

Submit one original and one copy of this form with original signature of the superintendent and plan narrative to:

Date Received by FDOE

Florida Department of Education

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
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DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Columbia		Kitty McElhane-Director		386-755-8020	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
372 West Duval Street Lake City, Florida 32055					
(6) CERTIFICATION BY SCHOOL DISTRICT					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, _____, do hereby certify that all facts, figures, and representations made in this plan are true and correct. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Kitty McElhaney					
Contact Information for District PLC Chairperson: Mailing address: 372 West Duval Street Lake City, Florida 32055					
E-mail Address: mcelhane_k@firm.edu Phone Number: 386-755-8020					
Date final plan was discussed with PLC: September 12, 2008			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

Dr. Eric J. Smith, Commissioner
 Florida Department of Education



**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. All students are registered at their school of attendance. The same procedure is used for all students, ELLs as well as, non-ELLs. Documents required for initial enrollees include: Proof of age, Immunization Record, Record of physical examination within the last 12 months, and Proof of residency. A copy of a social security card is requested, but not required for enrollment. Transfer students previously enrolled in a school in or out of state may either provide the information listed previously or have it verified from the sending school.

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. At the time of registration, the parent/guardian completes a District Student Information Record, which includes the HLS, at the school where the student is to attend and provided the documents listed in Item 1 (Enrollment Procedures). Registration is coordinated by the Guidance Counselor, Registrar or other designated personnel.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. If an affirmative response is recorded on the HLS, the registrar/counselor/designee will communicate with the site-based ESOL contact, in most cases a guidance counselor, who will then proceed with student screening.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.

Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. To assist parents and students, who do not speak English, at the time of registration, assistance will be provided by volunteers, school employees, or individuals from other governmental agencies, whenever feasible.

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. At the time of registration, the parent/guardian completes a District Student Information Record, which includes the student demographic information at the school where the student is to attend. The Data Entry Clerk enters the information into the District's Student Information System. The completed Student Information Record is then filed in the student's cumulative folder.

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

Registrar Data Entry Clerk Other (Specify) Guidance Counselor

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) Site-based ESOL Contact

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 Proficiency Test, IPT I	K and 1st	21		
Idea Proficiency Test, IPT I	2 nd -6 th	46		
Idea Proficiency Test, IPT II	7 th -12 th	66		

(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. Students who responded "Yes" on the HLS are assessed with the IDEA Oral Language Proficiency Test, IPT, by the Guidance Counselor, who also scores the assessment in accordance with the publisher's criteria. If the student is deemed to be Non-English Speaking (NES) or Limited English Speaking (LES) the student is entered into the ESOL program and information is recorded on the ESOL Computer form for submission to the data entry operator to enter into the district's Student Information System. If the student is deemed to be Fluent English Speaking (FES) the information is recorded in the student's cumulative folder. FES students in grades K-2 are coded ZZ and no ESOL services are necessary. Students in grades 3-12 who score FES on the A/O are assessed in R/W. In both situations, the parent is notified of the results.

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? Students who responded with a "Yes" on the HLS are

assessed within the first twenty days of the school year. The site-based ESOL contact monitors adherence to the timeline.

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. If testing is delayed, the parents are notified in writing, using form CCSB #1462. The notification will address the reason for delay, and a timetable for completing the process. A copy of the parent notification is placed in the student's file.

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. Students in grades K-2 who score as Fluent English Speakers (FES) are enrolled in the regular academic program. Parents are notified of the results.

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. Students in grades 3-12 who score as Limited English Speaking (LES) or NES are placed in academic classes using the Instructional Model, Mainstream -Inclusion Language Arts and Mainstream-Inclusion Core/Basic Subject Areas with teachers who have the appropriate ESOL certification or working towards it.

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 and writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
IDEA: Reading and Writing, IRW

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? When the site based ESOL contact administers the Listening and Speaking, she/he is instructed to administer the Reading and Writing test. The District ESOL contact monitors the administration of the appropriate assessments in accordance with timelines.

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. The District ESOL contact runs reports by school for monitoring purposes. If it is discovered a student was not administered the Reading and Writing test, the site based contact will be instructed to do so. . If testing is delayed, the parents are notified in writing, using form CCSB #1462. The

notification will address the reason for delay, and a timetable for completing the process. A copy of the parent notification is placed in the student's file.

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. The Guidance Counselor is responsible for scheduling a meeting of the ELL Committee for any student assessed to be NES or LES. The ELL Committee is composed of the Guidance Counselor, other designated personnel as appropriate, parent/guardian and the students' teacher(s). The committee reviews the students' records, which include assessment instruments, prior school records and any other pertinent data to make appropriate placement decisions. Appropriate notice is sent to parents utilizing Columbia County School Board Form #1421, Spanish version CCSB#1421 (s). ELL Committee meetings are documented with Columbia County School Board Form #1424. An ELL committee can be convened to make entry decisions based upon the student's prior educational experiences, test scores and stakeholder input.

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 programmatic assessment to determine the academic level of the student identified as ELL, the Guidance Counselor reviews various data elements: age appropriateness, interviews with student/parent/guardian and prior school records, if available, and uses Columbia County School Board Form #1478 to document programmatic assessment.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). The programmatic assessment to determine the academic level of the student identified as ELL, the Guidance Counselor reviews various data elements: age appropriateness, and interviews with student/parent/guardian. The student is placed in the most appropriate educational setting.

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. The programmatic assessment to determine the academic level of the student identified as ELL, the Guidance Counselor reviews various data elements: age appropriateness, and interviews with

student/parent/guardian and prior school records, if available. actions taken to locate student records may include such action as a written request, faxed request or telephone contact to the prior school. The requests are monitored by the Guidance Counselor.

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. Age-appropriate grade level placement is initially determined by the Guidance Counselor and/or principal/designee, based on the information provided by the parent/guardian at the time of student registration. The decision is then reviewed by the ELL Committee and adjustments if deemed necessary.

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. A programmatic assessment is completed for ELL students upon enrollment. Transcripts are reviewed, student/parent interviews are conducted and academic assessments to determine content knowledge are given to ELLs to ensure proper credit is given. Determinations are made to match, as closely as possible, courses taken in other countries, to courses within the Course Code Directory in order to award credits toward graduation requirements.

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 the ELL leaves our school district and returns within the same school year, the student is placed in the ESOL program and continuation of services is seamless. If the ELL leaves our school district to attend school in another state or country and returns beyond the school year, a new placement assessment will be conducted. ELLs who attend school in another Florida district do not need to be reassessed. The student's records are reviewed. If there is documentation that the student was successfully exited from an ESOL program, no services are provided. If there is incomplete information regarding exiting from ESOL, the ELL Committee would meet to discuss the student's situation and make a decision based on the data available. This may include assessing the student with the appropriate instruments.

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. The student ELL Plan is developed by the ELL Committee, composed of the Guidance Counselor, parent/guardian, the students' teacher(s) and an ESOL

paraprofessional, when feasible. The committee reviews the students' records, which include assessment instruments, prior school records and any other pertinent data to make appropriate academic decisions. The Guidance Counselor is responsible for ensuring the plan is updated annually at the beginning of the school year, prior to the first FTE reporting period. At the beginning of each school year, the District ESOL Contact meets with the ESOL contacts from each site. The District ESOL Plan and procedures for implementing the plan are reviewed at that time.

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. The Guidance Counselor is responsible for scheduling the ELL Committee meeting to review the services for the ELL student. The committee meeting is documented on Columbia County School Board Form #1424.

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. Form CCSB #1445
- 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) _____

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. Once a Programmatic Assessment is completed, ELL students are assigned to courses under the direction of the Guidance Counselor. The ELL Committee, composed of the parent/guardian, guidance counselor and teachers of the student, meets to discuss and determine the appropriate ESOL strategies to utilize in the instruction of the ELL student.

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. In that ELL students are enrolled in courses in which non-ELL students are enrolled, the instruction is equal in amount, sequence, quality and scope. Review of teacher lesson plans which contain course content and ESOL strategies implemented in the classroom are documented and monitored by school based administrators, ensuring that instruction provided to ELLs is equal to non-ELLs.

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. Teachers of Language Arts, Mathematics, Science, Social Studies and Computer Literacy classes utilize ESOL strategies in the instruction of ELL students. The ESOL strategies implemented in the classes are documented in the lesson plans, which are monitored by school based administrators, and documented on Columbia County School Board Form #1457.

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) Guidance Counselor

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) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) DIBELS (K-5), FORF(6-12, based on FCAT Reading Level), MAZE (6-12), Orchard, CELLA, Kaplan Achievement Planner(6-10) and Thinklink (K-5), STAR Reading & Math

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. Promotion and retention information related to ELL students is contained in the Elementary , Middle and High School section of the Student Progression Plan in the same area that all other promotion/retention information for the specific level is located.

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 Student Progression Plan states the following: “If a student does not meet the requirements for promotion, but has already been retained the maximum number of times or has individual circumstances indicating the retention would not be in his/her best interest, the student may be considered for grade assignment for “Good Cause” on an individual basis.” One such circumstance is “ELL students who have had less that 2 years of instruction in an English Speaker of Other Languages program.”

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. For any ELL student being considered for retention, the Retention Committee, along with the ELL committee is responsible for reviewing the student’s academic records to make a recommendation based on the documents reviewed. ELL Committee must be convened to determine Good Cause for ELLs.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Notification of promotion/retention is on the final report card issued to students, in English Bilingual employees/volunteers are called upon to provide assistance in notifying parents/guardians of ELL students, in parent’s native language unless clearly not feasible. In addition, as appropriate, the regional Migrant office provides assistance.

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. The site based assessment coordinator is responsible for ensuring all ELL students participate in the Florida statewide assessment program. In Columbia County, the Guidance Counselor, who is responsible for the ESOL program at the school site, is in most cases also the assessment contact. The District Assessment Contact covers this point in all assessment trainings conducted.

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. Appropriate test accommodations as those listed in the FCAT Administration Manual for ELL students are determined by the ELL Committee and the Guidance Counselor (Site based assessment contact) is responsible for ensuring the provision of any test accommodation. The District Assessment Contact, also the District ESOL Contact, includes information on test accommodations in all Assessment trainings.

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. The site based ESOL contact monitors the exiting of ELL students from the ESOL program. ELLs must be proficient in all four domains. To be considered for exiting the ESOL Program, the student must have the appropriate cut scores for Listening and Speaking and Reading and Writing based on CELLA and FCAT scores. ELLs can also exit the ESOL program with appropriate IPT/IRW scores as one of the two measures required for exit.

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⁾
IPT	K-12			33
CELLA Composite	K-2		2050 +	
CELLA Composite	3-5		2150+	
CELLA Composite	6-8		2200+	
CELLA Composite	9-12		2250+	

(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.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf.

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

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

Registrar ESOL Teacher/Coordinator Other (Specify) _____

17d) Describe the process by which the ELL Committee makes exit decisions. The ELL Committee meets to examine student classroom performance, assessment results and other appropriate documents to make exit decisions. Data reviewed prior to convening an ELL Committee include: standardized test results, report card grades and teacher input. The ELL Committee meets to discuss the data and makes a recommendation based on the data.

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 site based ESOL contact is

responsible for updating the ELLs' exit data, using form CCSB#1463, in the Student ELL Plan and on the Columbia County School Board Form #1284. The data is then provided to the data entry clerk to input the information into the District's Management Information System.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. The ELL Committee can make exit decisions in the middle of a grading period based on IPT/IRW scores and classroom performance, report card grades and stakeholder input. The student's instructional schedule would remain the same, ensuring continuation of the instructional momentum.

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 site-based ESOL contact, in most cases, the guidance counselor, is required to monitor former ELL students for two years using form CCSB #1461 to document the review. The first review is made at the following intervals after exiting from the ESOL program: at the end of the first reporting period, end of the first semester; end if the first year and the end of the second year.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. Progress is documented on CCSB Form #1461 in addition to interim progress reports and report cards.

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. In addition to below grade level assessment scores, the classroom teacher monitors the students' progress and if he/she determines the former ELL student is academically performing below grade level, the classroom teacher provides interventions to address the deficiency. If the interventions do not correct the deficiency, the classroom teacher contacts the ESOL site contact to discuss options for the student, which may include re-entry into the ESOL program.

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. The site-based ESOL contact, in most cases, the guidance counselor, is responsible for initiating all ELL Plans, updating student data and ensuring proper placement, with the assistance of the ELL committee. A former ELL student who is reclassified as ELL and re-enters the ESOL program will have a new Student ELL Plan, based on the most recent student data, and form CCSB#1335 will be completed. As part of the programmatic assessment, appropriate placement will be discussed and recommended by the ELL committee.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The inclusion model is used at all sites with ESOL instructional strategies being used within the classroom. A review of the students' ESOL file will provide information as to which strategies used previously were successful and which strategies previously unused might be helpful as the student reenters the ESOL program.

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. Bilingual employees/volunteers are called upon to provide assistance to parents/guardians of ELL students, unless clearly not feasible. In addition, as appropriate, the regional Migrant office provides assistance.

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? In accordance with School Board Policy 5.07: "The Code of Student Conduct shall be discussed with students, school advisory committees, and parent/teacher associations at the beginning of the year." In addition, the Code of Student Conduct is available in an electronic format on the District website.

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. Bilingual employees/volunteers are called upon to provide assistance to parents/guardians of ELL students, unless clearly not feasible. In addition, as appropriate, the regional Migrant office provides assistance.

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. Training for all parents and community members is provided through the District Parent Involvement Council. Parental and community participation in programs for all students, including ELL, is encouraged at all sites, via newsletters, School Advisory Council meetings and Parent/Teacher Organizations. The Vocational, Adult and Community Education program provides an ESL program for adults.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? The local newspaper publishes information on schools' academic progress. In addition, each of the schools funded by Title I sends a letter to the parent/guardian advising the parents/guardian of school choice options as required by NCLB regulations in a language that parents can understand, unless clearly not feasible. Bilingual employees/volunteers are called upon to provide assistance to parents/guardians of ELL students, unless clearly not feasible. In addition, as appropriate, the regional Migrant office provides assistance.

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.)?

Parents/guardians are provided information regarding compliance issues, complaints and the appeal process in the District Student Progression Plan, in a language that parents can understand, unless clearly not feasible. Bilingual employees/volunteers are called upon to provide assistance to parents/guardians of ELL students, unless clearly not feasible. In addition, as appropriate, the regional Migrant office provides assistance.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? At the ELL Committee meeting, the individual students' academic achievements and needs are discussed. If the student meets the requirements for other services, such as Exceptional Student Education and Drop Out Prevention, the appropriate placement is provided. All district academic and functional procedures are monitored by school based administrators, ensuring that ELLs have equal access to all programs and facilities that are available to non-ELLs.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The schools' ELL Committee consists of the following; principal/designee, guidance counselor(s), the bilingual paraprofessional, as appropriate, the academic teachers of the ELL student and the parent/guardian of the ELL student.

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. Site based ESOL contacts, the District ESOL contact and invited parents of ELL students serve on the PLC. The PLC reviews the ELL plan, share concerns and suggestions for the ESOL Program.

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. The individuals who serve on the PLC are encouraged to participate in district/school committees. Personal contact is made by site based personnel. The site based ESOL contacts made numerous efforts to include parents of ELL students in the PLC, through personal invitation. The district has been unsuccessful in getting the majority of ELL parents to participate. Within the next 60 (sixty) days, the district will do the following: post an invitation to participate on the PLC on the district website and prepare a written flyer to be shared at ELL meetings

32) Indicate how your district PLC was involved in the development of the District ELL Plan. A draft ELL Plan was prepared by the district ESOL Contact. Members of the PLC reviewed the plan and a meeting was held on September 12, 2008 to approve the plan.

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.fldoe.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. The Director of Curriculum, Assessment and Accountability notifies the Director of HRMD of teachers who have an ELL student on his/her roster. The Director of HRMD meets with each teacher at the school site to notify him/her of the ESOL obligation. The teacher signs a letter to the Superintendent acknowledging the requirement and the timeline.

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 Director of HRMD keeps a database of the requirements for each teacher. As the teachers earn inservice points for ESOL training, the data base is updated.

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 training for Administrators is provided through NEFEC. The Director of HRMD meets with the new administrators, letting them know of this requirement, and maintains the data base of earned inservice points.

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 training

for Guidance Counselors is provided through NEFEC. The Director of HRMD meets with the new counselors, letting them know of this requirement, and maintains the data base of earned inservice points.

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. NA

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. One elementary school has enough ELL students who speak Spanish to hire such a paraprofessional. The qualifications for this paraprofessional are the same as all the other elementary paraprofessionals who must meet the highly qualified status. The site based administrator reviews paraprofessional applications and determines through the oral interview process the native language of the bilingual paraprofessional.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained.

The paraprofessional receives training from site based personnel on: DIBELS, reading intervention materials, strategies for assisting ELL students to make the transition from the home language to English, and "Successful Schools" (provided by FDLRS on how to be welcoming and parent friendly).

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. The site based administrator reviews paraprofessional applications and determines through the oral interview process the native language of the bilingual paraprofessional.

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. NA

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. All schools are expected to increase academic achievement of all current and former ELL students. The District Director of Curriculum, Assessment and Accountability will review data for ELL students and share analysis with school administrators.

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. Not applicable-Columbia County does not receive Title III funds.