

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
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
 Contact Person: Mark Drennan
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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
		Shirl Williams, Director of Student Services		850-482-1200	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
PO Box 5958 Marianna, Florida 32447			Shirl Williams		
(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, Lee Miller , 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): Shirl Williams					
Contact Information for District PLC Chairperson: Mailing address: PO Box 5958					
E-mail Address: Shirl.Williams @jcsb.org Phone Number:850-482-1200					
Date final plan was discussed with PLC:		PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved			
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

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



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

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

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

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

Superintendent's Signature

Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. The HLS is included as a part of the Jackson District registration packet.(JC-064) The HLS form is completed upon the initial enrollment of a student. Registration procedures are common for all students. Guidance counselors are responsible for coordinating student registration. All schools have full time guidance counselors who have been trained. The principal is responsible for monitoring registration procedures implemented at the school.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. The HLS is completed during the initial enrollment by the student Guidance counselors are responsible for coordinating administration of the HLS survey..

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. A student (K-12) for whom an affirmative answer to the Language Survey is given student must be tested with Language/Speaking within 20 school days of registration. If the student passes the aural/oral test then they will not be placed in and ELL program. If they do not pass the aural/oral test then they are placed in the ESOL.

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

Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. When necessary, provision to communicate in the home language of parents and students will be implemented through the use of school personnel in the district. We have a liaison provided to us by Panhandle Area Education Consortium (PAEC) upon request.

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 information from the registration form along with a copy of birth certificate, immunization record, and record from previous school if possible are collected by the guidance counselor. Information regarding the language and the national origin of each student is part of the HLS form. The data collected on the HLS shall be reported and maintained in accordance with the Florida Department of Education's data collection procedures.

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

Registrar Data Entry Clerk Other (Specify) Guidance

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) Guidance counselor and staffing specialist at each school.

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⁾
CELLA placement				

(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. Each student with a "yes" response to any of the three questions on the HLS shall be assessed by the guidance counselor to determine if the student is LEP based on the standards set forth in 6A-6.0902(2). The CELLA Placement will be used for aural/oral testing. The Aural/Oral test used in the district are approved by the DOE.

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? A copy of each HLS form (JC-268) is forwarded to the District MIS ESOL contact. She will notify the District ESOL Coordinator if testing was not done.

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. Once we are made aware that the test was not administered we immediately test them using the CELLA Placement.

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. If the student was determined through the aural/oral testing to be full English proficient, then that student would be placed in the regular program and his code would be ZZ. Testing procedures in the future would be the same as for all basic students.

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. If the aural/oral determined the student to be limited English proficient (LEP) then the student (K-12) would remain in the ESOL program, still coded as LY but now the Basis of Entry would be A. ELLs who are currently receiving services in an ESOL program will receive accommodations as needed. These include but are not limited to flexible setting, flexible scheduling, additional time and assistance in heritage language.

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 one 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):
CELLA Placement

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? ELL test included all areas (R,W,S,L) and are tested within 20 days. All students are coded LY's..we do not have LP's after 20 days.

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. It is a district decision to do Reading / Writing within 20 days of Aural/Oral.

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan. Any ELL student's teacher, administrator, or parent may request the convening of the ELL committee to review the student's progress in attaining necessary subject area competencies or in overcoming persistent deficiencies in overall student performance. The ELL committee may be reconvened at any time after a students has been served for a semester, or sooner if necessary. The ELL committee shall make recommendations for appropriate modification in the student's programming to address problems identified and shall document modifications in the student's plan.

9) Native Language Assessment

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

Yes No

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

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. In addition to accessing the level of English proficiency of ELP students, counselors will conduct an evaluation of the student's academic levels of functioning through the use of oral student interviews, diagnostic inventories and/or the administration of the FCAT to ensure that instruction in basic subject areas is appropriate to the student's level of achievement. The District shall document prior school experiences by means of school records, report cards, grades in subject areas, and performance on prior assessment tools to plan and provide appropriate instruction.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). The CELLA Placement test is administered to all students who have answered "yes" to the HLS on the registration form. If the ELL child does not speak enough English to test, then the ELL committee convenes to determine recommendations.

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. Every effort is used to obtain records (parents, last educational institution attended). Retest the student or place student based on ELL committee recommendation.

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

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. The ELL committee considers student's age, last grade attended (as reported by parents) and transcripts submitted. All collected information is used to make determination of grade level placement.

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

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English). Please provide a link if this information is explained in the Student Progression Plan. A translator in the student's native language will transcribe the transcript and credit will be awarded based on the interpretation and comparable credit with US credits.

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

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. If the student has withdrawn and returns to the district in less than one year original placement test will be used to reenter. ELL students take CELLA (grade level or function level) Test. Prior transcripts and grades, FCAT scores, Stanford 10 scores and curriculum standards are considered.

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. Development of the ELL plan for students shall include a review support services and other programs needed to meet the overall needs of individual students and the ELL plan will be filed in the student's cumulative folder. The guidance counselor along with the teacher is responsible for developing the plan.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. Any ELL student's teacher, administrator, or parent may request the convening of the ELL Committee at the end of the first semester to review the student's overall performance and/or make recommendations for modification in the student's programming on the ELL Plan.

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 Jackson County School District uses Differentiated Instruction as an instructional model within the regular classroom. Due to having a low number of ELL students, other models are not considered. Services will be provided to address the language proficiencies and instructional standards with comprehensible instructional strategies that include, but are not limited to:

1. Sunshine State Standards
2. Individualized instruction
3. Cooperative learning
4. Utilization of computers
5. Integration of language and content
6. A variety of audio-visuals, illustrations, tapes and videotapes

The instructional program is designed to meet the cognitive and affective needs of ELL students. Elementary and secondary students will receive instruction in the regular classroom with limited pullout instruction. Instructional strategies shall be documented in the teacher's plan book, and /or through the use of approved curriculum frameworks, instructional checklist and other district level forms.

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. An ELL student receiving instruction will receive the same amount of instructional time as a non-ELL student in the regular classroom. This will be documented through class schedules, maintained on the MIS and on teacher schedules. The school's principal and guidance counselor will monitor appropriate course assignments, level of

instruction, equal instructional time, and the assignment of trained personnel. ELL students shall receive remedial instruction according to the Florida statutes 232.245.

Instruction in the basic subject areas of computer literacy, mathematics, science and social studies shall be provided in heterogeneous classes serving non- ELL and ELLs with teachers who have completed or who are completing the 60 hour ESOL inservice training component.

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. The ESOL strategies plan of instruction is readily available in the teacher planning book. Teacher plans are evaluated regularly by the school based administrator. Classroom walk throughs, informal and formal observations provide opportunities for principals to monitor teachers' use of effective ESOL strategies.

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

- Region Administrator(s)
- District Administrator(s)
- School Level Administrator(s)
- Other (Specify) Guidance counselor

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

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____
- FCAT
- Other (Specify) DIBELS, CELLA, ThinkLink

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. Progression of Students page I.41(www.jcsb.org: select Student Services, then Student Progressions Plan)

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

following: Limited English proficient students who have had less than 2 years of instruction in an English for Speakers of Other Language program (ESOL).

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The committee meets at the end of the year to decide promotion or retention based on test data and grades in all classes.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. When a ELL student is considered for retention or promotion the ELL Committee is convened to evaluate the student's educational progress.

A letter is sent to the parent(s) inviting them to attend the meeting .The school principal takes whatever action is necessary to ensure that the parent(s) understand the purpose of the meeting, which may included requesting an interpreter. ELL committee members assist in reviewing the student's current educational needs and if retention is in the best interest of the student the ELL committee ensures that the decision is not "solely based" on a student's lack of English language proficiency. Once a final decision/determination is made, a letter is sent to parent.

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. All ELL students participate in statewide assessment. The District ESOL contact provides training and information to school testing coordinators to ensure proper procedures are followed for all ELL's.

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. Our district offers accommodations to ELL students who are currently receiving services in a program operated in accordance with the approved District ELL plan. ELL students who have been receiving services in the program one year or less may be exempt from FCAT reading testing when a majority decision is made by an ELL committee. All other ELL students are to be tested and may be given additional time as necessary to complete the test. ELL students may be given access to an English-to-heritage language/heritage language-to English dictionary and may be given the opportunity to be tested in a separate room with the ESOL teacher serving as the test administrator who may answer student questions about the general test directions. ESOL teachers who will be testing students shall be given adequate training by the school district to enable them to administer the test with fidelity..

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. An ELL student will be eligible for exit only when he/she is determined to be fully English proficient on the new CELLA placement test.

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⁾
CELLA				
FCAT				

(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):
CELLA

FCAT

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

Registrar ESOL Teacher/Coordinator Other (Specify) Guidance counselor and staffing specialist, ELL committee.

17d) Describe the process by which the ELL Committee makes exit decisions. An ELL student will be eligible for exit only when he/she is determined to be fully English proficient on the new CELLA placement test.

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible & briefly describe process. The school guidance counselor is responsible for updating the ELL student's exit data in his/her cumulative folder. The school principal/designee is responsible for ensuring that this process is completed. The District MIS contact is responsible for updating exit data on the database system.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Student progress is evaluated at the end of each nine week period.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. The district's MIS ESOL contact provides each school's guidance counselor with a printout listing all ELL students at that school, including former ELLs. The performance of former ELLs will be reviewed 1(end of first grading period 2) end of first semester 3)end of 2nd semester 4)end of 2nd year to ensure parity of participation once they have been reclassified. Guidance Counselors are responsible for conducting the 2 year follow up of ELLs after exit.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The student's cumulative folder includes a section for documenting the exited ELLs' progress. Review shall occur according to how they have been exited. Review shall occur at the end of the 1st semester, at the end of the first year and at the end of the second year.

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

Check all that apply.

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

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. The guidance counselor will identify former ELLs with a pattern of poor performance based on the four (4) review periods required for former ELL students and will call a meeting of the ELL committee for the purpose of reviewing and determining whether the student continues to be or not be ELL. The committee will review the performance of the former ELL student according to criteria specified in the Consent Decree.

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 former ELL student will be reclassified as LEP and will re-enter the program at that school. The ELL Committee will recommend an appropriate student plan and will be maintained in the cumulative folder. This plan will be reevaluated for continued appropriateness during the four (4) periods of review, then thereafter as necessary. The guidance counselor will be responsible for this process.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. The recommended program delivery model is based on the student's instructional needs and previous academic placement as discussed at the ELL committee meeting. As appropriate, referrals for additional services are made as well as additional interventions. The student will be provided with additional state or district approved diagnostic assessments in Reading, Writing, Science or Math to determine the nature of the student's difficulty and areas of academic needs.

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. Schools in the Jackson District have available to them a liaison for communicating between parents/guardian and school personnel in their native language.

These forms are not all available in languages other than English, parents should request services of an interpreter, if necessary.

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? Every student receives a copy of the Code of Student Conduct. When necessary provision to communicate in the home language of parents and students will be implemented through the use of school personnel in the district. We have a liaison provided to us by PAEC upon request.

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. Parents should request an interpreter to translate the Student Code of Conduct in their native language.

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. Jackson County has named a district Parent Leadership Council (PLC) that will be comprised of members from each school's ELL committees. Parents who have children in the ESOL program will be encouraged to become members of the district PLC. District liaisons are available to provide training as needed and for better communication between parents and school leaders.

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

home to parents via Title I newsletters, school newsletters, district and school websites and public reports. Forms of notification concerning councils and educational services and programs are as follows: home visitations by school staff member, parent conferences at school, flyers sent home, parent teacher organization meetings, dissemination of materials during registration and Open House.

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. Parents, through the ESOL ELL meetings are informed of their rights and responsibilities and the components of the District ELL Plan. They may bring forward any issues they deem necessary, where issues are quickly addressed by district staff. Every student is given a copy of the Student Code of Conduct. Parents have access to their child's school website where information can be found regarding school accountability and grades as well as current events.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? All Jackson County students (ELL, ESE, Section 504, General Education) have equal access to all programs and facilities. Jackson County does not discriminate against any student based on race, creed, color or disability. Individual Education Plans (IEP) determine course of study for students.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. School principal, guidance counselor, teacher, parent of ELL students.

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

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

Other (Specify) _____

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

School Level District Level

Describe the functions and composition of PLCs in your district. Schools PLC committees are representative of all parents and district policy govern the functions.

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. ELL parents are encouraged to participate so that majority participation can comprise the committee, but with so few ELL students and those parents choosing not to participate, the majority representation is not ELL.

31) Indicate how your district involves the PLC in district/school committees. The district encourages schools to involve parent councils in various school committees and to become members of the district PLC. These include but are not limited to parent teacher meetings, volunteer programs and school advisory council. Schools have PLCs and the district has recently named a district PLC committee.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The district's ESOL coordinator will orient district PLC members to the districts ELL Plan. The PLC will meet at least twice a year. Their role at the initial meeting will be to review the ELL program, make suggestions for changes or improvements, and identify any other area/concerns that need to be addressed. At the end- of- the year meeting the PLC will review the on-going implementation of the program, address and concerns and make suggestions for changes/improvements in the program. The PLC will also be involved in the review and development of the district's ELL plan prior to its submission to the state.

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. Notification process is documented by district-wide e-mails to individuals. Category I teachers who are in need of ESOL training or certification are notified by the District Personnel director and the certification specialist. Notifications to Category II and III teachers are made at the individual school site. In Jackson County teachers are offered ESOL training electronically thru the PAEC electronic system.

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 individual's electronic professional data collection system tracks the ESOL hours completed. The individual has access to his/her records at all times and is responsible for following the district requirements on their own.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. As members of the Panhandle Area Education Consortium administrators have access to the 60 hour ESOL online course . The tracking system used in Jackson County is the electronic professional development center.

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 60 hour training requirement for Guidance Counselors is available online with PAEC and tracked via the Region I electronic system.It is the responsibility of the guidance counselor to register online and complete the course.A certificate of completion is printed out by the counselor and given to the personal director.

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

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

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

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

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. The district ESOL coordinator monitors each of the schools to ensure goals and objectives are met to increase English proficiency of ELLs. If goals and objectives are not met, schools are notified of deficiencies and strategies and methods of improvement are recommended by district personnel under advisement of PAEC(Panhandle Educational Consortium).

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. The district ESOL coordinator monitors each of the schools to ensure goals and objectives are met to increase academic achievement for all current and former ELLs.

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. There is no separate SIP for ELL. Any deficiencies would be addressed in the approved SIP at each school.