

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
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 Tallahassee, Florida 32399-0400
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FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
Nassau		Mary Duffy, Coordinator of Student Services		904-491-9943	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
1201 Atlantic Avenue Fernandina Beach, FL 32034					
(6) CERTIFICATION BY SCHOOL DISTRICT					
<p>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.</p> <p>I, John Ruis , 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.</p>					
_____ 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, _____John Ruis_____, 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. Registration procedures are common for all students and are conducted at each school site. Registration materials are available in English and Spanish. Registration and enrollment procedures include the gathering of information required by the Florida Student Record system and the Florida Statutes for school entry. Home language assistance is provided when needed by the district ESOL coordinator. Most schools have identified staff that are bilingual and are able to assist in translation and registration as necessary. The guidance counselor is responsible for coordinating student registration. This procedure is the same for all students. The Home Language Survey is included on the student registration form and completed by all students upon registration. _____

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 (HLS) is included on the Nassau County Student Registration Form and is completed by each student upon registration. It is completed at the time of initial enrollment of a student at each individual school site. Assistance is provided in the native language if needed and feasible. _____

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. All affirmative responses on the HLS are reviewed by the guidance counselor. Within 20 school days the appropriate level of the IPT and IRW are administered by the guidance counselor and/or the district ESOL Coach. The screenings are conducted at the school. _____

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. If a non-English speaking student comes in to register and is not accompanied by a translator, bilingual guidance counselors or school staff are available to assist with the registration process. If there is no such person available at the school, the ESOL Coach is called and attempts are made to locate someone who can translate. Resources are available to get the basic information to the parent and/or student. _____

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. Student demographic data is collected on the student registration form which includes the HLS and the country of birth. The collection and monitoring of data shall be supervised at each school by the principal, guidance counselor, and district ESOL contact. District Information Management personnel will assist to ensure compliance. Documentation for identification and assessment will be maintained in the student's cumulative file and will include: LHS, results of aural/oral proficiency test, results for reading/writing test for 4-12 students. Class schedules for all

students are maintained on the student database system and monitored by the school data entry operator, school principal, and district MIS director. Confidentiality compliance standards are outlined by the district and updated annually for compliance to state and federal regulations. Other types of data collected and monitored may include retention rates, graduation rates, dropout rates, grade point average, and assessment test scores.

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

Registrar Data Entry Clerk Other (Specify) Guidance Counselor _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

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

Registrar ESOL Coordinator/Administrator Other (Specify) Guidance Counselor, ESOL Coach.

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	K – 6	24 or less		32% or less
IPT	7 – 12	35 or less		32% or less

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

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. When a student enrolls in a Nassau County school and responds affirmatively to the Home Language Survey, he/she is assessed within 20 days of enrollment by the guidance counselor or the ESOL Coach. The IPT is administered to determine the student's oral skills level and screening is conducted at the school during the course of the school day. The

assessment is hand graded by whomever administers the screening (Guidance Counselor or ESOL Coach). A data elements sheet is completed by the guidance counselor and given to the school data entry operator for entry into the district student database system. Entry of ELL data is supervised by the district coordinator and the ESOL Coach.

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 district ELL Plan requires that ELL screening must occur within ght first 20 days of enrollment. This procedure is coordinated and monitored by the Guidance Counselor, ESOL Coach, and the district ESOL coordinator

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. If for some reason the Listening/Speaking screening is not conducted within the first 20 days of enrollment, the parents will be notified in writing by the counselor. The notification may be in the parent's home language if necessary unless it is clearly not feasible.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. If a K-2 student is determined to be FES after the initial Listening/Speaking screening, he/she is placed in regular classes with no ESOL services and will be monitored. . _____

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 a new student in grades 3-12 is determined to be NES or LES after initial Listening/ Speaking screening, the parent is notified and the LEP Committee is convened and placement in ESOL is determined. Every effort is made to conduct a Reading/Writing screening in conjunction with the L/S screening for all affirmative responses on the HLS. If for some reason R/W screening is not conducted during the L/S screening process, it is done within one year of enrollment by the guidance counselor. The parent is notified and the LEP Committee is convened and placement in ESOL is determined. The guidance counselor is responsible for monitoring and administering all required testing.

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):
IDEA: Reading and Writing R,W=IRW

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 Nassau County ELL Plan reflects the order of the Consent Decree and requires that the R/W test be administered to students in grades 3-12 within one year of the L/S test. Implementation of required testing is monitored by the ESOL Coach and enforced by the district ESOL Coordinator. School principals are notified if procedures are not followed.

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. If for some reason the Reading/Writing screening is not conducted within the required timeline the parents will be notified in writing by the counselor. The notification may be in the parent's home language if necessary unless it is clearly not feasible. The school principal is also notified.

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. The ELL Committee at each school consists of the guidance counselor, the principal or designee, the teacher(s), parent(s), and other support staff. A written notification will be sent to the parents inviting them to attend a staffing. The notification will be in the parents' home language if necessary, unless it is clearly not feasible. An attempt will be made by the counselor and ESOL Coach to provide interpreters when needed. Entry and placement decisions for ELL students are made by the ELL Committee as follows:

- a. assisting in determining appropriate services for the students
- b. program awareness
- c. planning development and implementation
- d. confirming ELL status
- e. recommending appropriate ELL instruction plan
- f. making recommendations for appropriate modification in the student's program
- g. documentation of ELL Committee recommendations

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. Once the student has been identified as ELL and requiring placement in the district ESOL program, the ELL Committee will meet to determine the

appropriate placement for the student. In addition to the initial screening test results, the ELL Committee may use additional criteria in determining placement such as:

- a. parental and student input
- b. extent and nature of prior educational and social experiences
- c. written recommendations and observations by current and previous instructional and support staff
- d. other test results
- e. graded level of courses and mastery of skills and standards
- f. age appropriateness

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). A programmatic assessment is used for students who enter the Nassau County School District with limited or no prior school experience. In addition to screening test results, the guidance counselor will use the following to address the placement of these students:

- a. Parent interview
- b. Student interview
- c. Written recommendations and observations by current and previous instructional and support services staff
- d. Other test results
- e. Review of transcripts
- f. Age appropriateness

After consideration of all these factors, an ELL Committee will be convened and a plan will be developed.

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. A programmatic assessment is used for students who enter the Nassau County School District with limited or no prior school experience or who enter with limited or no prior schooling records. In addition to screening test results, the guidance counselor will use the following to address the placement of these students:

- g. Parent interview
- h. Student interview
- i. Written recommendations and observations by current and previous instructional and support services staff
- j. Other test results
- k. Review of transcripts
- l. Age appropriateness

After consideration of all these factors, an ELL Committee will be convened and a plan will be developed.

Every attempt will be made to insure that all credits earned in other countries will be awarded toward graduation requirements. If the student supplies a transcript of credits earned, the district will seek to have the transcript translated, if necessary, and credits will be awarded. In situations where no documentation of credits earned in another country is provided, a mastery test in core subject areas may be translated into the student's native language and administered. Satisfactory scores on the mastery test will earn the student credit in those subject areas.

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. Once the student has been identified as ELL and requiring placement in the district ELL program by the guidance counselor and/or ESOL Coach, the ELL Committee will meet to determine the appropriate placement for the student. In addition to the initial screening test results, the ELL Committee may use additional criteria in determining placement such as:

- a. parental and student input
- b. extent and nature of prior educational and social experiences
- c. written recommendations and observations by current and previous instructional and support staff
- d. other test results
- e. course grades and mastery of skills and standards
- f. age appropriateness

Documentation of the ELL Committee meeting and all test results will be kept and retained in the student cumulative folder as part of the educational record.

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. Once the student has been identified as ELL and requiring placement in the district ELL program by the guidance counselor and/or ESOL Coach, the ELL Committee will meet to determine the appropriate placement for the student. In addition to the initial screening test results, the ELL Committee may use additional criteria in determining placement such as:

- g. parental and student input
- h. extent and nature of prior educational and social experiences
- i. written recommendations and observations by current and previous instructional and support staff
- j. other test results
- k. course grades and mastery of skills and standards
- l. age appropriateness

Documentation of the ELL Committee meeting and all test results will be kept and retained in the student cumulative folder as part of the educational record _____

Every attempt will be made to insure that all credits earned in other countries will be awarded toward graduation requirements. If the student supplies a transcript of credits earned, or other evidence of educational experience, the district will seek to have the records translated, if necessary, and credits will be awarded. Language Arts and Foreign Language credits earned in other countries will be transferred into corresponding credits in the district and transcribed into credits earned toward graduation requirements.

In situations where no documentation of credits earned in another country is provided, a mastery test in core subject areas may be translated into the student's native language and

administered. Satisfactory scores on the mastery test will earn the student credit in those subject areas.

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 an active ELL student withdraws from school to move to another district, state, or leaves the country, he/she is eligible to return to active status at a later date.

If the student leaves and returns within the same school year, no assessment will be made and the ELL plan will resume with no disruption of services.

If the student withdraws and attends a school in another state or country beyond the school year and then returns, a new English proficiency assessment will be administered and a new plan will be written if the student qualifies for services . If a student withdraws beyond the school year and attends another school district in Florida, no assessment will be made and the ELL plan will resume with no disruption of services.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. The ELL Committee is responsible for developing the ELL Plan. The ELL Plan is developed upon entry into school and is convened by the guidance counselor. This committee will recommend the initial placement of the ELL student. The ELL plan must be updated at the beginning of the school year to reflect current services, but the plan may be updated at any time at the request of the teacher, administrator, parent or parent's designee. The ELL Committee may convene to review the student's progress in attaining necessary subject area competencies or persistent deficiencies in overall student performance. The committee shall make recommendations for appropriate modification in the student's program to address problems identified, and shall document such modifications in the student's file.

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. The guidance counselor will facilitate the updating of all student ELL Plans at the end of each school year with input from the student's current teacher and other ELL Committee members. As the student transitions into the new school year, the new teacher will review the ELL Plan and revise if necessary with input from the ELL Committee. The updating of all ELL Plans is monitored by the ESOL Coach to ensure that the plan addresses current needs of the student.

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. Services to ELL's will be provided by the assigned teachers to address the language proficiencies with comprehensible instructional strategies that include, but are not limited to:

a. differentiated instruction

b. cooperative learning

c. utilization of computers

d. integration of language and content

e. a variety of audio-visuals. Illustrations, tapes and videotapes

Both elementary and secondary students receive instruction in the regular classroom. Instructional strategies shall be documented in the teacher's plan book, approved curriculum frameworks, instructional checklists, and/or other district developed form as appropriate to the student's overall program.

A variety of instructional materials and resources are used to meet the needs of a multicultural population. Training in the use of materials and resources is provided by the district ESOL Coach to teachers of our ELL population. Use of the materials and strategies is monitored by the ESOL Coach by way of regular classroom visits, student grades, and standardized test scores.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information. See attached.

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district is equal in amount, sequence, quality, and scope to that provided to non-ELLs. Our ELL's are provided instruction in grades PreK – 12 in the regular classroom setting with non-ELL students by teachers who have or are in the process of obtaining the required ESOL endorsement. This is documented through class schedules maintained on the Information Technology system and on teacher schedules. The school's principal and guidance counselor, along with the district ESOL Coach, will monitor appropriate course assignments, level of instruction, equal instructional time, and the assignment of trained personnel. Instruction in the basic subject areas of computer literacy, mathematics, science and social studies shall be provided in heterogeneous classes serving non-ELL and ELL students at all Nassau County schools. ELL students in these classrooms have access to teachers who have completed or who are in the process of completing the required ESOL training component.

From the time of enrollment, all ELL's are afforded equal access to any academic program offered by the school, which is appropriate to his/her level of English proficiency, achievement, and special needs.

Although a pull-out program is not currently a standard part of the Nassau County ELL program, an ELL who would receive instruction in a pull-out setting, would receive the same amount of instructional time as a non-ELL in a regular classroom.

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. Nassau County offers a curriculum aligned with the Sunshine State Standards through courses and subjects described in the Course Code Directory. Teachers document instructional strategies and activities used with ELL's in their lesson plans. Progress monitoring is ongoing through teacher's observation, class work, tests, projects and portfolios. Student needs are addressed as indicated. The use of ESOL instructional strategies is also monitored and addressed as needed by the ESOL Coach.

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) ESOL Coach

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) CELLA

FCAT

Other (Specify) Teacher made tests

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. _____

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. No student is retained due to limited English proficiency. Students who do not meet the district requirements in reading, writing, science, or mathematics will be identified through the FCAT.

At the end of each school year, subject area teachers determine whether each student has met the district expected levels of performance in his/her grade levels. If a student does not meet the expected performance levels, a Progress Monitoring Plan (PMP) is developed and implemented. The PMP is designed to assist the student in meeting the district performance level. Each plan must include a provision for intensive remedial instruction in the area(s) of weakness. Student not meeting the expected levels of performance for his/her grade will receive remediation during the next school year. Upon subsequent evaluation, if the documented deficiency has not been corrected in accordance with the PMP, the student may be retained unless exempted by the school board for good cause. Good Cause may be documented based on the determination of the ELL Committee. The documentation must contain the recommendations and reasons for the student's exemption. Examples of Good Cause may include:

- a. ELL students who have had less than 2 years of instruction in an ELL program.
- b. Student with disabilities whose individual education plan indicates that participation in the statewide assessment program is not appropriate, consistent with the requirements of State Board of Education rule.
- c. Students who demonstrate, through a student portfolio, that the student is reading on grade level as evidenced by demonstration of mastery of the Sunshine State Standards in reading equal to a least a Level 2 performance on the FCAT.
- d. Students with disabilities who participate in the FCAT; and who still demonstrate a deficiency in reading after more than two years of intensive remediation; and were previously retained in K, first, second, or third grade.

- e. Students who still demonstrate a deficiency in reading after two or more years of intensive remediation and were previously retained in K, first, second, or third grade

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. The ELL Committee makes a recommendation for retention or promotion of ELL students. If the ELL Committee feels that it is in the best interest of the child, along with the parent, they may make a recommendation of retention.

When a student is retained, he/she must receive an intensive program that is different from the previous year's program as indicted by the teacher in consultation with the parent and the ELL Committee. Parents of students receiving ELL services will be notified of their child's deficiency by the guidance counselor.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents of all students receive a notice of possible retention from the guidance department and principal of each school. These notices are sent to the parents at the beginning of the second semester. Notices of possible retention are available in Spanish as well. Regular progress is reported through quarterly progress reports and report cards at the end of each grading period. At the end of the year, the final report card indicates the promotion or retention of the student. Parents are invited to ELL Committee meetings that discuss possible retention.

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 district Coordinator of Assessment is responsible for facilitating the administration of the Statewide Assessment Program at all grade levels. All ELL students participate in the statewide assessments of FCAT, CELLA, and Stanford 10.

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 Coordinator of Assessment is responsible for training the school coordinators on all procedures for administering the statewide assessments. Training includes a review of appropriate testing accommodations. Accommodations described in the Florida Department of Education training materials will be utilized for students participating in the FCAT assessment. It is the responsibility of the school level coordinator, the guidance counselor, to facilitate the individual accommodations needed as determined by the ELL Committee. Documentation of accommodations is kept by the school level coordinator as part of the district required assessment information packet and is submitted to the District Coordinator of Assessment after testing.

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. A student who has been classified through Aural-Oral and Reading and Writing testing to be an ELL through the use of the IPT and IRW, shall be tested prior to exiting the LEP program using the same instruments.

The ELL committee will also review the following to determine if a student is ready to exit the ELL program:

a. Students in grades 4-12 must score above the 32% on the IPT and IRW to exit the program.

b. Language proficiency test results from the previous year(CELLA) will also be reviewed.

The composite scores as listed below will be considered in the exiting of a student:

k-2 2050 and greater

3-5 2150 and greater

6-8 2200 and greater

9-12 2250 and greater

c. FCAT level 3 or greater on the reading test of the Sunshine State Standards

d. FCAT level 3 or greater on the writing of the Sunshine State Standards

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⁾
Idea Oral Language Proficiency Test L, S = IPT	K – 6	25		33%
Idea Oral Language Proficiency Test L, S = IPT	7 – 12	36		33%

- (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):
Idea: Reading and Writing R, W = IRW
CELLA

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

- Registrar ESOL Teacher/Coordinator Other (Specify) Guidance Counselor

17d) Describe the process by which the ELL Committee makes exit decisions. After the initial three years, using the same assessment that was used upon placement, an ELL must score above the 32% in both the Aural/Oral and Reading/Writing exam. However, the ELL Committee can convene to discuss the dismissal of a student if they have solid evidence that the student is English proficient and can perform on grade level comparable to a non-ELL, before the three years are completed. This would be based on FCAT scores, CELLA scores, classroom grades/performance, teacher and counselor input, and ESOL Coach recommendation. If, at this time, the ELL committee feels that this student can exit the program, the same tests that were used for placement would be administered as assurance that this student is indeed English proficient and can perform in the classroom successfully.

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 guidance counselor is responsible for updating the ELL’s exit data in the ELL Student Plan. The ESOL Coach and District Coordinator verify that the process is updated and is complete

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Upon meeting exit qualifications, scoring FES on the

aural/oral assessment and above the 32nd percentile in reading and writing assessment, the student will be dismissed and the parent will be notified of the student's dismissal. If the student is English proficient based on exit criteria then the student will be categorized as LF for the next two years dating from the time of dismissal. At the end of each grading period, the student's grades and classroom performance will be monitored by the Guidance Counselor and ESOL Coach.

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 guidance counselor is responsible for conducting the required two-year monitoring follow-up of former ELL's once they have exited the program. The District Coordinator and/or ESOL Coach verifies that the process has been completed.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. The Guidance Counselor will use the ELL Plan Review Form to document student progress of the former ELL. Progress reports, report cards, and standardized test results will be reviewed, documented, and included in the ELL's folder and become a part of the permanent record. Teacher input will be requested on the status of the student's performance.

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

- Report Cards
- Test Scores
- Classroom Performance
- Other (Specify) _ ELL Plan Review Form_____

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. Any consistent pattern of continued under-performance on appropriate tests and/or grades shall result in the convening of the ELL Committee with parental participation to assess the student's need for additional programming as ELL or other needed programs. Special consideration shall be given to any decline in grades and/or test performance after reclassification, and to parent preference.

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 guidance counselor is responsible for convening the ELL Committee to develop a new student ELL plan. The basis and nature of recommendations shall be recorded on a new plan form and maintained in the student's records. This plan shall be reevaluated after one year, and each year thereafter as necessary.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. Former ELL students who re-enter the ELL program after exiting will be entitled to the same instructional services provided

while active in the program. The ELL Committee will determine the strategies to be used by the classroom teacher in an inclusion setting which may include extra tutoring, preferential seating, placement on a Progress Monitoring Plan (PMP), etc. Special attention will be given to deficit areas of academic performance.

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. The Nassau County school district provides assistance to parents/guardians of ELL students in their heritage language, unless clearly not feasible at the time of registration, at the time of ELL Committee meetings, and at the time of parent/teacher conferences.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- Delay in language proficiency testing
- Results of language proficiency assessment
- Program placement
- Program delivery model options
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- Invitation to participate in an ELL Committee Meeting
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- Free/reduced price lunch
- Parental choice options, school improvement status, and teacher out-of-field notices
- Registration forms and requirements
- Disciplinary forms
- Information about the Sunshine State Standards and the ELP Standards
- Information about statewide assessments

- Information about community services available to parents
- Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? The Code of Conduct is distributed to all students at the beginning of each school year. Each school handles the distribution of this document. Provisions shall be implemented to communicate such information in the home language of the parents of ELL students whenever necessary and feasible. The principal and the district coordinator will facilitate this process.

Is the Code of Student Conduct Available in a language other than English?

- Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. The Code of Student Conduct is distributed to all student at the beginning of each school year. Each school handles the distribution of this document. Provisions shall be implemented to communicate such information in the home language of the parents of ELL student when requested if feasible. The principal and the District Coordinator will facilitate this process.

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. Nassau County offers an adult education ESOL program for parents of our ESOL population. This ESOL class meets two nights per week and provides the parents with not only a chance to learn English but also helps provide a connection between them and the county schools. It is a chance for them to ask questions and get answers with concerns that they might have with our school system and/or their child/children attending Nassau County.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. Nassau County publishes the results of Adequate Yearly Progress determinations for each school in the local newspaper. This information is also on the district website as well as at each school site. Provisions shall be implemented to communicate such information in the home language of the parents of ELL student when requested if feasible. The principal and the District Coordinator will facilitate this process.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. The district ELL Plan outlines the procedures for monitoring ELL program compliance. The complaint and appeal process is as follows:

- a. Parent who disagree with the recommendations of the ELL Committee may submit a written complaint to the school principal. If after two weeks the disagreement is not resolved at the school level, the parent may file a complaint with the district ELL contact.
- b. an impartial party may be assigned to conduct a hearing and arrive at a decision.
- c. Within thirty days of receipt of a request for a hearing, the hearing officer must reach a final decision and communicate the decision in an understandable language to the parent.

d. Parents who are not satisfied with the decision may file a written complaint with the Florida Department of Education. The written complaint shall be specific with the alleged violations.

Role of Equity Coordinator

1. The educational equity coordinator shall serve as the Civil Rights Officer for the district. The name and address of the coordinator is available at each school site.

2. District administrators who are assigned categorical program areas, school principals and the equity coordinator shall monitor programs and the delivery of services for compliance with the following:

- a. Section 504 of the Rehabilitation Act of 1973
- b. Americans with Disabilities Act
- c. Florida Education Equity Act
- d. Civil Rights Act of 1964 and Title VI
- e. Title IX-Education Amendment of 1972
- f. Equal Educational Opportunities Act of 1974
- g. Vocational Education Guidelines, 1979
- h. OCR Standards for Title VI, and
- i. Individuals with Disabilities Education Act (IDEA)

3. The district shall provide information concerning the above compliance requirements to ELL parents, if needed, in an understandable language, whenever feasible or through planned parent conferences.

4. The Equity Coordinator, in addition to school principals and guidance personnel, shall monitor the identification, assessment, and placement of a student in the ELL program. This includes parental notification and, when necessary, participation in the development of the student's ELL Plan.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? ELL students are eligible for all the programs, activities, and facilities that are available to non-ELL's. The principal is responsible for insuring this equity.

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 shall consist of the principal or designee, the classroom teacher(s), parent, and guidance counselor.

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. The district PLC is made up of the parents of the ELL students enrolled in the Nassau County Public Schools. It's function is designed to promote parental involvement and to assist with educational programming for ELL students. Parents of ELL's shall be provided leadership training and orientation by the district ELL contact concerning the district's ELL program and plan. Efforts will be made to have the majority of the membership of the PLC consist of ELL and former ELL parents. The PLC meets at least twice each school year.

30a) According to Rule 6A-6.0904 FAC., the PLC is “composed in the majority of parents of limited English proficient students.” If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. _____

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

32) Indicate how your district PLC was involved in the development of the District ELL Plan. The district PLC is given the opportunity to review the ELL Plan at the first PLC meeting of the new school year. As a new plan is written, the PLC will be asked to approve the new plan.

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. Teachers assigned ELL students are identified via the ELL students' class schedules. Teachers identified are compared to the ELL training database to determine their status of meeting the applicable training requirement. Teachers assigned to ELL students who have not met their particular requirement are notified of the requirement, the time frame, the course(s) and the schedule to begin the program. The Coordinator of Student Services handles step #1. The Director of Staff Development handles steps #2-3

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. Upon completion of an ELL training component, in-service points are recorded in the district's Personnel In-service database, per state requirements. The Office of Staff Development maintains a separate internal database of the progress of those taking the various ESOL training components. When a language arts teacher completes the ESOL Endorsement and adds it to a professional certificate, the Personnel Department maintains a record of the updated certificate, and records it in the Personnel certification database.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. School-based administrators who do not already have 60 hours of training will complete up to three of the following 20-hour Beacon Learning Center courses, to obtain a total of 60 hours:
ESOL: A Beginning for All Educators
ESOL for Administrators: Accountability
ESOL for Administrators: Instructional Leadership
Culture and Communication

Tracking will be handled as outlined in the prior question 34.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. Guidance Counselors who do not already have 60 hours of training will complete up to three of the following 20 hour Beacon Learning Center courses, to obtain a total of 60 hours:
ESOL for Counselors, Parts A & B
Language and Diversity for ESOL
Culture and Communication
Tracking will be handled as outlined in the prior question 34

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. Nassau County does not provide instruction in a language other than 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. Nassau County does not have any bilingual classroom-

based paraprofessionals. If one school site were to enroll 15 students speaking the same language, the primary job assignment would remain the same as a non-bilingual paraprofessional, but the paraprofessional would be asked to assist with translating and with school-family communication.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. Nassau County does not have any bilingual classroom-based paraprofessionals.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. Nassau County does not have any bilingual classroom-based paraprofessionals.

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. CELLA scores will be used to hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELL's. Schools are expected to indicate an annual growth rate in percent of students attaining proficiency of 5%

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. Not applicable.

43) Describe the system improvement plan that has been developed for schools and the district when the district has failed to meet the AMAOs for two years. All instructional employees must have and Individual Professional Growth Plan that requires the inclusion of goals for the instructional year based upon each teacher's student performance in reading and mathematics. As an integral part of this process, the Progress Monitoring Plan for each level 1 and level 2 student must be developed. As this PMP is being developed, teachers of level 1 and level 2 students must administer and analyze diagnostic assessments in order to plan instructional strategies that are specific to each student. The district is continuing to pursue the placement of one reading coach at each school. Every middle and high school will be assigned a single coach to a single site.

Nassau County will employ the following actions to ensure the likelihood of improving the achievement of minorities, ELL's and students with disabilities in reading and mathematics:

- a. reading coaches hired to target primary aged students
- b. reading coaches at the intermediate level to target level 1 and level 2 students, model/mentor the teachers and assist with skill deficiency determination.
- c. ESOL Coach is employed to target district ELL's
- d. District level staff to meet in collaborative discussions with school reading leadership teams

- e. Quarterly reading coach meetings to discuss progress, reporting, analyzing student achievement.

If problems are perceived from the analysis of data, the following process will be used to address the problem:

- a. the appropriate director will communicate this information to the principal.
- b. The principal will work with the school leadership team to further analyze the diagnostic and progress monitoring data.
- c. The leadership team will make recommendations to the principal for appropriate professional development
- d. The principal will meet with the teacher to develop a plan for improvement and activation of intervention team/leadership team suggested strategies. This may result in the revision of a teacher's professional growth plan.

A district improvement plan will be sent to DOE.