

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:	
Jefferson County		Sherry Heyen Executive Director, School Improvement		(850) 342-0100	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
1490 W. Washington St. Monticello, FL 32344					
(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, Bill Brumfield, 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.					
_____		1/12/09		_____	
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):					
Contact Information for District PLC Chairperson: Mailing address:					
E-mail Address:		Phone Number:			
Date final plan was discussed with PLC:		PLC <input type="checkbox"/> approved <input type="checkbox"/> not approved			
_____			_____		
Signature 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, Bill Brumfield, 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

1/12/09
Date Signed

SECTION 1: IDENTIFICATION

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. All students attending the Jefferson County Schools register for attendance at individual school sites in their school zone. The data entry operator and guidance counselor at each school are responsible for the registration process. The Home Language Survey (in English and Spanish) is part of the school registration form and is completed for each student. If a translator is needed for the family, each school has a staff member available to assist in the registration process. Upon completion, the parent/guardian signs and dates the registration form and is given a copy. The data entry operator and/or guidance counselor notifies the District ESOL Resource Teacher (housed at the elementary school) of the results of the survey for each student. The school retains the registration form, including the Home Language Survey and places it in the student's cumulative folder. A red ESOL folder is added to the cumulative folder with a copy of the registration form, including Home Language Survey and a checklist for items/deadlines/assessments to be completed for placement. This information is then placed in the District's data system and is maintained in accordance with the Florida Department of Education's data collection information procedures.

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 (in English and Spanish) is part of the school registration form and is completed for each student during the initial registration process. If a translator is needed for the family, each school has a staff member available to assist in the registration process. Upon completion, the parent/guardian signs and dates the registration form and is given a copy. The data entry operator and/or guidance counselor notifies the District ESOL Resource Teacher (housed at the elementary school) of the results of the survey for each student. The school retains the registration form, including the Home Language Survey and places it in the student's cumulative folder. A red ESOL folder is added to the cumulative folder with a copy of the registration form, including Home Language Survey and a checklist for items/deadlines/assessments to be completed for placement. This information is then placed in the District's data system and is maintained in accordance with the Florida Department of Education's data collection information procedures.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. The data entry operator and/or guidance counselor notifies the District ESOL Resource Teacher (housed at the elementary school) of the results of the survey for each student. The District ESOL Resource Teacher clarifies the responses of the Home Language Survey for ESOL services eligibility. A red ESOL folder is added to the cumulative folder with a copy of the registration form, including Home Language Survey and a checklist for items/deadlines/assessments to be completed for placement. Parent/guardians are notified by the District ESOL Resource Teacher to review the ESOL Parent Informed Consent ELLs are placed in Language Arts/English and other basic subject area classes that are taught by appropriately certified or endorsed ESOL teachers.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
 Registrar Guidance Counselor Other (Specify) Data Entry Operator, District ESOL Resource Teacher.

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Each school in Jefferson County has in place procedures for communicating with the parents of ELLs. Home-school communication includes the initial registration process (English and Spanish), Home-School Connection, school newsletters, PTO and SAC information, Title I announcements, LEP committee meetings (during child study meetings) and parent/teacher conferences. If a translator is needed for the family, each school has a staff member available to assist in the registration process and/or in a parent conference.

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 data entry operator and guidance counselor at each school are responsible for the registration process. The Home Language Survey (in English and Spanish) is part of the school registration form and is completed by the parent for each student. Student demographic data is collected on the form, including the home language and national origin. This information is then placed in the district’s data system and is maintained in accordance with the Florida Department of Education’s data collection information procedures.

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

Registrar Data Entry Clerk Other (Specify) Guidance, District ESOL Resource Teacher.

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) District ESOL Resource Teacher.

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⁾
IPT 1 2004 Oral Form E K-6	K	K= 38 or <	44 or <	
Redesignation–	K thru 2	55 or <	53 or <	
	3 thru 6	76 or <	60 or <	

- (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. A student in grades K-2 is given the Oral IPT and a student in grades 3-12 is given the Oral, Reading and Writing test. The District ESOL Resource Teacher is responsible for testing the students, grading the assessments and recording the ELL data.

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 data entry operator and guidance counselor notify the District ESOL Resource Teacher immediately concerning the affirmative responses on the HLS. The District ESOL Resource Teacher then logs the date the student entered and the projected 20 days for the assessment to be completed in order to ensure that the Listening and Speaking test is administered in a timely manner.

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. A Delay of Testing Notice is sent to parents with an explanation as to why there was a delay in the administration of the test. This information is documented and filed in the red ESOL folder.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. Students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test are placed in the regular program.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher’s cut scores) on the Listening and Speaking test. Students in grades 3-12 who score limited English proficient (below the publisher’s cut scores) on the Listening and Speaking test take the Reading and Writing test for the appropriate grade level within the required timeline (20 school days).

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): IPT 2004
IPT 2 Reading Grades 4-6 Form 2A
IPT 2 Writing Grades 4-6 Form 2A

IPT 1 Reading Grades 2-3 Form 1A
IPT Writing Grades 2-3 Form 1C
IPT 3 Reading Grades 7-12 Form 3C
IPT 3 Writing Grades 7-12 Form 3C

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 Reading and Writing tests for grades 3-12 are given within a day or two after the Oral test, within the required timeline (20 school 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. A Delay in Testing Notice is mailed to parents if the Reading/Writing test is not administered to students in grades 3-12 within the required timeline.

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. After the District ESOL Resource Teacher tests a student and the student qualifies for the program, the ELL Committee (during child study meeting) convenes to discuss the results of the assessment and makes the recommendation for entry (placement) in the program.

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 We do not have procedures to assess ELLs in their native language.

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. Every effort is made to collect documentation (school records/transcripts) to determine the academic abilities of ELLs. The previous school is contacted for school records by either the District ESOL Resource Teacher/data entry operator/guidance counselor. The Florida Automated System for Transferring Educational Records (FASTER) is checked. Follow-up phone calls are made if there is not a timely response to the request. The Programmatic Assessment is conducted if school records are unavailable.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Students with limited or no prior school experience will be placed age appropriate along with collecting information from parent/guardian/student interviews and the Florida Automated System for Transferring Educational Records (FASTER). A

Programmatic Assessment will be completed for specific placement. All school experiences are taken into account in planning for and providing appropriate instruction.

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. In order to address the placement of ELLs whose prior school records are incomplete or unobtainable, the previous school is contacted with a Release of Records Form requesting the school records. Follow-up phone calls are made to the school if there is not a timely response to the request. The guidance counselor and/or school site administrator of the previous school will also be contacted to clarify the ELL status/records of the student. If records are unobtainable, the age of the student, interviews regarding previous classes will determine placement, unless student is unsuccessful in that 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. All students identified and determined to be ELL are referred to the ELL Committee by the District ESOL Resource Teacher for proper placement. The District ESOL Resource Teacher reviews the educational information, interviews parents/guardian/student, contacts previous school for records/transcripts, assessments/evaluations, observations and the ELL Committee determines appropriate 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. All students identified and determined to be ELL are referred to the ELL Committee by the District ESOL Resource Teacher for proper placement. In determining completed credits for students grades 9-12, the ELL Committee (district personnel included) reviews all educational information and interviews parents/guardian/student. If possible, the previous educational system is contacted to gather records and assessment information. After reviewing all available information, credits are awarded for all courses the student may have taken.

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. When an ELL student leaves the district for more than 6 months and re-enters the ESOL Program, the LEP Committee convenes to require a new English language proficiency assessment and to determine additional intervention strategies. School records will be requested and service continued as provided in the previous school. If a student is transferring from another county and is an LY there, the student would be classified an LY here. When a student transfers from out of state, the Oral, Reading and Writing Tests will be administered within 20 days to determine ELL status.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. The District ESOL Resource Teacher develops the ELL Student Plan after gathering all appropriate information from the Home Language Survey, ESOL program testing data, Programmatic Assessment, parent notifications/invitations, Child Study Team minutes (ELL Committee Meeting), checklist of items/deadlines/ assessments, copies of report cards and places them in the red ESOL folder. After initial enrollment, completion of the Home Language Survey, students are assessed using the IDEA Oral Proficiency Test (IPT I and II) and parents are notified to attend the Child Study Team (ELL Committee meeting) to discuss placement of ELL. The ELL Student Plan is updated annually by the District ESOL Resource Teacher and will reflect current services after each student is re-evaluated to determine ESOL program eligibility. Classification/ reclassification of ELLs and monitoring former ELLs are either marked on old Jefferson County School plans or the current ELL Student Plan in red ESOL folders. Monitoring forms used for exits being monitored this school year are in ESOL file cabinet at JES. Once monitoring period completed the exit monitor form is placed in the red ESOL folder. ELLs are monitored after the first grading period, the end of first semester, the end of second semester of first year, end of first semester second year and end of second semester second year. Programmatic Assessments include all information reviewed to determine ELL academic needs. All ELLs and exits have accommodations/exemption forms in their red ESOL folders, which clearly show eligibility or not for modifications/accommodations/ exemptions. Also included are emails from district and school testing coordinators naming the ELLs eligible for certain modifications, accommodations and exemptions. Dated parent notifications and invitations to LEP plan meetings (during child study meetings) are placed in red ESOL folders.

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. At the beginning of each school year, the District ESOL Resource Teacher evaluates the FCAT and CELLA scores to determine the possibility of program exit. An ELL Committee Meeting is then convened to determine ELL needs/eligibility for the school year. The ELL Student Plan is updated annually by the District ESOL Resource Teacher and will reflect current services after each student is re-evaluated to determine ESOL program eligibility. Classification/ reclassification of ELLs and monitoring former ELLs are either marked on old Jefferson County School plans or the current ELL Student Plan in red ESOL folders. Monitoring forms used for exits being monitored this school year are in ESOL file cabinet at JES. Once monitoring period completed the exit monitor form is placed in the red ESOL folder. ELLs are monitored after the first grading period, the end of first semester, the end of second semester of first year, end of first semester second year and end of second semester second year. Programmatic Assessments include all information reviewed to determine ELL academic needs. All ELLs and exits have accommodations/exemption forms in their red ESOL folders, which clearly show eligibility or not for modifications/accommodations/ exemptions. Also included are emails from district and school testing coordinators naming the ELLs eligible for certain modifications, accommodations and exemptions. Dated parent notifications and invitations to LEP plan meetings (during child study meetings) are placed in red ESOL folders.

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) If extenuating circumstances exist, the parent involvement coordinator will make a home visit to transport the parent to the school.

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 Jefferson County Schools implement the Mainstream-Inclusion Model as the instructional model for student instruction. The

District ESOL Resource Teacher works collaboratively with teachers in the classrooms, serving students in the inclusion model. The school based administrators and district staff conduct classroom walkthroughs regularly to monitor fidelity of implementation of the model. Teachers meet regularly during team/department meetings to review student progress and strategies for improvement.

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. All schools in Jefferson County currently use the Mainstream-Inclusion Model as the instructional model for student instruction- Jefferson Elementary, Jefferson Middle/High School, Opportunity School (if students are placed in the alternative school), CARE Charter School and Monticello New Life Center (if students are placed in the DJJ facility).

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. Instruction in PreK-12 language arts, mathematics, science, social studies, foreign languages, health and physical education and the arts will address the skills and competencies that a student must master in order to graduate from high school. LEP students have equal access to appropriate programs in basic subject areas which are comprehensible, equal and comparable in amount, scope, sequence and quality to English proficient students. The guidance staff, administrators and curriculum staff at each school design the course schedule for each student. The ELL student schedules do not differ from the non-ELL student schedules.

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. ELLs are placed in Language Arts/English and other basic subject area classes that are taught by appropriately certified or endorsed ESOL teachers. Teachers use ESOL strategies to ensure that the academic needs of students are being met, while incorporating district standards and the Sunshine State Standards. Strategies are documented in lesson plans and during classroom walkthroughs. The curriculum, instruction and assessment system of the Jefferson County Schools is aligned with the Florida State Education Goals and the Sunshine State Standards. Focus calendars show specific standards/strands to be taught daily in language arts/reading and other basic subject areas. Assessment calendars show the schedule for baseline, weekly, formative, summative, benchmark assessments. Core instructional and supplemental materials are used. LEP students are required to meet the same state/district course curriculum objectives, standards, course code descriptions, and student progression requirements as English proficient students.

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

- Region Administrator(s)
- X District Administrator(s)
- X School Level Administrator(s)
- X Other (Specify) District ESOL Resource Teacher.

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)*

X Student Portfolios

X FCAT Practice Tests

X Other Criterion Reference Test (Specify) CELLA

Native Language Assessment (Specify) _____

X FCAT

X Other (Specify) IPT Tests, quarterly benchmark assessments, mini-assessments.

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?

X Yes No

If yes, indicate where in the Student Progression Plan these are described. Standards and procedures for promotion, placement and retention of ELLs are addressed in the Elementary, Middle and High School Progression Plans under the section, *Elementary, Middle or High School Progression and the Limited English Proficiency Student.*

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. In each of the plans (elementary, middle or high), under the section *Good Cause Exemptions from Mandatory Retention* states the following: The Good Cause Exemption from Mandatory Retention is the assignment of a student to the next grade level who has met the requirements for good cause exemption. Good cause exemption for promotion criteria includes the Limited English proficient student who has had less than two years of instruction in an English for Speakers of Other Languages Program (ESOL).

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. If a student receiving ESOL services is being considered for promotion, acceleration, good cause exemption from mandatory retention, retention or is deficient in math, reading and writing proficiency, the school's ELL Committee must meet to review the student's progress and to make a recommendation.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents/guardians are notified quarterly in writing of student progress toward achieving the district minimum levels of performance in reading, writing, mathematics and science. They are also invited to all ELL Committee meetings concerning their student (placement, promotion and retention) and regularly meet with classroom teachers and the District ESOL Resource Teacher during parent conference days.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. The Director of Technical Services conducts district wide training for all school based testing coordinators who ensure that all students, including the ELLs participate in the statewide assessment programs. School testing coordinators are provided a list of ELL's and the required accommodations from the District ESOL Resource Teacher. The testing coordinator and the District ESOL Resource Teacher verify and document that all ELLs participate in the statewide assessments.

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. The District ESOL Resource Teacher develops the ELL Student Plan after gathering all appropriate information from the Home Language Survey, ESOL program testing data, Programmatic Assessment, parent notifications/invitations, Child Study Team minutes (ELL Committee Meeting), checklist of items/deadlines/ assessments, copies of report cards and places them in the red ESOL folder. All ELLs and exits have accommodations/exemption forms in their red ESOL folders, which clearly show eligibility or not for modifications/accommodations/exemptions. Also included are emails from district and school testing coordinators naming the ELLs eligible for certain modifications, accommodations and exemptions.

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 X 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. ELLs ready to exit the program must score proficient in Speaking, Reading and Writing

on the grade appropriate IPT. Students must also meet the cut score in reading on the CELLA for being proficient in their corresponding grade level.

17a) Listening and Speaking Proficiency Assessment

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

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT 1 2004 Oral Form E K-6	K	K= 38 or <	44 or <	
Redesignation-	K thru 2	55 or <	53 or <	
	3 thru 6	76 or <	60 or <	

(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): IPT 2004, CELLA, FCAT
IPT 2 Reading Grades 4-6 Form 2A
IPT 2 Writing Grades 4-6 Form 2A
IPT 1 Reading Grades 2-3 Form 1A
IPT 1 Writing Grades 2-3 Form 1C
IPT 3 Reading Grades 7-12 Form 3 C
IPT 3 Writing Grades 7-12 Form 3C

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

Registrar ESOL Teacher/Coordinator Other (Specify) _____

17d) Describe the process by which the ELL Committee makes exit decisions. After the District ESOL Resource Teacher recommends a students exit the program and shares the documentation to support that recommendation, the ELL Committee (during child study meeting) convenes to discuss the progress made and then makes the exit decision.

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 District Resource ESOL Teacher is responsible for updating the Student ELL Plans. The school site administrator ensures that the Student ELL Plan process is completed.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Students who meet exit qualifications using CELLA and FCAT scores will have parent notification of an ELL Committee Meeting to discuss exiting the program. The ELL Committee will convene and the parent will receive official notification that exit qualifications have been met. The time of year has no bearing on the exit time.

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 ESOL Resource Teacher.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The District ESOL Resource Teacher develops the ELL Student Plan after gathering all appropriate information from the Home Language Survey, ESOL program testing data, Programmatic Assessment, parent notifications/invitations, Child Study Team minutes (ELL Committee Meeting), checklist of items/deadlines/ assessments, copies of report cards and places them in the red ESOL folder. ELLs are monitored after the first grading period, the end of first semester, the end of second semester of first year, end of first semester second year and end of second semester second year. Programmatic Assessments include all information reviewed to determine ELL academic needs. The Student ELL Plan is annotated with satisfactory/or lack of satisfactory progress. If unsatisfactory progress is being made by the student, the plan specifically addresses strategies for improvement for improvement.

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

X Report Cards

X Test Scores

X Classroom Performance

X Other (Specify) Mini-Assessments, Benchmark Assessments

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. If a former ELL is not on grade level, the District ESOL Resource Teacher will bring the student back to the ELL Committee for discussion. Classification/ reclassification of ELLs and monitoring former ELLs are documented in the ELL Student Plan in red ESOL folders. Dated parent notifications and invitations to ELL plan meetings (during child study meetings) are placed in red ESOL folders.

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 District ESOL Resource Teacher develops the ELL Student Plan after gathering all appropriate information from the Home Language Survey, ESOL program testing data, Programmatic Assessment, parent

notifications/invitations, Child Study Team minutes (LEP Committee Meeting), checklist of items/deadlines/ assessments, copies of report cards and places them in the red ESOL folder. After initial enrollment, completion of the Home Language Survey, students are assessed using the IDEA Oral Proficiency Test (IPT I and II) and parents are notified to attend the Child Study Team (ELL Committee Meeting) to discuss placement of ELL. The ELL Student Plan is updated annually by the District ESOL Resource Teacher and will reflect current services after each student is re-evaluated to determine ESOL program eligibility. Classification/ reclassification of ELLs and monitoring former ELLs are either marked on old Jefferson County School plans or the current ELL Student Plan in red ESOL folders. Monitoring forms used for exits being monitored this school year are in ESOL file cabinet at JES. Once monitoring period completed the exit monitor form is placed in the red ESOL folder. ELLs are monitored after the first grading period, the end of first semester, the end of second semester of first year, end of first semester second year and end of second semester second year. Programmatic Assessments include all information reviewed to determine ELL academic needs. Dated parent notifications and invitations to ELL plan meetings (during child study meetings) are placed in red ESOL folders.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. All reclassified ELLs participate in the Mainstream-Inclusion Model and if needed would receive additional support from the District ESOL Resource Teacher. The ELL Committee along with the team of teachers for that grade level/department meet to discuss the student needs in all core subject areas, supplemental materials, extended day or Saturday Program. Additional intervention strategies might include modified instruction during or beyond the school day, tutors, computer assisted instruction, etc.

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. Each school in Jefferson County has in place procedures for communicating with the parents of ELLs. Home-school communication includes the initial registration process (English and Spanish), Home-School Connection, school newsletters, PTO and SAC information, Connect-ED, Title I announcements, LEP committee meetings (during child study meetings) and parent/teacher conferences. If a translator is needed for the family, each school has a staff member available to assist in the registration process and/or in a parent conference. We are currently updating all of our information in a language other than English.

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:

- X Temporary placement
- X Delay in language proficiency testing
- X Results of language proficiency assessment
- X Program placement
- X Program delivery model options
- X State and/or district testing
- X Accommodations for testing (flexible setting)
- X Annual testing for language development
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)

- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments
- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? The Code of Student Conduct is reviewed at the beginning of the year with all students by the school site administrators and teachers. The Code is then shared with families at Open House, a PTO Meeting and at a SAC Meeting. New students and their parents are met by the parent involvement coordinator, who reviews school information, including the Code of Student Conduct. If necessary, she will make a home visit to share with the families.

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. If a translator is needed, each school has a staff member available to assist the family. The District ESOL Resource Teacher is responsible for coordinating this process. We are currently updating the Code of Student Conduct in a language other than English.

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 uses the Parent Involvement Committee as a vehicle from the district level to promote parent and community participation for all students, including ELLs. Activities (lunches and evening events) are provided quarterly during the school year encouraging parent and community support of all student programs.

Parent involvement coordinators at each school use phone calls and home visits to foster relationships with the parents of ELLs. Connect-ED is also used to provide families with up to date information about special days, activities and upcoming events.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The Jefferson County School District has in place procedures for communicating with the parents of ELLs. Home-school communication includes the initial registration process (English and Spanish), Home-School Connection, school newsletters, school choice/controlled open enrollment/SINI letters, PTO and SAC information, Title I announcements, Connect-ED, LEP committee meetings (during child study meetings) and parent/teacher conferences. If a translator is needed for the family, each school has a staff member available to assist in the registration process and/or in a parent conference.

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. Information on the monitoring of program compliance for all programs, including the ESOL Program is shared at the school level with the School Advisory Committee and at the district level with the District Parent Involvement Committee. At the school level, the PLC is the School Advisory Committee and at the district level it is the District Parent Involvement Committee. The Jefferson County Schools has a designated Civil Rights Officer, who handles the complaint and appeal process at the district. District staff monitor all programs for program compliance on a monthly basis by reviewing reports/printouts. There is an ongoing effort to provide documents regarding rights, equity or discrimination to ELLs and their families.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? All programs and services are available for all students, including ELLs. School site administrators as well as district administrators assure that ELLs receive equal access to all programs and facilities that are available to non-ELLs. Student's qualify for programs based on need regardless of status. ELLs are in the gifted program, career academies, receiving speech services and other ESE services.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The ELL Committee is comprised of a school site administrator or designee, District Resource ESOL Teacher, Guidance Counselor, Reading Coach, Classroom Teacher/s, Parent, Parent Liaison (if needed).

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

- Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- Reclassification of former ELLs
- Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns

- X Exempting students classified as ELL for one year or less from statewide assessment program
- X Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- X 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
- X Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- X 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 X District Level

Describe the functions and composition of PLCs in your district. The District Parent Involvement Committee designs and implements the Parent Involvement Plan at the district level as an umbrella for the schools. This committee serves in the capacity of a leadership group to assist the schools with communication among the parents, teachers and community. They also design, organize and implement activities to promote parent and community involvement in each school and as a district.

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. No, our Parent Involvement Committee does not have a majority of parents of limited English proficient students. We are currently working to improve the participation of ELL parents at the school level on the School Advisory Council (SAC), at the district level on the Parent Involvement Committee and at all school activities and events. Recruiting ELL parents for participation in school related events and in supporting their students has been challenging. We are documenting our efforts and hope to see an improvement in participation during the 2009-2010 school year.

31) Indicate how your district involves the PLC in district/school committees. The Parent Leadership Council at the school level is the School Advisory Committee and at the district level is the District Parent Involvement Committee. Each school has a parent involvement coordinator, who works with all families, including ELL parents. The District Parent Involvement Committee meets monthly to implement the Parent Involvement Plan for the district and schools collaboratively.

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The District Parent Involvement Committee is the oversight committee for the plan. Each school had representatives working on the plan, including teachers, parent involvement coordinators, District ESOL Resource Teacher, administrators and parents.

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

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

Section 10: PERSONNEL TRAINING

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

- 33)** Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. All teachers in the district and other instructional personnel attended ESOL training as required for meeting the certification requirements in face to face workshops. Teachers have also had the opportunity to take the online ESOL courses through the Panhandle Area Educational Consortium (PAEC) and the North East Florida Educational Consortium (NEFEC). New teachers are required to begin the ESOL training either in face to face workshop or online. Staff development monitors all ESOL training, providing notifications of training, monitoring course completion and providing documentation to human resources.
- 34)** Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. The district uses the PAEC Professional Development website for district data collection of staff development, including the ESOL training. Teachers use the website to register and complete the required reflection exercise after completing each ESOL course. Once certification requirements are met, staff development provides the documentation for human resources to update the teaching certificate.
- 35)** Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. All school site administrators and guidance counselors received the required ESOL training (60 points/hours) through an inservice offered by the Leon County Schools. New principals and assistant principals are required to attend ESOL training either face to face workshop or online as required to meet the certification requirements within the first year of employment. The district uses the PAEC Professional Development website for district data collection of staff development, including the ESOL training. Administrators use the website to register and complete the required reflection exercise after completing each ESOL course, whether it is a face to face workshop, an online course through PAEC or NEFEC.
- 36)** Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. All school site administrators and guidance counselors received the required ESOL training (60 points/hours) through an inservice offered by the Leon County Schools. New guidance counselors are required to attend ESOL training either face to face workshop or online as required to meet the certification requirements within the first year of employment. The district uses the PAEC Professional Development website for district data collection of staff development, including the ESOL training. Guidance Counselors use the website to register and complete the required reflection exercise after completing each ESOL course, whether it is a face to face workshop, an online course through PAEC or NEFEC.
- 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 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. The bilingual paraprofessional is responsible for providing direct

instructional assistance to students of limited English proficiency. The position includes providing home language tutorial assistance in basic subject areas; functioning as a liaison between classroom teacher and student; assisting in communication between school and parents/guardian; assisting with recordkeeping tasks; participating in program staff development; preparing strategies and constructing materials for vocabulary learning and regular lesson reinforcement. Required qualifications are

proficiency in spoken and written English; written and oral proficiency in a language other than English; ability to work effectively with children and adults; sensitivity to special needs of language; interest in and respect for other cultures; at least 18 years of age; and a high school graduate or equivalent. Desired qualifications are previous experience with teaching or learning a second language; ability to communicate in student's primary language; computer skills and college training in second language teaching.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. The district uses the PAEC Professional Development website for district data collection of staff development, including all ESOL training. Both instructional and non-instructional staff use the website to register and complete the required reflection exercise after completing each ESOL course.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. As part of the interview process, the candidate would be required to speak and write in the target language. The interview team (district staff, administrator, District ESOL Resource Teacher, etc.) will assess and determine proficiency.

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. All schools in Jefferson County are required to write school improvement plans, which address the goals and objectives for all students, including ELLs. Each student has a Progress Monitoring Plan, which addresses performance indicators for reading, mathematics, science and writing. The focus for current ELLs are the listening/speaking skills along with writing and reading. Those areas are addressed with specific interventions and strategies for improvement. The district reviews student data on a monthly basis to monitor progress of students in the ESOL Program.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. All schools in Jefferson County are required to write school improvement plans, which address the goals and objectives for all students, including ELLs. Each student has a Progress Monitoring Plan, which addresses performance indicators for reading, mathematics, science and writing. Areas of deficiency are recognized with specific interventions and strategies for improvement. The student data is reviewed weekly at the school level through mini-assessments and quarterly through benchmark assessments in order to monitor and make adjustments based on student learning. The district monitors student data monthly and mid-year through the SIP Mid-Year Report.

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. NA
The district will notify parents/guardians in writing within 30 days of district notification that the AMAOs have not been met. The district will implement the improvement plan designed. The DOE

will monitor the district implementation of the plan and provide assistance with instructional methods and professional development as needed.