

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

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Florida Department of Education

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
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FDOE INTERNAL USE ONLY

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Hernando		Jeff Yungmann/ District Curriculum Specialist-ESOL		352-797-7070 ext 437	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
Hernando County School District 919 North Broad Street Brooksville, Florida 34601					
(6) CERTIFICATION BY SCHOOL DISTRICT					
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.					
I, <u>Dr. Wayne Alexander</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	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): <u>Judith Hutchison</u>					
Contact Information for District PLC Chairperson: Mailing address: <u>3139 Dumont Avenue, Spring Hill Fl. 34609</u>					
E-mail Address: <u>Hutchison_j@hcsb.k12.fl.us</u>		Phone Number: <u>(352) 797-7055 ext 221</u>			
Date final plan was discussed with PLC: <u>11-18-08</u>			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

By signature below, I, Dr. Wayne Alexander, 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. The Home Language Survey (HLS) is administered to all students by the Registrar or designee during registration at all schools. This HLS is provided to ELLs and non-ELLs.

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 Home Language Survey is included in the registration package at all schools and administered by the Registrar or designee when a student enrolls in school.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. The Registrar immediately notifies the English Language Learner (ELL) chairperson after an affirmative response to one or more of the questions provided on the HLS. A completed copy of the Home Language Survey and the signed Data Elements form is provided to the ELL chairperson. The parents/guardians receive a copy of this Home Language Survey indicating their notification of upcoming testing procedures.

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

Registrar Guidance Counselor Other (Specify) ELL chairperson

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. At the time of student enrollment, registration forms are offered in English and Spanish. Spanish Translators are available at each school to assist parents/guardians and students who do not speak English but do speak Spanish.

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. During registration, data is collected by the Registrar or designee and reported on Terms by the Data Entry person. Demographic data is included in the collection and reporting of this information to the FLDOE.

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) ELL chairperson

6) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Woodcock/Munoz	K-12	<4		

(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. The Woodcock Munoz is administered by ELL chairperson within 20 school days. Subsequently, the Woodcock/Munoz is graded by the ELL chairperson and recorded by the Data Entry person. A raw score of 1 designates a Non English Speaker (NES). A score of 2 or 3 designates a Limited English Speaker (LES). A score of a 4 or 5 designates a Fluent English Speaker (FES).

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 Home Language Survey (HLS), with at least one affirmative response, is given immediately to the ELL chairperson upon student entry into the school. The ELL chairperson is required to administer the Listening and Speaking test within 20 school days of the completion of the HLS and must document this on the Data Elements Form. The registrar will give a copy to the parent at registration, place the original in the cumulative folder and forward the remaining two copies as designated on the HLS to the ELL chairperson. The chairperson will review the records to determine eligibility.

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. Parent/guardian notification is provided by the ELL chairperson describing the reason for the delay in testing in a language that parents can understand unless clearly not feasible.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. The students who had one or more affirmative responses to the Home Language Survey were tested on

the Woodcock/Munoz. Students who scored a Level 4 or 5 in grade K-2 a coded "ZZ" and are ineligible for ESOL services.

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 students who had one or more affirmative responses to the Home Language Survey were tested on the Woodcock/Munoz. Students who scored less than Level 4 in grade 3-12 a coded "LY" and are eligible for ESOL services. Grade 3-12 students who score English proficient on the listening and speaking must be assessed for English reading and writing proficiency.

7) Reading and Writing

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

Name of Reading and Writing Instrument(s):
Woodcock/Munoz Language Survey Normative Update (WMU)

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? The Woodcock/Munoz Language Survey Normative Update is administered as one complete battery at the time of initial testing.

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. Parent notification for the reason for the delay in testing is provided by the ELL chairperson in a language that parents can understand unless clearly not feasible.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan. An invitation to the ELL meeting is sent to all committee members, including parents/guardians. An ELL meeting convenes to determine a need for ELL services if there is a concern regarding assessment results. Documentation of the process would include the Determination of Eligibility Form, ELL Minutes, and Determination of ELL Progress.

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 Woodcock/Munoz- Spanish version can be administered based upon need.

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. Upon student entry to the Hernando County School system, the previous school of the ELL is contacted for academic records by the Registrar, Guidance counselor, or ELL chairperson. A Student Records Request form is sent to the previous school requesting this information. School records would be evaluated and the student would be placed in the appropriate grade level. In the event of no available transcripts, students are placed age appropriately.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). At the time of student registration, the parent/guardian is interviewed. Consideration is given to the following: age appropriateness, current grade level (if available), and any other available information. Academic assessments may be given and an ELL meeting may be called to determine placement

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 student registration, the parent/guardian is interviewed. Consideration is given to the following: age appropriateness, current grade level (if available), and any other available information. If the Student Records Request form is not returned from the previous school, a phone call is placed by the Guidance counselor or registrar for this information. After this attempt, academic assessments may be given and an ELL meeting may be called to determine placement

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. An ELL committee, consisting of the ELL chairperson, administrator or designee, guidance counselor, parent/guardian, classroom teacher(s) of the child, ELL paraprofessional, and psychologist, will meet to determine appropriate grade level placement and services (if applicable). School records would be evaluated and the student would be placed in the appropriate grade level. In the event of no available transcripts, students are placed age appropriately.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. . An ELL committee, consisting of the ELL chairperson, administrator or designee, guidance counselor, parent/guardian, classroom teacher(s) of the child, ELL paraprofessional, and psychologist, will meet to determine appropriate grade level/course placement and services (if applicable). As a result of this ELL committee meeting, credit determinations for ELL's that are entering the District and have no documentation in grades 9-12 are made. Transcripts would be evaluated and the student would be placed in the appropriate grade/course level. Classes taken in the student's native language and foreign languages that the student has taken are compared with current course descriptions and placement/proficiency exams may be used to determine the completion of course expectation standards.

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. Records are requested by the Registrar or Guidance Counselor and the parents/guardians of the ELL are interviewed. If the student has been absent from the County for one year or more and has attended a school in another state or country, the child will be re-evaluated for English proficiency and placed accordingly. If the student has attended a Florida school, ESOL services will continue as documented in their ELL plan. If the student has been withdrawn from the County for less than one year and re-enrolls, placement will be determined based on available records.

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. After initial testing by the ELL chairperson with the Woodcock/Munoz and student eligibility is determined, the ELL chairperson requests an ELL committee meeting consisting of the ELL chairperson, administrator or designee, guidance counselor, parent/guardian, classroom teacher(s) of the child, ELL paraprofessional, and psychologist. From this meeting the Student ELL Plan is developed to allow for comprehensible instruction in the designated model of instruction for the ELL. In addition to updating the ELL student plan annually, the ELL plan may be updated periodically when the classroom teacher or ELL chairperson request a follow up meeting. Another ELL committee meeting is called to review the progress of the student with the current ELL strategies and instructional model. The ELL Chairperson completes a Data Elements form for each LY student at the beginning of each school year.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. The ELL Chairperson completes a Data Elements form for each LY student at the beginning of each school year. The first day of the student's attendance is reported as the new Plan Date. The original Data Elements form is filed in the student's ESOL folder, and the copy of the form is given to Data Entry for reporting purposes. Classroom teachers are notified by the ELL Chairperson/ESOL Lead Teacher of the students enrolled in the ESOL Program so that appropriate strategies and accommodations may be put in place.

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) _____

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 Sheltered English Language Arts class is implemented as the Developmental Language Arts through ESOL course for ELLs in the middle schools (ex: grades 6-8) and in three of the four high schools (ex: grades 9-12). The Mainstream-Inclusion English Language Arts model is implemented for ELLs in the Elementary Schools (ex: grades K-5), Combination/Magnet Schools (ex: grades K-8), and in the one Technical High School. Instructional models are implemented with fidelity according to state course descriptions (ex: Developmental Language Arts Through ESOL) and mainstream inclusionary practices represented on the ELL strategies sheets. The District Curriculum Specialist for ESOL monitors the establishment of instructional models throughout the District.

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. (see attached)

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 ELL's are placed in appropriate classrooms with documentation of courses and schedules in the student ELL Plan. Site-based observations are conducted by administrators or designees. Teacher lesson plans are also reviewed to ensure that academic content is equal in amount, sequence, quality and scope to that provided to non-ELLs.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. Teachers of ELLs document use of appropriate strategies in their daily lesson plans. Site-based administrators or designees are responsible for monitoring use and documentation of strategies to ensure comprehensible instruction. Site-based observations are conducted by administrators or designees.

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) NRT
- Native Language Assessment (Specify) WMLS Spanish Version
- 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. In the Student Progression Plan, the information is described in the section entitled "Exemption from Mandatory Third Grade Retention for Good Cause." This specific policy can be located at <http://hernandoschools.org/> under HCSB documents, *School Procedures 2008-09* Manual, p. 51.

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. The district's Good Cause Policy states that an ELL who has been in the ESOL Program for less than 2 years may be exempt from retention as recommended by the ELL Committee. Information and documentation to include, but not limited to, classroom performance, assessment data, and English language progress will be considered when making promotion/retention decisions.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The Committee may convene to review student academic records, portfolio, and progress to determine recommendation for retention or promotion of any ELL.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. A letter informing parents of possible retention is sent at the beginning of the second semester of the school year. A second letter of probable retention is sent at the end of the third nine weeks. Letters are sent in a language that parents can understand, unless clearly not feasible. The ELL Committee meets during the fourth nine weeks to recommend retention or promotion.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. ELL chairpersons compile lists of ELLs who are enrolled in the ESOL Program during the appropriate timeline prior to testing and submit the information to the appropriate testing personnel.

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. ELL Chairperson documents appropriate accommodation with input from teachers and parents when available. Accommodation form is filed in the student’s ELL folder with a copy sent to the parent/guardian.

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. K-2 ELLs who scored proficient on the listening and speaking assessment will exit the program unless determined otherwise by an ELL Committee. Grades 3-12 ELLs shall be determined English proficient based on at least two of the following standards: (1) Proficient on the CELLA composite (listening, speaking, reading, and writing) and CELLA reading for students tested on grade level (2) Score at or above the 33 percentile in both reading comprehension and writing or language usage on the Woodcock Munoz (WM) (3) Proficient on the FCAT reading (4) Proficient on the FCAT Writing plus (+). Upon completion of two of these standards, the ELLs will be exited unless determined otherwise by an ELL Committee.

17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Woodcock/Munoz	K-12		≥4	

CELLA	K-2		≥673	
CELLA	3-5		≥720	
CELLA	6-8		≥733	
CELLA	9-12		≥739	

- (1) A raw score represents the number of points a student received for correctly answering questions on a test.
(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.
(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

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

Name of Reading and Writing Instrument(s):
Woodcock/Munoz Normative Update (WMU)
CELLA
FCAT

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

- Registrar ESOL Teacher/Coordinator Other (Specify) ELL Chairperson

17d) Describe the process by which the ELL Committee makes exit decisions. ELL committee meeting is called and the following are considered for exit: test results (CELLA, FCAT, WM, WMU), academic progress, and eligibility for other programs. From this data, along with stakeholder input determination for exit may be made.

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 chairperson documents decisions of the committee, completes required Data Elements form and submits this to Data Entry for coding in Terms.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. District policy requires ELL chairpersons to exit a

qualifying student through the ELL committee using available assessment data, stakeholder input, and begin the monitoring 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 chairpersons

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. Language Arts teachers are required to submit documentation of grades with teacher comments. This information is placed in the ELL folder by the ELL chairpersons. A Data Elements form is submitted to the Data Entry person for reporting.

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

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) Teacher comments

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. The ELL committee convenes to determine continued "LF" status or reclassification as an "LY" and a new student ELL plan for the "LY" student is developed to address academic and language deficiencies.

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 ELL Chairperson completes the Data Elements Form with a new plan date for reclassification. The Data Entry person will update this information in Terms including this new plan date. The Guidance counselor or Data Entry personnel provide a new schedule that includes this new placement. The ELL Chairperson ensures this placement is done correctly.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The ELL will either be placed in the Sheltered English Language Arts or Mainstream-Inclusion English Language Arts according to school site and grade level. Additional intervention strategies implemented by the classroom teacher(s) are done according to the ELL's proficiency level.

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. Information is translated, when feasible, by the school or District translator. These translators, when feasible, may be available to translate appropriate information, documentation, and notification in an oral or written format.

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 Adult literacy, Edline (Parent Portal), Report card comment codes

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? Site based distribution and review, District website (<http://hernandoschools.org/>) under HCSB documents.

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. The District Parent Leadership Council (PLC) provides training for parents/guardians. The Parent Institute provides opportunities for all families, including parents/guardians of ELLs, in scheduled parent nights.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The District ESOL lead teachers provide all parents/guardians of ELL students with an Annual Measurable Achievement Objective (AMAO) Report identifying student progress in reading proficiency and FCAT reading proficiency. Additionally, the District provides a School Public Accountability Report (SPAR) report to all parents/guardians of students regarding AYP at each school site. This is shared in the School Advisory Council meetings and distributed to all parents/guardians of current students.

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. _____

Parent/guardians are provided information on the monitoring of program compliance through various methods. The complaint and appeals process is identified in **School Board Policy (6.36)** on the District website under the School Board site. Information with respect to Equity, prohibition of exclusion of any student in or the denial of benefits of any educational program or activity, due process, etc. is found in the **Student Code of Conduct** which is provided to all parents/guardians of Hernando County Schools and is available on the District website under HCSB documents. The Equity Coordinator provides information regarding District compliance with the Equity Act through a Board approved Equity Report for the preceding school year. At the direction of the Director of Federal programs, all schools are required to provide a **School Progress Accountability Report (SPAR)** to parents/guardians. The District provides an **Annual Measurable Achievement Objective (AMAO)** Report to all parents/guardians of English Language Learners (ELL's) on academic achievement toward state measurable objectives based on program compliance. Notification of civil rights and the policy on nondiscrimination is provided in the **Student Code of Conduct** (back cover) to all parents/guardians. Complaint forms are available on the District website under HCSB documents.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? In the School Procedures Manual under Special Programs for Academic Needs (p.53) ELLs are "provided equal access to all district services and programs". District staff and school based administrators ensure that ELLs are taught comparable academic content through teacher lesson plans and observations and that ELLs have access to all programs and facilities.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. Parent/guardian, ELL chairperson, guidance counselor, administrator or designee, classroom subject area teacher(s).

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

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

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 function of the PLC is to provide parents/guardians of information related to the following: Consent Decree, FCAT, outside services, Education Planning, Parent-Teacher conferences, Home-School Communication, Volunteer Services, Parent Training, Strategies for ELLs, and input for the revision of the District ELL plan.

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. _____

32) Indicate how your district PLC was involved in the development of the District ELL Plan. A PLC meeting was held and parents/guardians were divided into subgroups. Parents made suggestions as to revisions and suggestions for the improvement or modification of the District ELL plan. Revisions to the plan were given to the ELL chairpersons and these members met to work on a current document. The recommended revisions were discussed and included in the District ELL plan when feasible.

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

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

Section 10: PERSONNEL TRAINING

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

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. All teachers in need of ESOL training or certification are notified of these training requirements by the District Certification Specialist for Human Resources through “Out of Field” or “Out of Compliance” notifications sent from site based administration. The District Certification Specialist compiles a list of those teachers that have not met ESOL training or certification requirements and submits this list of names to the School Board for notification and approval various times throughout the school year. The District Certification Specialist documents these steps in the process. Teachers are notified of ESOL training requirements through the District e-mail under the “District Inservice Training” icon by the District Professional Development coordinator. Additionally, the completion of ESOL training requirements for teachers are tracked and documented through this same coordinator.

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 completion of ESOL training or certification requirements for teachers are tracked and documented through the Professional Development coordinator. This documentation is entered in Terms under the category of Professional Development. Certification or endorsement additions are entered into Terms as part of the teacher’s certification history.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The District provides the 60 hour ESOL training requirement for school based administration over the summer of or in online courses offered during each school year. This information is documented in Terms under the administrator’s professional development history.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The District provides the 60 hour ESOL training requirement for guidance counselors over the summer or in online courses offered during each school year. This information is documented in Terms under the guidance counselor’s professional development history.

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

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. (See attached job description). High school diploma, proficiency in the identified secondary language, proficiency in the English language, and 18 hours of paraprofessional training.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. The ELL chairpersons provide an 18 hour training opportunity in the fall to all ESOL paraprofessionals new to the District. All ESOL paraprofessionals attend a 6 hour refresher training each school year. Certificate of completions are provided a certificate of completion and tracking is done through staff development.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. The ESOL Curriculum specialist determines the proficiency through respective teachers from the World Language Department using an Oral Proficiency Assessment (OPA) Interview for the target language.

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. Elementary and Secondary schools will be held accountable for increasing the English proficiency of current ELL's through accountability criteria for adequate yearly progress or cut scores identified by the current statewide assessments such as FCAT and CELLA. The District requires that elementary and secondary school administrators and teachers provide professional development and improvement plans that address the progress of all students or subgroups, including English Language Learners, that are not making adequate yearly progress or proficiency standards.

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. Not applicable

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. The District's AMAO Improvement Plan consists of the following: (1) identification of students who did not make AMAO's under the criteria established by the Florida Department of Education (2) determination of instructional strategies that will provide support in meeting AMAOs (3) Offering of extended day programs for participating schools to provide additional instructional strategies and services to help meet the AMAO's (4) Offering of professional development trainings that will assist classroom or ESOL teachers in providing current best practices and high yield instructional strategies based on educational research and data. A district system improvement plan will be submitted to the FLDOE.