

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**

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

Bureau of Academic Achievement through Language Acquisition  
 Florida Department of Education  
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 Tallahassee, Florida 32399-0400  
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<b>(1) NAME OF THE DISTRICT:</b>		<b>(2) CONTACT NAME/TITLE:</b>		<b>(3) CONTACT PHONE:</b>	
Florida School for the Deaf and the Blind		Betsy Sotillo-Gaura/ESOL Director		904-827-2527	
<b>(4) MAILING ADDRESS:</b>			<b>(5) PREPARED BY: (If different from contact person)</b>		
207 North San Marco Avenue St. Augustine, Florida 32084					
<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, <u><b>L. Daniel Hutto</b></u> , 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	
<b>(7) District Parent Leadership Council Involvement</b>					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): <b>Magdalena Cruz-Milan</b>					
Contact Information for District PLC Chairperson: Mailing address: <b>130 Woodcrest Drive, #212 St. Augustine, Florida 32084</b>					
E-mail Address: n/a Phone Number: 904-540-6035					
Date final plan was discussed with PLC: _____ PLC <input 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, **L. Daniel Hutto** , 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. **Place of Registration:**

The Parent Information Office is responsible for collecting information from students for all intakes. Admittance and registration procedures are the same for all students in accordance with Operational Policy OP-2.001 (refer to Appendix 1) and Board Rule 6D-3.002 Admission and Enrollment Requirements (refer to Appendix 2). The Home Language Survey is included in the enrollment packet that is sent to all parents.

### **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 intake, the Staffing Specialist is responsible for explaining to parents the purpose of the Home Language Survey and for ensuring that the Home Language Survey was completed as a part of the initial registration process.

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

A Staffing Specialist notifies the ESOL Director of any HLS's with a "Yes" response. This allows time for a file review to take place by the ESOL staff before the "intake." This information is in the student's file, which is reviewed by the ELL committee prior to intake.

A copy of any Home Language Survey with a "Yes" response is shared with the members of the Evaluation Team, the Staffing Team, the ESOL Director and the appropriate Principal. The ESOL Director or designee completes an ESOL file review by reviewing the student's prior records to prepare for testing. If another native language other than Spanish is present, then arrangements must be made to hire an interpreter in that language to assist with testing and in communicating with the family.

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

### **3) Provision of Understandable Communication**

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

Spanish interpreters are available at registration to assure that our Hispanic parents comprehend. Other languages are represented, when needed and if 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.

The Registrar inputs all demographic information into the MIS system.

All ESOL testing material, IEP ESOL goal page, ESOL placement form and HLS forms are kept in the ESOL Department. An ESOL report is written after the IEP meeting on all initial testing. All original tests, ESOL report, ESOL placement form and copy of the HLS are sent to Related Services for their files. Copies of the ESOL report, placement form and HLS are also sent to the respective department (which is similar to a separate school in other districts). The ESOL Department keeps a copy of the HLS and placement forms in date order and inputs the ELL initial evaluation and annual evaluation information into the MIS system.

MIS staff input all standardized testing information.

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

**Registrar**    Data Entry Clerk    Other (Specify) \_\_\_\_\_

**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) ESOL Staff**

**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>
<b>Trilingual Receptive &amp; Expressive Screening (TRES), Part I</b>		<b>9/12</b>	<b>District Rubric</b>	
<b>Brigance, Spanish Edition Revised</b>	<b>Low 1st-9<sup>th</sup></b>	<b>70%</b>		
<b>Comprehensive English Language Learners Assessment (CELLA)</b>	<b>4 levels</b>	<b>Proficient</b>		

(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 person is responsible for testing students, grading the assessments, and recording the ELL data.

The specific instruments used for Entry/Exit of LEP students are as follows: TRES (Trilingual Receptive & Expressive Screening), Part I and the Brigance, Spanish Edition are used to collect information to determine oral skill levels at intake. After the students have taken the FCAT and/or CELLA, then those tests are used to determine entrance/exit as well. The ESOL staff administers these assessments. All this information is written on the ESOL placement, data forms, ELL student annual plan, and also documented on the IEP forms. The IEP/ELL committee reviews all of this information and makes a determination of entrance or exit.

**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?

All students that enter FSDB must go through an intake process. All ELL evaluations, etc. are done at that time. If for some reason, the ELL staff is not available, a referral will be made. The Director of Related Services will contact staff that does not comply with the 20-day period.

**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.

All assessments take place during intake. If it does not, then there is a referral. The Director of Related Services will contact staff that does not comply with the 20-day period.

**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, who show proficiency at the K-2 level, are not recommended for services. Note that profoundly deaf students will be exempt from this. At that time, the reading and writing assessment will be administered.

**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.

The following tests are given: TRES, Part II (Vocabulary, Reading Passage and Writing), Brigance, Spanish Edition Revised, (Word Recognition Grade Placement subtest), and an Informal Language Sample in the Native language and in English is collected. The TRES is on the Florida Department of Education approved list. The ESOL Director or designee handles any additional testing needed.

**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.

<b>Name of Reading and Writing Instrument(s):</b>
TRES, Part II
Brigance, Spanish Edition Revised
FCAT
CELLA

**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?

Every ESOL student is tested in Listening, Speaking, Reading and Writing at entrance and annually. All 4 areas are tested within a month before their annual IEP/LEP meeting. The results are shared at this meeting.

**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.

Refer to 7a.

**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.

In accordance with the handicapping condition of a student, any student labeled as LEP, will have his/her ELL needs addressed as part of his/her IEP. The IEP/ELL Committee will review the performance of any ELL student according to criteria specified in the Consent Decree and will determine whether the student continues to be LEP or not. The student determined to be LEP, will be reclassified as LEP, and will continue to be serviced in the ESOL Program at the school.

All current assessments are shared during the IEP/ELL annual meeting to determine appropriate programmatic and academic planning. This is all documented into the Individual Educational Plan. Each ELL student has an ELL annual goal page included in the IEP.

The ESOL Director will ensure that all appropriate documentation is on file at the school and that the appropriate data entry is made into the MIS system.

### **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.

The Trilingual Receptive and Expressive (TRES) Part I measures the student's receptive and expressive skills in American Sign Language, Spanish and English. TRES, Part II has 4 levels and 2 forms and is available in English and in Spanish. There are 3 subtests: Vocabulary, Reading Comprehension and Writing. The Brigance, Spanish Edition Revised, is also given and is available in both English and Spanish. A written sample is always collected in the native language and in English.

## **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.

Before the student arrives at intake, all academic information is reviewed by the Staffing Team which includes the Educational Diagnostician, Psychologist, Social Worker, ESOL, Audiologist, Medical, Occupational Therapist, Physical Therapist, and Staffing Specialist. Additional information is requested if necessary then more is collected through evaluations to ensure that current academic data is gathered. (Refer to Appendix 1 and 2.)

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

All procedures at the school are the same for ELLs and for non-ELLs. Students that have limited to no prior school experience are recommended for ELL services. The students are then scheduled into an ESOL English/Language Arts class taught by an ESOL Endorsed teacher, or to basic subject area and other subject area classes taught by ESOL trained teachers who use ESOL strategies to deliver comprehensible instruction. A trained bilingual teacher/ESOL Director is available in the school to assist basic subject area teachers with the delivery of comprehensible instruction to LEP students. The basic subject area teachers and the bilingual teacher/ESOL Director work together to develop an in-class or pull-out program that is based on the needs of the LEP students and supplements the ELL strategies provided by the classroom teacher. Language Facilitators are hired to assist the ESOL students in their native language. These Language Facilitators receive training from the ESOL Director

and work closely with the ESOL department.

**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 Parent Information Office is responsible to collect current and prior information on each student that applies for FSDB.

The students at the Florida School for the Deaf and the Blind are placed into appropriate grade level, appropriate subject areas, and appropriate course levels based upon the recommendations of their IEP/LEP committee. This highly individualized scheduling, as required by law, ensures that all students have equal access to all areas and courses. In developing the schedule of each LEP student, the ESOL Director and the Supervising Teacher of each department assure placement of those students into classes taught by qualified teachers using ESOL strategies.

A trained bilingual teacher/ESOL Director is available in the school to assist basic subject area teachers with the delivery of comprehensible instruction to LEP students. The basic subject area teachers and the bilingual teacher/ESOL Director work together to develop an in-class or pullout program that provides understandable and effective instruction to the LEP students. Such in-class or pullout programs supplement the ESOL strategies provided by the classroom teacher. Each teacher of LEP students utilizes lesson plans/activities that reflect the ESOL strategies that ensure the delivery of understandable instruction to the LEP students. In addition, all of the teachers at the Florida School for the Deaf and Blind are, at minimum, dually certified in Hearing-Impaired or Visually Impaired as well as their content area. This ensures that all teachers are experienced in and use ESE strategies with all the students. Teachers of the hearing-impaired use Total Communication/English/Sign Language with all of the hearing-impaired students to ensure that communication is understood. Throughout the year, the ESOL Director maintains contact with the LEP students and their families and monitors the degree to which the students are receiving comprehensible and effective instruction. During classroom visits, the principals and supervising teachers also monitor and observe the degree to which LEP students are receiving comprehensible and effective instruction.

Procedures for grades 9-12 is the same as grades K-8.

### **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.

All transcripts are reviewed in order to issue appropriate credits. Refer to 10b for additional information.

### **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.

Transcripts are translated if necessary, and then credit is issued based on how they match up to the Florida Course Code. If there is no documentation of courses taken, then no credit is issued.

If the course/s taken does not match to the Florida Course Code then a course description is requested from that country. If this is not possible, then each code that does not match is reviewed to determine what credit is issued. For example, Social Studies transfer, Math transfer, etc.

English classes taken in a non-English speaking country, is considered a Language Arts transfer. A Foreign Language taken in a non-English speaking country is considered a Foreign Language Transfer.

#### **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.

All students who withdraw from FSDB and re-enroll must go through the intake process. If it has been more than 5 months since the last evaluation, then the student is re-evaluated. The ELL entrance criteria remain the same. The IEP/ELL committee makes a determination on testing, placement and ESOL services.

#### **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's ELL plan is part of the IEP. Each student that qualifies for ESOL services has an individualized educational plan written by the ESOL Director and/or designee and shared with the IEP/LEP Committee. Current educational testing information is used to develop goals for the student. This information is shared at the IEP/LEP meeting.

Within a month before the annual IEP/LEP meeting takes place the ESOL Director, Specialist, or Teacher evaluates the student to obtain current levels of listening, speaking, reading, and writing proficiencies. This information is used to create an ESOL goal page that will be part of the new IEP/LEP plan. During the IEP/LEP meeting, results of the evaluation,

new ESOL goals, and recommended service hours are shared with the rest of the committee. All members of the committee either agree with the new goals or changes/additions

**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.

This plan is followed closely and student progress is reported to parents every 9 weeks. The ESOL Director and/or designee keeps a record of Academic progress that is ongoing until the next annual IEP meeting. At the following IEP, the process begins again with a re-evaluation to determine whether or not the student continues to qualify for services.

All testing information and documentation is kept in the student's file. (refer to 12)

### **13) Parent Notification**

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

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

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

- English**
- Spanish**
- French
- Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) when needed and feasible**

## **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.

The Florida School for the Deaf and the Blind requires all teachers to complete the ESOL training as required in the Consent Decree. Thus, each teacher with ELL students delivers understandable instruction to those students by using ESOL strategies as specified in the five college level ESOL courses identified in the Decree, or in the DOE 300-hour inservice component. Over 99% of FSDB academic staff meets the requirement of “highly qualified.” All new hires sign contracts stating their ELL training requirements and are given timelines to complete their training.

Lesson Plans, which include ESOL strategies, are reviewed by Supervisors to ensure fidelity of implementation. Observations and evaluations are made periodically.

**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.

All students have equal access to the curriculum. LEP students receive the same curriculum by ESOL endorsed teachers and if needed with the assistance of a Language Facilitator who is supervised by the ESOL Director and or designee to assure that comprehensible instruction is being presented and that access to the curriculum is being met. Procedures for utilizing available student services and programs are uniform across all nationalities and handicaps. Although the Florida School for the Deaf and the Blind is essentially several schools within the school, our campus and services are open to all students. Services available include: Mental Health services are available to provide individual and group

counseling to students referred for personal/emotional/psycho-social maladjustment and/or difficulties. To provide post secondary/career education planning and transition planning from secondary to after graduation from program. To provide to each student requesting or referred for counseling the opportunity to grow in self-esteem/concepts, alleviate adjustment problems, reduce disruptive behavior, increase socialization skills and to have a rewarding comprehensive school experience. The psychologists, social workers and guidance counselors work closely with the ESOL Director to provide services to the LEP students. Through this process, ELL students receive the same Mental Health services that are available to non-ELL students.

**14d)** Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction.

All Individual Educational Plans (IEPs) document all accommodations and modifications for instruction and assessments for Exceptional Student Education (ESE) as well as for all English Language Learners (ELLs). All Lesson Plans state specific strategies used with ESE populations. Most of these include strategies for ELL students.

**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) \_\_\_\_\_

**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) TRES, I & TRES, II, Brigance, Spanish Edition Revised and Bader**
- Native Language Assessment (Specify) **TRES I & II, Brigance Spanish Edition Revised, Written sample collected with native language**
- 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.fsdb.k12.fl.us/academics/student\\_progression\\_plan.php](http://www.fsdb.k12.fl.us/academics/student_progression_plan.php)  
On pages: 6, 12, 16, 18, 19 and 29.

**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.

Promotion of an ELL student is based on satisfactory student performance in reading, writing, mathematics and other requirements as set by FSDB and the state. ELL students not meeting FSDB promotion criteria due to their limited English proficiency may be recommended for promotion by the IEP/ELL Committee. The student's parent(s)/guardian(s) shall be invited to attend.

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

The ELL Committee at FSDB is the same committee as the IEP team with the exception that an ELL staff is involved. Decisions on whether or not to retain a student are made by that committee. It is called the IEP/ELL committee.

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

Parents are involved in the IEP/ELL process, which makes those decisions.

## **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.

During IEP meetings, all statewide, district and local assessments are discussed. It is determined at that time by the IEP/ELL committee on the appropriate testing plan for the student. All ESOL students are tested using the same instruments used for other non-ELL students. The assistance of a Language Facilitator is used when necessary.

**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.

Accommodations are made for ELL students on all standardized tests such as the FCAT, CELLA and any statewide or district assessments. Accommodations are made based on the individual needs of the students and may include, but not be limited to, Language Facilitators, interpreters, extended time, and use of Native Language/English Dictionaries. Parents are notified in advance of the accommodations available to their child. All accommodations are stated in the annual IEP/LEP plan. The Assessment Coordinator and ESOL Director attend state trainings, etc. This information is shared with staff and training is given to ELL staff.

**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."*

## **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.

All ELL students are assessed annually before their IEP meeting. The IEP/ELL Committee makes a determination for exit based on test results, parent input, teacher input, and other information.

Prior to exiting the program, a teacher and/or parent may refer the student to the IEP/ELL Committee for re-evaluation. The committee, in accordance with the student's handicapping condition, will determine the most appropriate method of assessment. Upon the completion of the assessment, the student may exit the program and the IEP/LEP document will become an IEP document alone.

### **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 <sup>(1)</sup>	Scale Score <sup>(2)</sup>	National Percentile <sup>(3)</sup>
TRES, Part I		75%		
Brigance, Spanish Edition Revised Oral Reading	Low 1 <sup>st</sup> -9th	80% on grade level or 1 yr less		
Brigance, Spanish Edition Revised Listening Comprehension	Low 1 <sup>st</sup> -9th	80% on grade level or 1 yr less		

(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 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.fl DOE.org/eias/dataweb/database\\_0809/st105\\_1.pdf](http://www.fl DOE.org/eias/dataweb/database_0809/st105_1.pdf).

Name of Reading and Writing Instrument(s):
TRES, Part II (levels I-IV) -Vocabulary, Reading Passage, Writing
Brigance, Spanish Edition Revised-Word Recognition
Brigance, Spanish Edition Revised-Reading Comprehension
Informal Writing Sample in native language and English

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 student is assessed before the annual IEP meeting, it is determined by the IEP/ELL Committee based on test results, parent input, teacher input, and other information on whether or not the student will remain or exit the ESOL program.

Prior to exiting the program, a teacher or parent may refer the student to the IEP/LEP Committee for re-evaluation. The committee, in accordance with the student's handicapping condition, will determine the most appropriate method of assessment. Upon the completion of the assessment, the student may exit the program and the IEP/LEP document will become

an IEP document alone.

**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.

ELL staff is involved in this process. The ESOL Director, ESOL Teacher for the Deaf and ESOL Specialist Teacher for the Blind are all responsible. Determination of which ELL staff member will be involved depends on if the student is deaf or blind. Annual assessment is shared at every IEP/ELL meeting.

ESOL Director is responsible to input exit data. ESOL staff complete data forms. These forms are kept in ESOL files, cum files, and distributed to parents. Once submitted to the ESOL Office, the information is inputted into the Database/MIS system.

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

Once a student meets exit criteria, an IEP/ELL review meeting is held. This meeting is a shorter version of the full annual IEP/ELL meeting. Information is presented to the committee members and a recommendation is made for exit. All members including parents are involved in the process.

## **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.

ELL staff is involved in this process. The ESOL Teacher for the Deaf is responsible for collecting progress reports and report cards on each ELL Deaf student. The ESOL Specialist in the Blind Department is responsible for doing the same with the ELL Blind students. This information is given to the ELL Director, who reviews the information and inputs the date of review into the MIS system. If the student is showing poor performance, teachers are contacted and a determination is made on whether the student needs to be re-evaluated

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

Progress is recorded and kept in the student ELL files. Progress towards goals is documented in the ELL plan on a quarterly basis. This is the same procedure that is in place for all IEP annual goals.

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

- Report Cards**
- Test Scores**
- Classroom Performance**
- Other (Specify) Progress Reports**

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

The academic performance for former ELL students is addressed at each student's IEP meeting who are not at grade level. With new exit criteria this should not happen.

**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.

ESOL Staff is responsible for initiating new student ELL plan, updating student data and insuring appropriate placement.

The ESOL Director provides the school's Principals and Supervising Teachers with a printout listing of all ELL students at the school including those students coded LF (former ELL). Since the grades of all students in the school are entered into the District's MIS system, the ESOL Director or any other designated personnel can readily monitor the report card grades of all LF students at their school. In the pre-school and Kindergarten grades, the ESOL Director or designated personnel must review the actual report card since those grades. Program personnel review the report card grades according to the specified timeline; first report card after exiting the ESOL Program; at the end of the first semester; at the end of the first year; and at the end of the second year.

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

The instructional model used for former ELLs re-entering the ESOL program follows the chart found on question 14b.

The delivery model in the deaf high school, blind high school and blind middle school is an ELL Language Arts class. A pull out model is in place for the blind elementary, deaf middle school and deaf elementary departments. The Special Needs department follows the same model depending on their level and impairment.

All instructional staff implements ESE strategies, which are similar to ELL strategies.

## **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.

Spanish is the primary home language of the majority of ELL students at the Florida School for the Deaf and the Blind. To assure communication with the Spanish-speaking families, all letters, report cards, IEP/ELLs, etc. are translated into Spanish. In addition, the student handbook is available in Spanish. Upon request, translators are provided at all scheduled meetings. If an ESOL student has a native language other than Spanish, appropriate translation will be provided.

**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?

The Florida School for the Deaf and the Blind has adopted a Code of Conduct for all students, which is written in booklet form. This booklet is disseminated through each school's student/parent handbook and also is shared through discussions with students and parents. The Code specifies which conduct will result in disciplinary action. Use of a language other than English is not subject to any disciplinary measure. The policy clearly states that there is to be no discrimination on the basis of national/ethnic origin and/or handicap.

The student handbook, which contains this information, is available at registration (day before school begins) and a copy is mailed home. For our Hispanic parents, a translated copy is sent to them by mail.

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.

**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.

Spanish is the primary home language of the majority of LEP students at the Florida School for the Deaf and the Blind. To assure communication with the Spanish-speaking families, all letters, report cards, IEP/ELLs, etc. are translated into Spanish. In addition, the student handbook is available in Spanish. Upon request, translators are provided at all scheduled meetings. If an ESOL student has a native language other than Spanish, appropriate translation will be provided.

The Florida School for the Deaf and the Blind also provides Spanish Sign Language Classes for parents/ families. Spanish/English/Sign Language Videotapes and books are available, without charge, to all Hispanic families.

FSDB has had the Parent Leadership Council since the fall of 1992. The purpose of the committee was to address concerns and to provide input to the school administrators regarding any concerns, and to make suggestions for change and/or improvements in the program. In 1997, the Parent Leadership Council changed its name to the International Relations Committee (IRC) at the request of parents to reflect our current population.

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

This information is in the annual report that is sent home to parents. The information is available in Spanish and in other languages, if needed and is feasible.

**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.

This information is in the student handbook, which is distributed to all students, parents and staff. The information is available in Spanish and in other languages, if needed and is feasible.

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

All students at the Florida School for the Deaf and the Blind are exceptional students. Some have additional secondary handicaps (PI, OI, EBD, OHI, etc.). Many of those with secondary disabilities are served in the Special Needs Department, which has a curriculum based on the access points. Deaf/Blind students may also be assigned to this program. ELL students receive these same services that are available to non-ELL students.

Procedures for utilizing available student services and programs are uniform across all nationalities and handicaps. Although the Florida School for the Deaf and the Blind is essentially several schools within the school, our campus and services are open to all students.

## **Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC**

**28)** Specify the personnel required for an ELL Committee in your district.

Parents of ELL students, President, Administrator of Instructional Services (AIS), Principal of the Deaf or Hard of Hearing Department, Principal of the Blind/ and Special Needs Department, ESOL Director, Assistant to AIS

**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) \_\_\_\_\_

**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.

FSDB's PLC is called the International Relations Committee (IRC). This committee reviews the ELL Program, makes suggestions for changes or improvements, and identifies any other areas/concerns that need to be addressed. At the end-of-the-year meeting, or at earlier meetings - if deemed necessary by the members - the Council will review the ongoing implementation of the program, address any identified concerns, and make suggestions for changes/improvements in the program. The Council will also be involved in the review and development of the school's ELL Plan prior to its submission to the state, as well as review other school plans.

Two additional parent groups are the Parent Advisory Council and the School Advisory Council. Each group meets to discuss current and future school related topics. Its mission is to improve the 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.

All ELL parents are invited to be members of the International Relations Committee. (Please refer to the response to question 30).

**31)** Indicate how your district involves the PLC in district/school committees.

Parental involvement is an area of emphasis in the Florida School for the Deaf and the Blind. ELL parents are encouraged to attend the International Relations Committee, Parent Advisory Council meetings, School Improvement Meetings, as well as all school activities.

Interpreters are provided at all meetings in the parent's native language. (Please refer to the response to question 30).

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

The ESOL Director coordinates with the IRC members to revise the LEP Plan and provides them with program updates. The IRC meets a minimum of once a year. (Please refer to the response to question 30).

**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.

All new hires sign contracts stating their ESOL training requirements and are given timelines to complete their training.

The Curriculum Office as well as the Personnel Office is responsible to ensure that the ESOL staff requirements are enforced through contract stipulation. The ESOL Director provides all new staff with a copy of a booklet called, "New Staff ESOL Information" and an orientation during pre-planning week. This booklet contains information about ESOL requirements, etc.

All staff certified in Deaf Education is automatically exempt from taking the **ESOL Methods** and **ESOL Linguistics** course. Staff certified in Visually Impairment, are exempt from taking the **ESOL Methods** course. English and/or Language Arts Teachers who need any of the 5 courses / 300 hour inservice requirement are offered at the local college and/or on-line through the Northeast Florida Educational Consortium (NEFEC). Staff requiring the 60-hour, also have the option of taking the course at a local college and/or take the course on-line through NEFEC. All other personnel needing 18 inservice hours are given the opportunity to take the course independently on campus from the ESOL Director.

The Curriculum Director monitors to make sure the ELL training and certification requirements are being met. All documentation is kept in the Curriculum Office.

**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 Curriculum Office tracks completion of all required courses. Information is kept in the files. This information is shared with the ELL office as well as with the Personnel office.

**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 majority of the staff at FSDB has met their required ELL Training. Those needing to complete their training have a choice of taking on-line courses through the Northeast Florida Educational Consortium (NEFEC) or by taking courses at a local College/University.

FSDB's Training Manager is responsible to track all training programs and how progress is made.

**36)** Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented.

Same as #35

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

Not applicable

**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.

At this time, there are no schools that have 15 ELLs who speak the same language, however, the ESOL Director is Trilingual (English, Spanish and American Sign Language) with some comprehension of Portuguese and Italian. She is also certified in Hearing Impairment and ESOL. She is a state ELL Trainer. FSDB has 2 ESOL Teachers that work with the ELL students as well as the regular classroom teachers. The first teacher is an ELL Teacher and is certified in Hearing Impaired, with an ESOL Endorsement. This teacher who teaches the deaf ELL students, is fluent in American Sign Language, English and Spanish. The second teacher is an ELL Specialist who teaches Blind students, is also certified in teaching Spanish and Visually Impaired, with an ESOL endorsement, and is fluent in English, Spanish and Braille.

At FSDB, there are bilingual paraprofessionals in a few departments that assist when necessary. The ESOL Department has an Amharic Language Facilitator and is in the

process of hiring a Portuguese Language Facilitator. Language Facilitators are hired as needed.

FSDB has 1 full time Interpreter/Translator who assists with phone calls to and from Hispanic parents and also makes emergency phone calls as needed. This position also requires working with ELL blind students.

If the need arises for oral or written interpretation and/or translation, there are personnel assigned on campus to assist with those duties.

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

Do not have any bilingual paraprofessionals based on 15 student/same language/school criteria. The ELL committee determines if a Language Facilitator needs to be hired to assist the ELL student. These Language Facilitators receive ESOL training from the ESOL Director.

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

(same as #38 & 39). All possible ESOL staff must take an initial language assessment, which is part of the interview process in order to determine proficiency in the target language. If the target language cannot be assessed, assurance is made to make sure that the applicant meets minimum requirement. For example, if the staff graduated from a high school and perhaps college in that language.

## **Section 11: TITLE III, PART A, NCLB – ACCOUNTABILITY**

Note: For questions 41 - 44, FSDB does not receive Title III funds.

**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.

FSDB does not receive Title III funding.

**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.

FSDB does not receive Title III funding.

**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.

FSDB does not receive Title III funding.