

original signature of the superintendent and plan narrative to:

Submit one original and one copy of this form with

Date Received by FDOE

**Florida Department of Education**

**DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)**

FDOE INTERNAL USE ONLY

Bureau of Academic Achievement through Language Acquisition  
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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Duval County Public School System		Brenda G. Trimble Supervisor, English for Speakers of Other Languages		904-390-2138	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
1701 Prudential Drive Jacksonville, FL 32207					
<b>(6) CERTIFICATION BY SCHOOL DISTRICT</b>					
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 On Hard Copy		_____ Date Signed		_____ Date of Governing Board Approval	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC):					
Contact Information for District PLC Chairperson:					
Mailing address:					
E-mail Address:		Phone Number:			
Date final plan was discussed with PLC:		PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved			
_____ Signature on Hard Copy			_____ Date Signed by PLC Chairperson		
Signature of the Chairperson of the District PLC					

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 Duval County Public School students must register at their neighborhood (home) school. At the time of registration, the Home Language Survey form is completed by students new to Duval County Schools. The registration documents provided to parents are presented in a language they understand, when feasible. The registration forms are available in translation through a district network. Personnel at each school are provided access to the TransACT Communications website to obtain the translations ([www.transact.com](http://www.transact.com)). Bilingual paraprofessionals, bilingual parents and school personnel may assist at registration and parent orientation when available.

### 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.

The HLS is part of the student registration process and is given to the parents when registering new students in Duval County Public Schools. A school registrar designated by the principal assists parents of students. This form is also available in Arabic, Chinese, Hmong, Russian, Spanish and Vietnamese languages in the TransACT translation library.

**2a)** Describe the procedures that are implemented for processing all affirmative responses to the HLS.

Any "yes" answers to the three questions on the HLS indicate a potential ELL student. The white copy of the HLS is forwarded immediately to the District ESOL office, and the yellow copy is placed in the student's cumulative folder. During summer registration the HLS is sent immediately to the ESOL office. When the HLS is received at the ESOL office, the copy is date stamped and the ESOL office schedules a district tester to administer the Language Assessment Scale within the required 20 day time period.

1) Identify the title of the personnel responsible for processing all affirmative responses to HLS.  Registrar  Guidance Counselor  Other (Specify) Staff designated by the school principal.

### 3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English.

Translated registration forms are available in several languages for those

parents who do not speak English. Personnel at each school are provided access to the District network of translators, as well as the TransACT Communications website to obtain translations (www.transact.com). Bilingual paraprofessionals, bilingual parents and school personnel may assist parents and students at registration and parent orientations, as available.

**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 person designated by the school principal as the registrar is responsible for collecting the initial demographic data including the country of birth, native language, etc. The ESOL District Research Analyst is responsible for compiling this information for the ESOL department to obtain data on a district level.

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

Registrar  Data Entry Clerk  Other (Specify) ESOL District I Research Analyst

**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) Guidance Counselor, ESOL Teacher, ESOL Duval County Public School Testers

**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 <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
Language Assessment Scales (LAS)	K-1	0-81	Proficiency Level 1-3	
Language Assessment Scales (LAS)	2-6	0-74	Proficiency Level 1-3	
Language Assessment Scales (LAS)	7-12	0-81	Proficiency Level 1-3	

(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.

All students who answer “yes” on the Home Language Survey (HLS) (K-12) must be assessed using the Language Assessment Scales (LAS) within 4 weeks (20 school days) from the date on the HLS. Initial assessment is made by District Testers using the Language Assessment Scales (LAS) test. Parents may be given the option of having their student tested prior to enrollment at either the neighborhood school, district office or the Center For Language And Culture. ESOL Duval County Public School Testers are responsible for testing students, grading the assessments and recording the ELL data on the test sheets and the Student Data Sheets. District ESOL personnel are responsible for entering the scores into the data system. Students scoring LAS levels 1, 2, or 3 are determined to be Non-English Speaking (NES) or Limited English Speaking (LES) and are automatically placed in the ESOL program (LY). Students scoring LAS levels 4 or 5 are determined to be Fully English Speaking (FES). Students in grades 3-12 who score FES on the LAS must be further assessed with a reading/writing norm-referenced instrument to determine program eligibility. All students are assessed each spring on CELLA to determine English language proficiency.

**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?

The school sends all the white copies of the HLS to the ESOL District Office. When a student answers “YES” to questions two and/or three on the HLS, the student is immediately entered in “ELL Basis of Entry” data field as “T” (Temporary). The ESOL District data clerk schedules a district ESOL tester to administer the LAS test. The ESOL Data Clerk then monitors the progress of the test administration on a daily basis to ensure testing occurs within 20 school days. The District ESOL Research Analyst conducts a biweekly download which includes the ELL status of students.

**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.

When there is a delay in testing, the District Office originates a “Delay in Testing” letter, which is mailed to the parent in their home language, when available. The “Delay in Testing” letter explains to the parents why

the testing has not been completed within 20 school days and also informs the parents when the assessment will be completed. A memo, enclosing a copy of this letter, is mailed to the Principal to inform him/her of the delay and to request that the copy of the "Delay in Testing" letter be placed in the student's cum folder.

**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 scoring LAS levels 4 or 5 are determined to be Fully English Speaking, and do not qualify for ESOL services. These students are classified as LA and placed in a regular education classroom. (LA indicates a student who was tested and who did not qualify for placement into the ESOL program. It is a Duval classification only and is a result of a student answering yes to only question #1 on the Home Language Survey and passing all testing for the ESOL program assessment.)

**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.

All students in grades 3-12 must demonstrate reading and writing proficiency. Students in grades 3-12 will be assessed on the Comprehensive Test of Basic Skills (CTBS). The Guidance Counselor or Test Coordinator at each school site or the Center for Language and Culture administers the test individually or in small groups within 20 school days from the date of the HLS.

**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 32<sup>nd</sup> 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):
Grades 3-12 Comprehensive Test of Basic Skills (CTBS)

**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?

At the time of LAS testing, the district tester leaves an orange letter with

the ESOL Contact at the school indicating the student is in need of the reading/writing assessment. The District ESOL Office monitors the timeline weekly for each student and sends a reminder to the school ESOL Contact, Guidance Counselor, or Principal if testing has not been completed.

**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.

All students in grades 3-12 must demonstrate reading and writing proficiency. Students in grades 3-12 will be assessed on the Comprehensive Test of Basic Skills (CTBS). The Guidance Counselor or Test Coordinator at each school site or the Center for Language and Culture administers the test individually or in small groups within 20 school days from the date of the HLS. Prior to the 20 day deadline an e-mail is generated from the Data Entry Clerk to the ESOL Contact, with a copy forwarded to the Principal of the school. If three reminders to a school have been sent, the Cluster Chief is notified of non-compliance. If the timeline has not been met the Delay of Testing letter is sent to the Principal and parents.

The District ESOL Office data staff will send the ESOL Program Notice to Parents of "Delay in Testing" letter to the parent/guardian in the parent/guardians home language, to the extent practical, informing them the reason testing has not been completed and the expected completion date for English language assessment.

The District Office sends a memo to the school principal informing him/her that the District has not tested the student within the required 20 school days of the HLS affirmative response. Attached is a copy of the "Delay in Testing" letter sent to the parents. <http://www.duvalschools.org/static/aboutdcps/departments/special/esol/download/LEPPlanDelayInTesting-English.pdf> The memo and the Notice to Parents are to be filed in the student's cumulative folder.

### **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.**

Any student who has tested as proficient, can be referred to the ELL committee by school personnel or the parent for further consideration of ESOL program services.

An ELL Committee will meet to examine all data available to determine the student's need for entry or re-entry in the ESOL program. The ELL Committee recommendation will be recorded on the ELL Committee Outcome Form, to be filed in the student's cum record. A copy is mailed to the ESOL office.

The Committee must meet annually to review progress and make recommendations on program continuance or exit.

[http://www.duvalschools.org/static/aboutdcps/departments/special/esol/download/LEP\\_CommOutcomesForm.pdf](http://www.duvalschools.org/static/aboutdcps/departments/special/esol/download/LEP_CommOutcomesForm.pdf)

### 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. <http://www.duvalschools.org/static/downloads/SPP.pdf>, page 8, #3; page 9, #7; page 40, #3; page 71, #3

At the time of registration, a certificated person is responsible for reviewing student transcripts and other relevant academic data to determine appropriate grade placement. Interviews with the parents and/or the student are necessary to obtain as much academic history as possible. A bilingual interpreter may be necessary to clarify information. Diagnostic tests can also be helpful. A student enrolling for the first time who has no verifiable scholastic records is recommended to have a grade placement that is age appropriate. Any exceptions to age-appropriate placement must be approved by the principal. Exceptions to age-appropriate placement include those based on programmatic assessment, i.e., a child with no previous school experience where both the principal and parents agree the child should be placed in a classroom one grade lower level than age appropriate. The principal is responsible for student placement in age appropriate classes. Documentation must be entered on Part A of the Student ELL Plan. The grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance.

**10a)** Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s).

Students enrolling with no transcripts shall be age appropriately placed. The principal is responsible for student placement in age appropriate

classes. Interviews with the parents or student are necessary to obtain as much academic history as possible. A bilingual interpreter may be necessary to clarify information. Diagnostic tests may be helpful. Documentation must be entered on Part A of the Student ELL Plan.

**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.

At the time of registration, a certificated person is responsible for reviewing student transcripts and other relevant academic data to determine appropriate grade placement. Parents and students should also be interviewed, if possible, to determine where academic records are and if they are obtainable. Former schools, even in foreign countries, are contacted when possible, to verify student academic records. A student enrolling for the first time who has no verifiable scholastic records is recommended to have a grade placement that is age appropriate. Any exceptions to age-appropriate placement must be approved by the principal. The grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance. In order to graduate, a student who enters high school having completed credits in another country and for which there is no documentation is required to have the same number of core course credits as any student at that grade level. For instance, a student entering in the 10th grade will need 3 credits in each of the four core subjects to graduate; while a student entering as a 12th grade student will only need 1 credit in each of the four core subjects to graduate. The core or grade placement is validated through satisfactory completion of academic work within a grading period; successful completion of appropriate subject or grade level examinations; and overall classroom performance.

**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 Principal or Principal designee is responsible for grade placement. At the time of registration, a certificated person is responsible for reviewing student transcripts and other relevant academic data to determine appropriate grade placement. Interviews with the parents and/or the student are necessary to obtain as much academic history as possible. A bilingual interpreter may be necessary to clarify information. Diagnostic tests can also be helpful. A student enrolling for the first time who has no verifiable scholastic records is recommended to have a grade placement that is age appropriate. Any exceptions to age-appropriate placement must be approved by the principal. The principal is responsible for

student placement in age appropriate classes. Documentation must be entered on Part A of the Student ELL Plan. The grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance.

#### **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 9<sup>th</sup>-12<sup>th</sup> 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.  
<http://www.duvalschools.org/static/downloads/SPP.pdf>, page 71, #3;

At the time of registration, a certificated person is responsible for reviewing student transcripts and other relevant academic data to determine appropriate grade placement. Interviews with the parents and/or the student are necessary to obtain as much academic history as possible. A bilingual interpreter may be necessary to clarify information. Diagnostic tests can also be helpful. When a student enrolls from a foreign country and provides academic records indicating that the student has completed a core subject with a passing grade, the student should receive that credit. A student enrolling for the first time who has no verifiable scholastic records is recommended to have a grade placement that is age appropriate. Any exceptions to age-appropriate placement must be approved by the principal. The principal is responsible for student placement in age appropriate classes. Documentation must be entered on Part A of the Student ELL Plan. The grade placement is validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance.

In order to graduate, a student who enters high school having completed credits in another country and for which there is no documentation is required to have the same number of core course credits as any student at that grade level. For instance, a student entering in the 10th grade will need 3 credits in each of the four core subjects to graduate; while a student entering as a 12th grade student will only need 1 credit in each of the four core subjects to graduate. The core or grade placement is validated through satisfactory completion of academic work within a grading period; successful completion of appropriate subject or grade level examinations; and overall classroom performance.

If the student studied his/her native language in the equivalent grades of

middle or high school, each year of this language study is credited as M/J Language Arts I, II, or III, and/or English I, II, III, and/or IV. For example, if the student took two years of Italian in high school, English I and English II are credited. If the transcript shows that the student successfully completed an English course in his/her country, credit will be given for Foreign Language. The wavier course number is 0791920. Upon request, the ESOL office will provide a copy of the "Foreign Educational Systems: "A Guide for the Placement of Foreign-Born Students". This guide will help interpret foreign transcripts. Guidance Counselors will also receive training on "Cultural Portraits A Synoptic Guide". This guide provides information on culture and educational systems. For further information contact the ESOL office.

### **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 student was placed into the Duval District ESOL program during the school year, leaves the district, and returns to the school district during the same school year he is placed in the ESOL program upon his return and joins the regular assessment schedule. If the student is out of the district for a period of time that includes the administration of the fall or spring assessment, he is reevaluated to determine qualification for continued ESOL services. We track the student's time in the program by program entry and exit dates.

### **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 Duval County Public School Student ELL Plan is currently being reviewed to determine if changes need to be implemented. The information presented below concerns the current Student ELL Plan.

After initial assessment has been completed and the student has been classified as ELL, the student's ESOL cumulative records are generated by the ESOL office and placed in the red folder. Folders are sent to the school's ESOL Contact. The red folder contains the Student ELL Plan. This individualized education plan is made up of three parts:

Part A is completed by the ESOL teacher or contact as soon as the folder arrives at the school. It contains student demographic data, eligibility criteria, exit criteria, and a record of ELL Committee recommendations. The ELL teacher updates Part A annually or as new data is acquired. Programmatic Assessment, is completed at the time of registration, and

requires no updating.

Part B consists of student schedule documentation. It is updated annually and/or when the schedule changes. Elementary schedules are handwritten, signed, and dated by the classroom/ESOL teacher. Total contact time for core academic courses must be at least 1500 minutes/weekly. Secondary schedules are computer generated, and inserted chronologically in the red folder. Academic courses should reflect the appropriate ESOL suffix (Secondary.06, .56, .26 or Elementary .60, .61, .62, .63, .64, .65). All schedules must be dated prior to FTE week in October and February.

Part C is only filled out after a student exits the program. Student academic progress should be monitored and Part C updated at these prescribed intervals: first, second, and fourth report cards after exit, and at the two-year anniversary of the exit date. If at anytime during the monitoring period there are indications of problems, an ELL Committee should be convened to determine appropriate action.

The ELL Student Plan is reviewed and changes are recorded whenever a change in the student status, schedule or program occurs. This review occurs as needed during the school year, especially at grading periods, and no longer a period than annually. At each school, the person designated by the school principal to complete the Student ELL Plan records the results of the re-evaluation. The district recommends that the ESOL teacher or contact at each school be the person the principal designates to update the plan.

**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.  
<http://www.duvalschools.org/static/aboutdcps/departments/special/esol/download/LEPPlanDelayInTesting-English.pdf>

ELL students must be re-evaluated annually to determine program options. Two measures will be used for determining exit, according to Rule 6A.6.0903. The Research Analyst in the District Office will develop a list of students who have met exit criteria by FCAT 3 and CELLA scores, those students who will need an ELL Committee Review, and those students who will remain in program, according to exit criteria, for review by the schools.

Based on test scores and other educational data, a determination must be made for each child concerning program continuation or exit. Students who enter the ESOL program by ELL Committee may only be exited through ELL Committee action.

At each school, the person designated by the school principal to complete the Student ELL Plan records the results in the student ELL Plan The district recommends that the ESOL teacher or contact at each

school be the person the principal designates to update the plan.

Periodic site visits for records reviews are conducted by auditors and ESOL District Staff. Any citations for incomplete records in the ELL Plan are referred to the ESOL Contact and the Principal for correction or completion.

### 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 (in the process of being translated)
- Vietnamese
- Other (Specify) Tagalog, Russian, Farsi, Chinese, Bosnian, Arabic, Albanian, Korean

## 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.

#### Delivery Models

The Duval County Public Schools offer English Language Learner (ELL) students instructional services through an English Immersion program using the following types of instructional delivery models:

- Sheltered –English
- Sheltered – Core/Basic Subject Areas
- Mainstream/Inclusion – English
- Mainstream/Inclusion – Core/Basic Subject Areas
- Dual Language

In all of these instructional delivery models, the instruction provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels. Instruction is supported through the use of ESOL instructional strategies. In addition, the curriculum, textbooks and other instructional materials used by ELL students are comparable to those used by their non-ELL counterparts. Supplemental text and materials are also provided. Students meet the English Language Proficiency Standards on their language proficiency level. State adopted language proficiency texts are supplied in addition to regular classroom texts to enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/Language Arts, communication skills and reading/writing levels at the language acquisition stage at which the student is currently functioning. This grading on the appropriate language development level, using a variety of instructional sources, provides optimal opportunity for promotion.

#### Placement Options

These instructional delivery models are implemented through the following placement options:

- ESOL Center School  
A Center school serves its own ELL students and also ELL students from home schools that do not offer Sheltered English or Core/Basic Subject Area ESOL classes due to insufficient enrollment of ELL students. Secondary ESOL Centers offer Sheltered English classes and Mainstream/Inclusion classes for Core/Basic Subject Areas. Elementary ESOL Centers offer Sheltered English and Core/Basic Subject classes as well as Mainstream/Inclusion classes for ELL students originating at the Center school whose parents choose this option.
- ESOL Program School

An ESOL program school is a school with a sufficient number of its own ELL students to support the ESOL program and provides the ESOL students with Sheltered English classes. Students may be offered Sheltered Core/Basic Subject Area classes and be placed in mainstream/inclusion classes for all other subjects.

- Home School  
A home school that cannot provide Sheltered ESOL classes due to an insufficient enrollment of ELL students offers the option to attend an ESOL Center School or to receive ESOL services through Mainstream/Inclusion in the schools basic program.
- Dual Language  
A two-way developmental bilingual program where Spanish speakers learn English and English speakers learn Spanish, through both content instruction and direct language instruction.

**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.

**Program Model Codes** C=ESOL Center School, P=ESOL Program School, H=Home School, D=Dual Language

**Instructional Model Codes** S=Sheltered –English, SC=Sheltered – Core/Basic Subject Areas, M=Mainstream/Inclusion – English, MC=Mainstream/Inclusion – Core/Basic Subject Areas, D=Dual Language

See attachment

**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.

ELL students have equal access to appropriate English language instruction, as well as instruction in basic subject areas, which is understandable to the students given their level of English proficiency, and equal and comparable in amount, scope, sequence and quality to that provided to English proficient (or non-ELL) students. Part B, the student academic schedule, of the ELL Plan must be completed annually or whenever the ELL student has a schedule change. This documents the number of minutes in each subject in which the ELL student receives instruction. Student schedules in Genesis also document that students receive equal access to all core subjects. The District assures equal access to instructional, categorical and student services in the same

amount of time, sequence, quality and scope for ELL students to all programs for which they would otherwise qualify without reference to English language proficiency. These assurances include access to all programs and services funded under Supplemental Academic Instructional Categorical Funds.

**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 in all subject areas utilize and document the use of ESOL strategies to ensure that instruction is comprehensible at the appropriate level for the ELL student. This is reflected in teacher lesson plans which include the documentation of the use of ESOL strategies and methodologies. Additionally, instructional methods are used to ensure accommodations are an integral part of the core instruction of ELL students. This includes making material understandable to the student given his/her individual level of English proficiency; providing curriculum which is parallel and comparable in scope and sequence and aligned with standards; using simplified language, not simplifying content; employing ESOL strategies; and implement instruction based on the English Language Proficiency Standards embedded in the Sunshine State Standards. School administrators are tasked with monitoring teachers of ELLs for comprehensible instruction and documented strategies in lesson plans. District ESOL Resource Teachers are available for consultation and faculty training.

**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) District Resource Teachers

**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) teacher made test, chapter test from textbooks, MAP exams
- Native Language Assessment (Specify) \_\_\_\_\_
- FCAT
- Other (Specify) CELLA

## 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. <http://www.duvalschools.org/static/downloads/SPP.pdf>, pages 8-18, pages 40-49, pages 71-80;

**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.

In compliance with the Duval County Student Progression Plan, students who have been in the ESOL program for less than two years are exempt from mandatory retention due to FCAT for good cause. If an ELL student has been in the ESOL program for two years or less and was unable to pass the FCAT, an ELL Committee can be convened to consider exemption from retention. The ELL Committee may exempt ELL students who have been in the program for two years or less from mandatory retention for good cause. Good cause considerations include the following:

- 1) amount of time in the country;
- 2) academic experience(s);
- 3) time needed to reach proficiency based on research;
- 4) oral language proficiency in English;
- 5) reading and writing proficiency in English; and
- 6) cultural background.

### Good Cause Exemption in Third Grade

The Duval County Public School system has developed a checklist to ensure "Good Cause Exemption" policies are being followed. A checklist is generated and a letter is sent to the parents of third grade students who may qualify for an exemption for good cause. A committee consisting of the principal/designee, the classroom teacher and other needed personnel, then meet to discuss whether the student is eligible to be exempted from mandatory retention due failure on the FCAT. The parent shall be invited to participate in this process. The committee will assess student performance by reviewing the factors listed on the 3rd Grade Exemption from Retention Checklist. Documentation must be maintained in the student's cumulative folder if the student is exempt.

### Good Cause Exemption in Grades 4-12

For other grades, the School Board may exempt a student from mandatory retention for good cause as stipulated in Board Policy. These policies are outlined in the Student Progression Plan on pages 32-33, 43-44 and 74-75. Click here for the link to the Student Progression Plan: <http://www.duvalschools.org/static/downloads/SPP.pdf>

**15b)** Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL.

After convening and examining all student data the ELL Committee will decide if the student qualifies for a good cause exemption and make a recommendation regarding retention status.

**15c)** Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions.

In January the Duval County Public School system notifies parents of students who are in danger of retention. The parents are invited in a language they understand, as feasible, to the ELL Committee meeting to discuss possible retention status.

## **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 Duval County Testing Director is the contact person for all state assessments. The Duval County Assessment Coordinator is responsible for training school based personnel, ordering, distribution, and collection of test materials. During the test coordinator training, it is emphasized that all ELL students will participate in mandated state assessments. Test Coordinators and test administrators must adhere to the state test administration manual and comply with allowable accommodations for ELL students.

The Principal of the school is responsible for ensuring all ELL students at the school participate in the FCAT test administration. Duval County has no alternative test and no procedures to ensure alternative testing. Therefore, no student is exempt from FCAT administration. ELL students participate, with allowable accommodations, in FCAT testing at the same time as any other student in the school.

The Principal of the school is responsible for ensuring all eligible ELL students participate in the spring administration of the CELLA test.

**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.

Schools with ELL students are required to offer accommodations during standardized testing to ELL students who are currently receiving services. The ESOL contact at each school is responsible for ensuring the ELL students are offered testing accommodations. Test accommodations are provided as indicated in the Test Administration Manuals. The FCAT or Benchmark tests may be administered with any one of these modifications or a combination of accommodations that are determined to be appropriate for the particular needs of the ELL student. All testing must be completed during the prescribed testing dates. Parents of ELL students receive notification by letter from their student's school of the testing accommodations. The district office provides each school a template letter for a separate setting during FCAT testing. The parents sign the letter and return it to the school. The letter is available in 11 languages.

**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. \_\_\_\_\_

CELLA is used for the listening/speaking assessment and the FCAT is used for the Reading assessment. The exit scores for these test are in 17 a and b.

ESOL students may only exit as a result of test scores or by ELL committee action. ELL students must be re-evaluated annually to determine program options. All students who were entered into the program by ELL Committee must be re-evaluated by ELL Committee every year.

**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.

SCORES USED FOR EXIT DETERMINATION		
<b>Name of Listening and Speaking Instrument(s):</b> Comprehensive English Language Learning Assessment (CELLA)		
Grade Level	English Proficient Composite Scale Score	English Proficient Reading Scale Score
K-2	2050 and greater	690 and greater
3-5	2150 and greater	734 and greater
6-8	2200 and greater	759 and greater
9-12	2250 and greater	778 and greater

**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 33<sup>rd</sup> 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](http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf).

SCORES USED FOR EXIT DETERMINATION	
<b>Name of Reading and Writing Instrument(s):</b> Florida Comprehensive Assessment Test (FCAT)	
Grades K-2	No FCAT required.
Grades 3-9	Students must score at Level 3 or above on the Reading subtest.
Grades 10-12	Once a student in grades 10 or above achieves a passing FCAT Reading score and is not required to take another FCAT, he should qualify for program exit based on the passing FCAT Reading score.

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

Registrar  ESOL Teacher/Coordinator  Other (Specify) Guidance Counselors, School Administrators

**17d)** Describe the process by which the ELL Committee makes exit decisions.

The ELL Committee may be convened any time at the request of school personnel or the parent to review student progress, for the purpose of recommending program continuance or exit.

The ELL Committee will consider the 1) the extent and nature of prior educational and social experiences 2) observations of current and previous instructional and support services 3) level of mastery of basic competencies in English 4) grades from current and previous years and 5) test results other than those used in initial language proficiency assessment.

The ELL Committee will consider the student's progress in achieving English proficiency levels on the Comprehensive English Language Learner Assessment (CELLA) and in achieving academic proficiency on the Florida Comprehensive Assessment Test (FCAT), as part of the review.

The ELL Committee will document their recommendation for program continuance or exit on the ELL Committee Outcome form. A copy of the ELL Committee Outcome form will be forwarded to the District and a copy filed in the ESOL red folder.

Students entered into the ESOL program by an ELL Committee are re-evaluated annually to determine program continuance or exit.

An ELL Committee must convene when a student is recommended for retention. At that time, all options must be reviewed for the Good Cause exemption from retention for ESOL students if they have been in the program less than two years. This exemption applies to students in all grade levels K-12.

**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.

Once the student is exited from the ESOL Program, the exit data section of the Student ELL Plan Part A is completed by the English Language Arts/ESOL teacher. Parent notification of the student's exit will be sent by the District Office to the student's home address. A copy will also be forwarded to the school to be filed in the red folder.

**17f)** Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period.

Since the CELLA test and FCAT test are administered annually, mid-grading period exits would only apply to those students who have met exit criteria on CELLA and who score FCAT 3 during FCAT Retakes. If a student meets exit criteria at this time, the student would be exited at the end of the current semester.

## 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 ESOL Contacts in each school are sent a quarterly list of all LF students in their school. It is the responsibility of the Principal/Designee to ensure that monitoring occurs and is recorded in Part C of the ELL Student Plan.

**18a)** Explain how the ELLs' progress is documented in the Student ELL Plan.

It is the responsibility of the ESOL Contact or the ESOL/Language Arts teacher to document student performance on the ELL Plan, Part C. The ESOL Contact/teacher checks the student's progress and signs and dates the ELL Plan, Part C, at the following intervals: first report card after exit, second report card after exit, end of the first year, and the 2-year anniversary of the exit date.

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

Report Cards

Test Scores

Classroom Performance

Other (Specify) Part C of the ELL Plan

**19)** Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level.

If a parent or school-based personnel is concerned about the performance of a student classified as LF, or if any documentation shows inadequate student achievement, an ELL Committee is convened as soon as possible to review the student's progress. This procedure includes a conference with the student, his/her parent(s)/guardian(s), and all teachers involved. The ELL Committee will try to determine the cause of academic difficulty including whether or not the difficulty is related to limited English proficiency. The ELL Committee's recommendation could include any of the following: further monitoring, implementation of tutoring or other safety nets, remediation services, use of ESOL strategies, or reclassification as an active ELL student.

**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 ESOL teacher, language arts teacher and/or principal designee will initiate a new Student ELL Plan, including ELL recommendations, student

data, and a new student schedule reflecting placement in appropriate courses.

**21)** Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program.

When former ELL students are reclassified and re-enter the ESOL program, the following procedures must be followed: the ELL student plan will reflect reclassification status, a new schedule reflecting ESOL courses suffixes (Secondary .06, .56, .26 or Elementary .60, .61, .62, .63, .64, .65) must be created, and parents and teachers must be notified of the re-classification. Students will enter the ESOL model recommended by the ELL committee. The implementation of the intervention strategies recommended by the ELL Committee will be documented in the Student ELL Plan, teacher lesson plans, and through individual student assignments.

Once a student is entered by ELL Committee, an ELL Committee must be reconvened annually to review the student's progress. Students who enter the ESOL program by ELL Committee may only be exited through ELL Committee action.

## **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.

Duval County principals, clerks, teachers, paraprofessionals, and parent advisory council members are in-serviced annually on the use of translated documents customized for Duval County and the state of Florida made available through a contract with TransACT. School personnel may access these documents through the Duval County Public Schools' ESOL web page. <http://www.duvalschools.org/static/aboutdcps/departments/special/esol/links.asp> Duval County's bilingual paraprofessionals may also provide translations of home/school communications to the extent practical. In addition, contracts are maintained with other private firms by the ESOL, ESE, and Title I Offices to provide both written translations, oral translations using the telephone, document translation, and in-person translations as needed.

**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 TransAct All home-school communication provided in a language understandable to the parents, as feasible.

**23)** How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities?

The school distributes the Code Of Conduct to each student and retains a copy of a letter stating the student received the Code of Conduct. The Code of Student Conduct is explained to the parent/guardians and students by oral translators when requested or as feasible. The Code of Conduct is available in English on the Duval County web site.

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.

The school distributes the Code Of Conduct to each student and retains a copy of a letter stating the student received the Code of Conduct. The

Code of Student Conduct is explained to the parent/guardians and students by oral translators when requested or as feasible. The Code of Conduct is available in English on the Duval County web site. In 2004-2005 it was translated into 11 languages, however, the cost of translations has not allowed the translation to be updated.

**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.

At the beginning of each school year the Duval County ESOL School contacts are asked to submit the name of a parent able to serve on the ESOL Parent Leadership Council. Parents are informed of the meeting schedule by phone, by mail, and by note translated into home language to the extent practical via their child. The Parent Leadership Council has a majority of ESOL parent members. The Council chairperson is an ESOL student's parent and ESOL teachers and district level staff compose the rest of the Council. The Parent Leadership Council serves as advisors to the district staff prior to changes in the ELL/ESOL Plan. The Council provides a forum for parental input to the school system and to the ESOL program. The ESOL office supports and facilitates training as requested by the Parent Council.

ESOL parents of students in Title I schools receive the Title I Parent Newsletter of workshops and training opportunities. In addition, the Title I Parent Involvement Center located at S. P. Livingston Elementary School provides parents information on ways to help their child become more successful in school. A calendar of daily activities the parent and child can do together may also be provided. Upon request and to the extent practical, translators are provided at the meetings. The Lutheran Services School Liaison Cadre provides services to ESOL parents in select schools. The services provided include a home-school connection for information on education and social services.

The Center for Language and Culture, serving refugee and immigrant families, will provide parent workshops and English instruction. Orientation sessions will be provided to familiarize parents with American public education.

ELL students' parents are members of other committees as interested and/or required (i.e. the Dropout Plan Committee, Title I, and local school committees such as School Improvement Teams and School Advisory Councils).

**25)** How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain.

The Duval County Public School System maintains a website with instructional research & accountability information on school grades, the

Annual Report on Assessment and Accountability, the School Public Accountability Reports, the FCAT Results by School, the District Performance Table, Individual School Performance results and other assessment information. (<http://www.duvalschools.org/reseval/Default7.asp>) The Center for Language and Culture is available to provide guidance on how to access information. The individual schools' grades are also published in the local newspaper. Parents of students attending low performing schools are notified by letter of school choice options.

**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.

The Duval County School Board, in accordance with federal, state and municipal regulations, prohibits discrimination and harassment on the basis of race, gender, age, color, religion, national origin, marital status or disability in access to educational programs and activities and in employment. This information is located at : <http://www.duvalschools.org/static/aboutdcps/departments/eoea/nondiscrimination.asp>

Grievance procedures for students and employees are located at each school and district responsibility center. A student or parent who has a complaint concerning any form of discrimination related to educational or employment opportunity or environment in Duval County Public Schools may obtain counsel and assistance through the immediate supervisor, principal or school/district contact person.

In addition, Appendix D of the Duval County Public School ELL Procedural Manual contains the DCPS Non Discrimination Policy, The Equal Education Opportunity for Students handout, the Grievance Appeal Procedure for Applicants, the District ELL Plan Assurances and Certification form, and the Florida Department of Education Division of Public Schools District ELL Plan. (<http://www.duvalschools.org/static/aboutdcps/departments/eoea/nondiscrimination.asp>)

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

Student schedules document that students receive equal access to all core subjects. ELL students are provided access to all programs for which they qualify without reference to English language proficiency. This includes inclusion of ELL students in Magnet, Gifted and ESE classes. Duval County's magnet programs are "open admissions" which means that all students may apply and have a chance to be selected through the magnet lottery.

Exceptional education students who meet program eligibility are placed in ESOL. However, because of the exceptionality, an IEP/ELL Committee can be convened at any time to determine ELL entry/exit status and a decision by a majority of stakeholders can override assessment results. The decision of the Committee meeting is reported on the IEP/ELL Review Committee Outcome Form. A copy is submitted to the District ESOL office for review.

Assurances include access to all programs and services funded under Supplemental Academic Instructional Categorical Funds, including remediation programs such as tutoring, after school remediation, Saturday school and the extended year school.

The Duval County Public School Board also has an Office of Equity and Inclusion. This office oversees the implementation of policies dealing with discrimination and harassment.

## **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 consists of an administrator (or designee), guidance counselor, classroom teacher(s), ESOL teacher, parent(s), and other personnel who have information concerning the ELL child. All school ELL committee members are certificated. The ELL committee may not convene if the administrator or designee is not present. A translator will be supplied if needed.

**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 32<sup>nd</sup> 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) Consideration of possible retention.
- 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.

The Parent Leadership Councils have a majority of ESOL parent members. The PLC chairperson is an ESOL student's parent and ESOL teachers, district level staff, and ESOL parents compose the rest of the Council. The District Parent Leadership Council serves as advisors to the district staff prior to changes in the ELL/ESOL Plan. The Council provides a forum for parental input to the school system and the ESOL program and also facilitates discussion of pertinent issues that affect families of ELL students. The ESOL office supports and facilitates training as requested by the Parent Council. It also serves as a networking opportunity for parents and families to brainstorm ideas and share experiences.

**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. \_\_\_\_\_

In many school Open House Events, parents were provided opportunities to become members of the Parent Leadership Council and parents were informed of the opportunity to be a part of the PLC Review Team. ESOL contacts in schools also recruited parents to be on the committees at both the school and district level. PLC members are often actively involved in other school committees such as SAC and PTA.

**32)** Indicate how your district PLC was involved in the development of the District ELL Plan.

In many school Open House Events, parents were provided opportunities to become members of the Parent Leadership Council and opportunities were announced to be a part of the PLC Review Team. Meetings were arranged and with District Staff, the entire plan was reviewed by the PLC.

All recommendations made by the PLC were taken into advisement and suggestions were incorporated as appropriate.

**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.

The DCSB Office of Professional Development is responsible for the overall management of the Endorsement Program. This Endorsement Program includes maintaining in-service records, verifying an applicant's completed in-service credit, and the transferring of college credits to in-service points. In addition, the Professional Development Office is responsible for establishing, coordinating, and delivering in-service training for the ESOL Endorsement Program. Upon completion of all requirements and an applicant's request, the Professional Development Office assists teachers in completing and forwarding to the DOE the required forms, which are needed to add the ESOL Endorsement to a Professional Certificate.

The DCSB Certification Office tracks teachers using the Genesis management system and is responsible for providing teachers with information concerning ESOL certification. This office notifies teachers individually by letter when placement of an ELL student puts the teacher in out-of-field status requiring the ESOL Endorsement training and provides information concerning ESOL in-service requirements, timelines, and completed ESOL in-service training. Personnel with certification requirements are monitored for compliance by this office.

The Schultz Center is responsible for posting professional training opportunities, including all required ESOL courses. The training is offered through the Schultz Center and can be accessed the following link:

<http://www.schultzcenter.org/pdf/2008-2009calendar.pdf>

[Training through the Schultz Center is tracked through professional development points awarded to each participant. The Schultz data may be accessed by the DCPS Professional Development Office and the Certification office for tracking purposes.](#)

**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 District Certification Office tracks teachers using the Genesis management system and notifies in writing those teachers who need ESOL training and are out of field. This office also provides information concerning ESOL in-service requirements, timelines, and completed ESOL in-service training. Personnel with certification requirements are monitored for compliance. . Parents of students in classes of out of field teachers are also notified in writing in their home language, where feasible.

**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 required 60 hour course is offered annually, both on-line and face-to-face, by the Office of Professional Development for administrators in need of fulfilling the ESOL training requirement. The Office of Professional Development maintains a data base of administrators who have completed the 60 hour course. Administrators who have not completed the course are sent a reminder of the course requirement. This notice is also sent to the administrators Cluster Chief.

**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 required 60 hour course is offered annually, both on-line and face-to-face, by the Office of Professional Development for guidance counselors in need of fulfilling the ESOL training requirement. The Office of Professional Development maintains a data base of guidance counselors who have completed the 60 hour course. Guidance counselors who have not completed the course are sent a reminder of the course requirement. This notice is also sent to the guidance counselors Cluster Chief.

**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.

The Dual Language teachers are required to be certified in Spanish and Elementary Education and the English teachers are required to be certified in ESOL and Elementary Education.

**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.

Paraprofessionals hired to work with ELL students and/or in the ESOL

classroom are expected to perform a variety of tasks. The Duval County ESOL Paraprofessional: :

- Is assigned to work with all ELL students
- Provides academic support for all ELL students in mainstream classes
- Does not replace certificated teacher and can not pull students during Language Arts instruction
- Serves as a teacher assistant during FCAT test administration
- Interprets test questions and homework assignments for ELL students
- Uses the home language of the student when providing instructional support as necessary to provide comprehensible instruction within the mainstream classroom
- Translates for students, parents, and school staff
- Assists with registering and orienting new ELL students and families
- Attends district training as offered

A detailed schedule is developed for the bilingual instructional paraprofessional. A copy is kept in the main office and one is sent to the district ESOL office for compliance purposes.

Instructional bilingual paraprofessionals must meet all NCLB training requirements to meet the highly qualified staff mandates. Paraprofessionals must have completed at least two years of study at an institution of higher education; obtained an associate's or higher degree; or demonstrate that they met rigorous standards of quality through a formal state or local assessment. Duval County Public Schools have communicated these requirements to paraprofessionals, collaborated with colleges to develop programs for paraprofessionals and have adopted a local academic assessment so that paraprofessionals can demonstrate that they meet high standards in the areas of knowledge of, and the ability to assist in instructing, reading, writing, and mathematics.

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

The District ESOL Resource Teachers conduct at least two in-service sessions a year on compliance issues, learning strategies, one-on-one instruction suggestions and other learning activities. They may also participate in school-based in-service. This is documented on the in-service sign in sheets and an in-service computer log.

**40)** Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language.

The Principal or designee assesses the paraprofessional's language proficiency by an informal oral interview to determine English listening and speaking skills.

## **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.

According to the District Strategic Plan-Supplement with Initiatives and Actions approved by the Superintendent and the Duval Public School Board 1.A) includes meeting the needs of the growing ELL population by offering programs designed to facilitate English acquisition and academic achievement and improve the graduation rate. This district monitors the required time for assessment and program placement.

**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.

According to the District Strategic Plan approved by the Superintendent and the Duval Public School Board Goal 1: Increase academic achievement for all students. This goal includes reducing the performance gap between subgroups of students as defined by NCLB. Goal 2: Increasing graduation rate. Goal 2c: Increase effective interventions and safety net programs.

**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.

Duval County Public Schools has developed a comprehensive School Restructuring Plan. Under the direction of the Superintendent, this Plan has been developed and executed through the Division of Curriculum and Instruction and the Title III offices. The Supervisor of the ESOL Office and Title III Director are part of the School Restructuring Team, as well as principals of selected schools. The plan has been submitted for approval. Please refer to Duval's SIP, submitted on October 29, 2008.