas. Parents who opt to have their child attend the school of zone are then placed in mainstream-inclusion English Language Arts and mainstream inclusion core/basic subject areas models. The district ESOL Coordinator monitors student progress through assessment reports (On-Track testing, etc.) and school visits; principals monitor lesson plans and use classroom walk-throughs as a means for monitoring instruction and progress.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. Every ELL student in Alachua County has a written individualized student educational plan. The ESOL contact at each school coordinates the development and updating of each Plan. Each Plan contains the student's scheduled program and the amount of instructional time. The Student Education Plan documents the instruction delivered to ELL student, which is equal in amount, sequence, quality and scope to that provided to non-ELL students. Plans for elementary ELL students are update yearly; plans for middle and high school students are updated each semester. At the beginning of each semester, the ESOL District Office generates a report of ELL students whose ELL Student Education Plan require updates. ESOL contacts are notified. In addition the school based principal ensures that ELLs receive equal and comparable instruction in all areas of the curriculum while acquiring English by reviewing plan books, conducting classroom observations, and monitoring schedules.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. All teachers teaching ESOL and/or basic subjects to ELL students, K-12; utilize ESOL instructional strategies, which are documented through daily or unit plans. The ESOL contact at each school works under the direction of the principal. The responsibility of the ESOL contact is to oversee and/or coordinate the implementation of the District's ELL plan to ensure proper identification, appropriate program placement, understandable instruction, and the monitoring of all current and former ELL students at the school site.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

Region Administrator(s)

District Administrator(s)

School Level Administrator(s)

Other (Specify) ELL students receive comprehensible instruction through the use of ESOL instructional strategies by teachers who have received, or will receive the appropriate level of training. These strategies are documented in and monitored through their plan books. The Sunshine State Standards and benchmarks will also be incorporated into instructional services for ELL students and will be documented and monitored in the teacher plan books. The Language Arts through ESOL Guide will be available at every school as a reference for appropriate instructional strategies for ELL students.

The school level administrator will conduct classroom walk throughs and observations and support training to ensure that all ELL students are provided with comprehensible instruction. The district staff development coordinator will provide training for ESOL endorsement and necessary training for content area teachers to make sure teachers know how to provide comprehensible instruction.

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

Student Portfolios

FCAT Practice Tests

Other Criterion Reference Test (Specify) On Track Benchmark Assessment (Grades 3-10) in Reading and Math

Native Language Assessment (Specify) _____

FCAT

Other (Specify) _____

15) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

Yes No

If yes, indicate where in the Student Progression Plan these are described. pp. iii, E-3, E-6, E-9, M-5, M-6, H-37.

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. The district school board may only exempt students

from mandatory retentions, as provided in s. 1008.25 (5)(b) F.S. for good cause. Good Cause exemptions shall be limited to the following:

a. Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Languages program.

b. Students with disabilities whose individual education plan (IEP) indicate that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.

c. Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.

d. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to at least a Level 2 performance on the FCAT.

e. Students with disabilities who participate in the FCAT and who have an individual education plan (IEP) or a Section 504 plan that reflects that, although the student still demonstrates a deficiency in reading, he/she has received intensive remediation as required in reading for more than 2 years and was previously retained in grades K-3.

f. Students who have received the intensive remediation in reading as required but still demonstrate a deficiency in reading and who were previously retained in grades K-3 for a total of 2 years. Intensive reading instruction for students so promoted must include an altered instructional day based upon a progress monitoring plan that includes specialized diagnostic information and specific reading strategies for each student. [s. 1008.25 (6) (b) F.S.]

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. Students who do not meet the district-established levels of proficiency must continue through the process of remediation adopted by the Alachua County School Board. An Academic Improvement Plan (AIP) must be developed, and, if needed, an ELL Committee meeting convened. The ESOL contact in each school coordinates this process. ELL students will be given equal access to all remediation strategies in reading, writing, and mathematics identified in S.B. 1956 as their non-ELL peers. Parents will be invited to participate and documentation noted on the AIP Form. Parents not in attendance receive an official notification of remediation strategies; when feasible, the communication should be in their home language. No ELL student will be retained based solely on his/her language proficiency in English. Retention for other reasons must be brought to the ELL Committee of the student's school and must be documented on the ELL Committee Form. The parents must be invited to attend this meeting at which retention is being discussed. No promotion or retention decision may be made for any individual ELL student based solely on a score on any single state or district required assessment instrument.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents are notified in writing and (when feasible) in a language they understand whenever a student is failing or recommended for retention.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. ELL students are included in every aspect of the district's assessment program, including statewide assessments such as FCAT and CELLA. Prior to test dates, a memorandum is issued from the District ESOL Office and/or the District Testing Coordinator to all principals and ESOL Contacts reminding them of the district's policy that all ELL students participate in the Assessment. School Test Coordinators receive training prior to each administration with specific instructions regarding who will be tested. A list is generated by the District ESOL Office of students required to participate in FCAT and CELLA and sent to school ESOL contacts.

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations. Based on guidelines in DPS Memorandum #97-054 of December 4, 1996, accommodations are allowed for ELLs taking the Florida Comprehensive Assessment Test (FCAT). Prior to testing, a memo is sent to schools by the district testing coordinator informing them that the tests may be administered with any one of the modifications or a combination of the modifications that are determined to be appropriate for the particular needs of the ELL student. Parents of ELLs are notified of statewide assessments and informed that accommodations are offered to ELL students. The ESOL Contact at each school is responsible for maintaining a list of ELL students with the accommodations determined to be appropriate. Additionally, each school will attach a list of specific accommodations a student receives to their Student Educational Plan.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

Yes No

If yes, describe the process for alternatively assessing ELL students. _____

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: _____

Math: _____

Writing: _____

Science: _____

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. Students are eligible for exit only after they have been determined to be fully English proficient. The standards for determining whether the ELLs have attained sufficient English proficiency to exit the ESOL program shall be based on multiple measures. All exits must be supported by concrete data, which proves the student is proficient in speaking, listening, reading, writing, and comprehending the English language and have been reviewed by the ELL committee.

A student classified as an ELL shall be determined English proficient based on at least two of the following standards:

- (1.) A score at or above demonstrated English proficiency on the IPT K-2 only.
- (2.) CELLA Composite Score and CELLA Reading Score—CELLA oral skills, reading and writing scores for each grade cluster shall be added together to determine the composite score at grade level. Scores equal to or greater than the CELLA composite scores shall be used to determine the level of English proficiency for students tested in listening, speaking, reading and writing on grade level (K-2--2050 and greater; 3-5--2150 and greater; 6-8--2200 and greater; 9-12--2250 and greater). The second measure must be a score at the proficient level on CELLA Reading tested on grade level.
- (3.) A score at or above demonstrated English proficiency on the IPT and LRW, grades 3-12.
- (4.) An FCAT achievement level of 3 or greater, and the second measure shall be the IPT.
- (5.) ELL Committee Decision

17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Idea Oral Lang. Prof. Test (IPT)	K-2		Fluent Eng.	55
CELLA	K-12	See above.	See above.	See above.

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:
http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
IRW
CELLA
FCAT Reading

17c) Identify the title of the personnel responsible for conducting the exit assessments described above:

Registrar ESOL Teacher/Coordinator Other (Specify) Principal's Designee

17d) Describe the process by which the ELL Committee makes exit decisions. Any member of the ELL Committee may request that a student be considered for exit at any time after his/her first semester. The ELL Committee looks at all available data (CELLA scores, IPT, IRW, FCAT scores) to determine if an ESOL student is eligible for exit. For students who entered on the basis of an ELL Committee, it is required that the ELL Committee make the exit determination. Determinations made by the ELL Committee are recorded on the ELL Committee Form and filed in the student's file both at the school and district ESOL Office. Students exited based on an ELL Committee are carefully monitored and may be considered for re-entry into the program at any time.

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process. The school ESOL contact or designee is responsible for recording the results of exit assessments along with exit determination, date of exit, and relevant comments on the Student ELL Plan. The following documents are sent to the District ESOL Office:

- a copy of the EXIT letter
- a copy of the Student ELL Plan complete with testing information
- a copy of the test answer sheet(s)
- ELL/LEP Committee Form, if applicable

The District ESOL Office is responsible for entering the data and maintaining a file on exiting ESOL students.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Students are eligible for exit only after they have been determined to be fully English proficient. The standards for determining whether the ELLs

have attained sufficient English proficiency to exit the ESOL program shall be based on multiple measures. All exits must be supported by concrete data, which proves the student is proficient in speaking, listening, reading, writing, and comprehending the English language and have been reviewed by the ELL committee. Students can be exited any time during the year as soon as they are eligible for exit.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. The performance of former ELLs is periodically reviewed through the district ESOL Office as well as at the school level to ensure parity of participation once they have been classified as English proficient. The ESOL Contact at each school has the responsibility of monitoring student progress.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The ESOL Contact at each school reviews and completes the ESOL Student Progress Review form of each LF student being monitored and attaches a copy to the ELL Student Plan. The Progress Review date is entered on the ELL Student Plan. A copy of the report is sent to the District ESOL office where the date is entered into the district's data system. Once there are four (4) post reclassification progress review dates entered, the two (2) year review process is complete. At that point, the student is classified as LZ and the reviews of a student performance occur on an as-needed/as-requested basis.

18b) Indicate what documentation is used to monitor the student's progress. Check all that apply.

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) _____

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. Former ELLs are coded as "LF" and entered in the district's data system along with the date of exit. Since the grades of all students 1-12 are entered in the district's Management Information Services (MIS) system, grade reports are produced which contain the grades of all former ELL students. Reports are generated (1) at the time of the student's first report card after exit; (2) at the end of the first semester; (3) at the end of the first year; and (4) at the end of the second year.

An ESOL Student Progress Review form is generated for all former ELLs being monitored. (1) A form for students whose grades do not indicate under-performance is distributed to the appropriate school for the ESOL Contact to confirm that progress is satisfactory and no ELL Committee is required.

(2) A form for students whose grades indicate under-performance (two Ds or one F in core subject areas) is distributed to schools signaling the need for the ELL Committee to convene to assess the need for additional programming.

In addition to the Progress Review Forms generated four times for all former ELLs, an ELL Committee can be convened at any time to review a former ELL's performance. Requests

are directed to the ESOL Contact at each school, who arranges for the ELL Committee to convene and invites participation of the parent(s). The ELL Committee, with parent participation, makes recommendations regarding additional appropriate programming, such as ESOL or other needed programs for former ELLs referred to the ELL Committee. Program recommendations made by the ELL Committee, along with the basis and nature of such recommendations, are recorded on the ESOL Student Progress Review form. For students reclassified as ELL, the ELL Committee recommends an appropriate student ELL Student Plan.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new Student ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. For students reclassified as ELL, the ELL/LEP Committee recommends an appropriate Student ELL Plan. The ESOL contact is responsible for updating the student data.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The program delivery model(s) are the same as described in Section 3 Part B (22a) and vary depending on whether the student attends a center school or non-center school. When former ELLs re-enter the ESOL Program, the ELL Committee will make specific recommendations for additional strategies and additional appropriate programming with documentation made on the student's Academic Improvement Plan (AIP) as well as the ELL Committee Form.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/guardians of ELLs in their home language. Regular communications originating from the district and/or school level are translated into the languages most represented in the district, via an online Parent Notification collection providing online libraries of legally-reviewed notices, forms and guidance designed to make parent communication consistent and accurate. Currently, the predominant languages in the district, with the exception of English, include Spanish, Chinese, Arabic, and Korean. Since there are over 40 languages represented in Alachua County, providing all communications translated in all languages represented is not feasible.

Individual schools utilize staff members or volunteers to translate occasional communications to the parents of ELLs as needed and to serve as interpreters when necessary. Arrangements for interpreters and translators are made through the district ESOL office.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing

- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? No national origin minority or ELL can be subjected to any disciplinary action because of their use of a language other than English. This protection is provided through the district's Code of Student Conduct. The Code of Student Conduct is distributed to all administrators, teachers, and parents/students. Changes to the Code of Student Conduct are updated yearly.

Is the Code of Student Conduct Available in a language other than English?

- Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. If a parent or guardian needs or requests translation of the Code of Student Conduct in a language other than English, the ESOL Contact at the school makes the request for a translator to the district coordinator of ESOL, who provides the translation whenever feasible.

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. All schools in Alachua County with ten (10) or more ELLs have Parent Leadership Councils (PLC) composed in the

majority of ELL parents. The ESOL Contact oversees the functioning of the PLC under the leadership of the school administrator. Administrators may or may not be members.

Upon enrollment in the ESOL program, parents are informed of the opportunity to participate on PLCs and other advisory councils such as the School Advisory Council (SAC). ESOL teachers and the ESOL Contacts actively recruit participation on the councils.

Each fall, ESOL Contacts are asked to submit information to the district ESOL Office regarding school level PLCs. A list of members along with meeting dates and topics is submitted from each school. In addition, schools are asked to identify the parent representative to serve on the district ELL PLC. ESOL Contacts are also asked to describe other parent organizations and activities in which parents of ELLs are involved and how they are informed of these opportunities.

School-level PLCs meet regularly throughout the year to address local concerns and plan for ways to improve local ESOL services. The number of times a PLC meets is determined by its membership.

New members participate in leadership training and orientation provided by the school which includes explaining how PLCs are organized and for what purpose. The many functions of the PLC are explained including its role in developing and approving the district's ELL/LEP Plan. In addition, during the orientation, parents are again informed of the many involvement opportunities available including participation on the School and/or District Advisory Councils.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Schools are required to notify parents of the availability of the NCLB/SPAR report and the AYP report. Parents/guardians are provided a copy. Translators are available upon request if feasible. The NCLB/SPAR report and the AYP report also reside on the Alachua County Public Schools website with the Parent Information section.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. Any student, parent, and/or employee may file a complaint or grievance if it is believed that a civil right has been violated. English language learner students shall not be admitted to, or excluded from, any federally assisted education program on the basis of a surname or language minority status. The grievance procedure involves a four-step process beginning with presenting the grievance to the building principal. If the grievance is not resolved, it is presented in writing to the Alachua County School Board Civil Rights Officer. If the grievance is still not resolved, it is appealed to the Superintendent. Finally, the grievant may pursue a settlement with officials through OCR, EEOC, and/or the appropriate agency.

Any employee, parent, student, or interested citizen may file a complaint directly with the Florida DOE alleging violations of the terms of the ESOL Consent Decree. The complaint process followed in Alachua County is generally the same for all issues. Complaints are filed first with the principal, then district ESOL Office and Office of the Assistant Superintendent for Instruction, then finally appealed to the Superintendent. If the complaint is not resolved by the district, the complainant is referred to the DOE, although at any time the complainant is free to directly contact the DOE if dissatisfied with the complaint process.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? Attached

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The ELL Committee is operational at all K-12 schools in Alachua County. Each fall, schools determine the composition of their ELL Committee and report that to the district ESOL Office. The ELL Committee is composed of ESOL teacher(s) and an administrator or designee plus other educators as appropriate for the situation. The ELL Committee is a cooperative process used to ensure appropriate instructional programming and placement for the ELL student. The parent must be invited to any ELL Committee meeting.

29) Check the functions performed by the ELL Committees in your district. *(Check all that apply)*

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Other (Specify) _____

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

- School Level District Level

Describe the functions and composition of PLCs in your district. Parent Leadership Council members are parents of English Language Learners (ELL). They are provided orientation to the District's ELL Plan, including monitoring student progress and how the district will identify, assess, and deliver services to English Language Learners.

If ten or more ELLs attend a designated school, those schools are required to have one local (school-level) PLC meeting every year, and parents of all ESOL students are invited to attend.

The role of the council is to provide representation for ELL parents, to discuss school issues and make recommendations to school and program officials.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. _____

31) Indicate how your district involves the PLC in district/school committees. Parents of ELL students are invited to participate in district/school committees through newsletters and websites for each school.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. All parents of ELL students were invited to a meeting to discuss the proposed ELL Plan. At the meeting ELL parents had the opportunity to offer suggestions and changes.

32a) Does the district PLC approve of the District ELL Plan? Yes No

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fl DOE.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. Current teaching assignments of all English/language arts teachers and elementary teachers are examined to determine which teachers teaching language arts to ELLs are still in need of ESOL training. A computerized report is generated for every teacher assigned to teach ELLs. Teachers teaching ELLs language arts, who do not have the ESOL endorsement or coverage and/or have not completed the required 300 hours of ESOL training, appear on the computerized report as "300 Hour Category."

The identical process is followed for teachers teaching basic and other subject areas. The amount of training indicated for teachers of basic subjects is 60 hours, and for teachers of other subjects is 18 hours. In addition, a computer generated report is produced which lists all schools with ELLs in attendance.

Each semester, the ESOL Office provides school level administrators and ESOL Contacts with the names of personnel at their schools who require ESOL training as indicated through computerized reports. Administrators and ESOL Contacts are asked to verify, add, or remove names. Once the list of names is finalized, teachers/staff are informed by the district ESOL Office and/or school level ESOL Contact of the training requirement and are provided with

information as to training opportunities available within the district and through outside agencies such as The University of Florida.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The Human Resources Division, the Staff Development Office, and district ESOL Office work cooperatively to identify certification and in-service requirements for teachers and support personnel working with ELLs as specified in the ESOL Consent Decree. The process of ensuring appropriately certified and in-serviced teachers and support personnel for ELLs is an on-going process. Teachers with the ESOL endorsement are actively recruited for new or vacant positions in Alachua County.

The ESOL Office produces computer generated reports at least two times a year indicating the certification and training status of all teachers teaching ELLs. The Personnel Office uses such reports, along with direct communication with school principals, to determine the out-of-field status of teachers providing the basic English/language arts instruction for ELLs. Teachers providing the basic English/language arts instruction for ELLs who do not have the ESOL endorsement are placed on School Board minutes as out-of-field. Out-of-field employees are notified by letter of their status and informed of the steps they must take to no longer be declared out-of-field. The Personnel Office monitors out-of-field employees and their progress/status each year.

Once the ESOL office has validated the completion of a course, or the teacher has completed all hours for endorsement purposes, the in-service points are entered in the district's data system by the Staff Development Office. Reports are used jointly by the Staff Development Office and ESOL Office to identify in-service needs and to plan for future in-service training opportunities.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The district will provide a 60-hour on-line training for school-based administrators under the district component ESOL Essentials and Methods, #1-001019. Points will be entered by the Staff Development Office and tracked in the district data base in-service history.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The district will provide a 60-hour on-line training for Guidance Counselors under the district component ESOL Essentials and Methods, #1-001019. Points will be entered by the Staff Development Office and tracked in the district data base in-service history.

37) 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. Not applicable in Alachua County

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description.

Title: Paraprofessional (PG:22) ESOL--Bilingual

General Information: Work involves assisting the teacher in general clerical and administrative tasks and in certain daily classroom activities. Work is performed under the close supervision of a classroom teacher and is reviewed while in progress or upon completion.

Duties and Responsibilities: (1) Sets up classrooms and prepares materials for specialized instructional units; (2) Handles attendance reports and related clerical functions for the teacher; (3) Assists in assembling and putting up materials on bulletin boards and in keeping such displays current; (4) Administers and scores objective tests and marks errors; (5) Operates audiovisual equipment; (6) Prepares room for the activity; (7) Obtains the required equipment; (8) Returns all equipment to storage; (9) Assembles, adjusts, and maintains equipment used in the instructional program; (10) Records pupil status and improvements; (11) Assists teacher in maintaining discipline and non-instructional functions; (12) Has the ability to exert up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently, and/or up to 10 pounds of force constantly to move objects.

Qualifications, Training, and Experience: Graduation from high school or completion of GED, and a minimum of three years experience as a teacher aide or an equivalent combination of training and experience. Background interest in child education, including the ability to relate to and inspire confidence in children. Willingness to become involved in workshops and inservice training programs.

Terms of Employment: 180-day work year (10 months)

Salary Range: \$8.88-\$9.98 per hour

Application Deadline: Open until filled

Application Procedure: Complete application required; apply via the Job Line (352) 955-7798 or by completing a vacancy sign-up form at our receptionist's window located in the west wing of the Kirby-Smith Center. Alachua County Public Schools is an Equal Opportunity Employer.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Bilingual paraprofessionals are oriented at the school level by the ESOL Contact and teachers. The bilingual paraprofessional is trained on the use of ESOL accommodations and teaching strategies by the school level ESOL contact. The paraprofessional may also participate in the district's ESOL training components.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Bilingual proficiency is determined through recommendations in the application process and through the formal interviews for available positions. The interview committee, which consists of the ESOL contact and building principal, determine the bilingual paraprofessional's proficiency in the target language. Schools may also request the assistance of the district level ESOL contact person in making this determination.

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

- 41)** Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. Proficiency Attainment: ELL students must achieve English language proficiency at a satisfactory pace. The operational definition of this indicator is defined by each state. In Florida, this indicator is based on performance on the CELLA for ELLs assessment. Student proficiency on CELLA is treated in the AMAO one proficiency level or higher on the CELLA scale. The AMAO target stipulates that of all students in ELL services for at least two years, at least 40 percent of those students district-wide must be assessed on CELLA as proficient.
- 42)** Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. Academic Achievement ELL students must meet the English language arts (reading and writing) and mathematics achievement level requirements for exams used under the NCLB/Title I. portion of the law. The Department of Education uses ELL performance as two of the 37 performance targets in determining whether districts make "adequate yearly progress" in the NCLB accountability system. Districts are evaluated separately for elementary grades, middle school grades and for high school. Results are posted annually on the RIDE website under "district report cards." State academic testing includes grades 3-8 plus grade 11. If a district passes the Title I AYP requirement for its ELL students, it is considered to have passed the Title III AMAO requirement for academic achievement. For more detail on Title I AYP requirements, consult the 2007 Accountability Technical Bulletin on the RIDE website.
- 43)** Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. Alachua County Public Schools has developed a plan for schools that fail to meet the AMAOs for two years. More information can be located in the district's Title III Improvement plan.